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Eau Claire, Wisconsin: University of Wisconsin-Eau Claire Foundation, 1976

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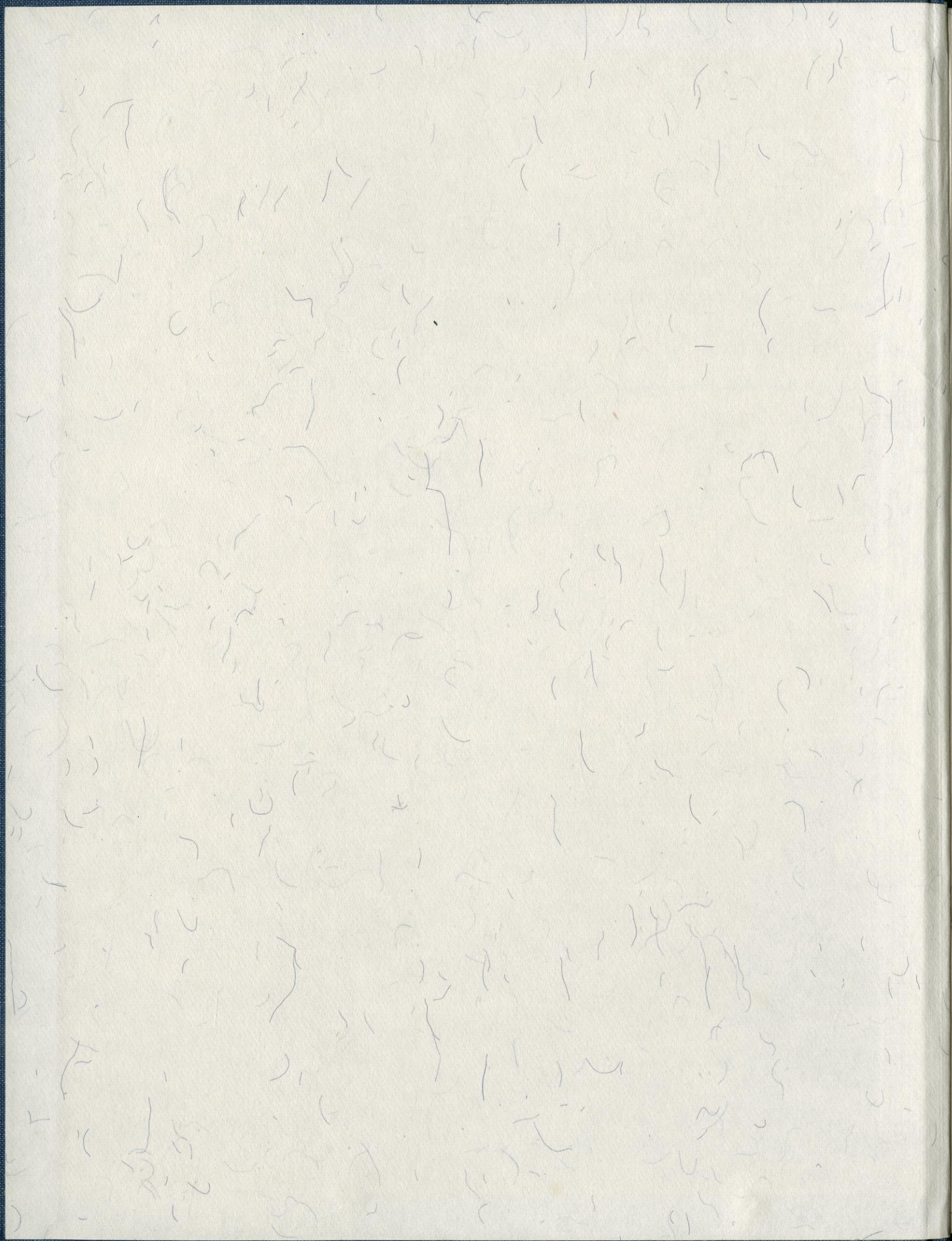
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UW-EC  
1916-76















**The University of Wisconsin –  
EAU CLAIRE**

**A HISTORY,  
1916-1976**

**By Hilda R. Carter  
and  
John R. Jenswold**

**Published by the University of Wisconsin - Eau Claire Foundation, Inc.**





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*"Complexity, he kept saying. Facts.  
Relationships. Hypotheses. Contradictions.  
Tentative synthesis kept open to modification or  
reversal. Not the honeypots of assumption  
and doctrine. Not 'must have been,' but 'was.'"*

—Wallace Stegner, describing  
the historical philosophy  
of Bernard De Voto in  
*The Uneasy Chair* (1974).

We are pleased to publish this history of the University of Wisconsin-Eau Claire on its 60th anniversary year. The author tells a warm and living story of the growth of an American institution. The narrative is written within the context of the political, social and educational changes that have existed during each of the significant periods of this growth.

This history of this university parallels that of several hundred similar institutions which evolved from regional normal schools of the first quarter of the 19th century to multi-purpose comprehensive undergraduate universities (and in many instances graduate and research institutions as well) during the third quarter of the century. The University of Wisconsin-Eau Claire was the last of nine normal schools built in Wisconsin between 1894 and 1918. In this 60th year of its operation it has grown to be the largest of these original normal schools. Because of the foresight of the State of Wisconsin in the late 19th and early 20th century, higher education needs were met in this state without the creation of any additional public four-year degree granting institutions of higher learning until the year 1969 when new universities were created at Green Bay and Parkside.

Even as the University of Wisconsin-Eau Claire is representative of the national development of these emerging universities (sometimes referred to as people's colleges to recognize the opportunities made available to low income families and to encourage first generation college students), the institution also symbolizes the commitment of the people of the State of Wisconsin to higher education.

This reader is made aware of the scope and significant beginnings of an institution created to

for the preparation of a manuscript which provides a wealth of vital information presented in form and style to hold the interest of the general reader. Mrs. Carter writes with a background of many years of association with the University of Wisconsin-Eau Claire as a community leader outside the university family and, more recently, as a valued member of the faculty. Mr. Jansyrol contributes to the knowledge and interpretation of the role of the university from the point of view of the student and as a research scholar. The product provides a record that will broaden the perspective of those who have been associated with this university. All who read this history will have a better understanding of the most dynamic period of higher education history.

—Leonard Haas  
Chancellor

April, 1976



**Chancellor Leonard Haas**

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## FOREWORD

We are pleased to publish this history of the University of Wisconsin-Eau Claire during its 60th anniversary year. The authors have presented a warm and living story of the growth and development of an American institution of higher learning. The narrative is written within the background of the political, social and educational climate that existed during each of the significant periods of this growth.

This history of this university parallels that of several hundred similar institutions which evolved from regional normal schools of the first quarter of the 20th century to multi-purpose comprehensive undergraduate universities (and in many instances graduate and research institutions as well) during the third quarter of the century. The University of Wisconsin-Eau Claire was the last of nine state normal schools built in Wisconsin between 1866 and 1916. In this 60th year of its operation it has grown to be the largest of those original normal schools. Because of the foresight of the State of Wisconsin in the late 19th and early 20th century, higher education needs were met in this state without the creation of any additional public four-year degree granting institutions of higher learning until the year 1969 when new universities were created at Green Bay and Parkside.

Even as the University of Wisconsin-Eau Claire is representative of the national development of these emerging universities (sometimes referred to as people's colleges to recognize the opportunities made available to low income families and to encourage first generation college students), the institution also symbolizes the commitment of the people of the State of Wisconsin to higher education.

The reader is made aware of the simple but significant beginnings of an institution created to

enable teaching to become a profession. Then, as the history unfolds, regional liberal education opportunities associated with the arts, letters and sciences were to make life richer and more meaningful for the many students who matriculated as well as all members of the community who received ancillary benefits and rewards. Subsequently, in response to a statewide demand for professional personnel, the writers trace the establishment and growth of fully accredited professional programs.

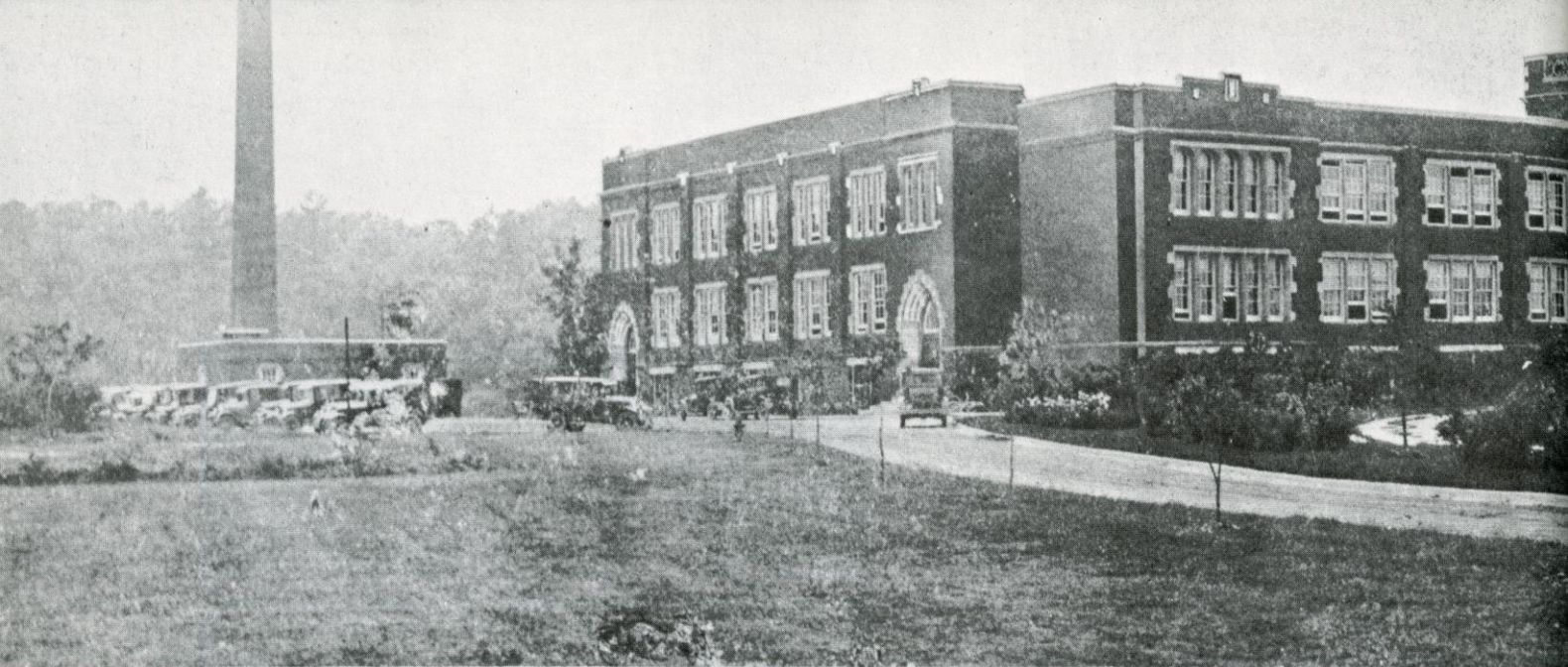
In this historical account, the learning advantages of a small college atmosphere, the enhancement of instruction abetted by the commitment of dedicated teachers and staff members, and the unique recognition of the potentialities of each student are repeated again and again by anecdote and record.

On behalf of the university I express appreciation to Mrs. Hilda Richardson Carter and her associates for the preparation of a manuscript which provides a wealth of vital information presented in form and style to hold the interest of the general reader. Mrs. Carter writes with a background of many years of association with the University of Wisconsin-Eau Claire as a community leader outside the university family and, more recently, as a valued member of the faculty. Mr. Jenswold contributes to the knowledge and interpretation of the role of the university from the point of view of the student and as a research scholar. The product provides a record that will broaden the perspective of those who have been associated with this university. All who read this history will have a better understanding of the most dynamic period of higher education history.

—Leonard Haas  
Chancellor

April, 1976





## PREFACE

The history of the University of Wisconsin-Eau Claire, an institution of higher learning sixty years old in 1976, parallels changes in public education beyond the secondary school which have taken place throughout the United States. Starting as a State Normal School located in Eau Claire, Wisconsin, a small city of West Central Wisconsin, which opened its doors in the fall of 1916, the institution passed through the stages of State Teachers College, Wisconsin State College at Eau Claire, and Wisconsin State University-Eau Claire, to its present position as one of thirteen four-year degree granting institutions in the University of Wisconsin System, fourth largest system of higher education in the United States.

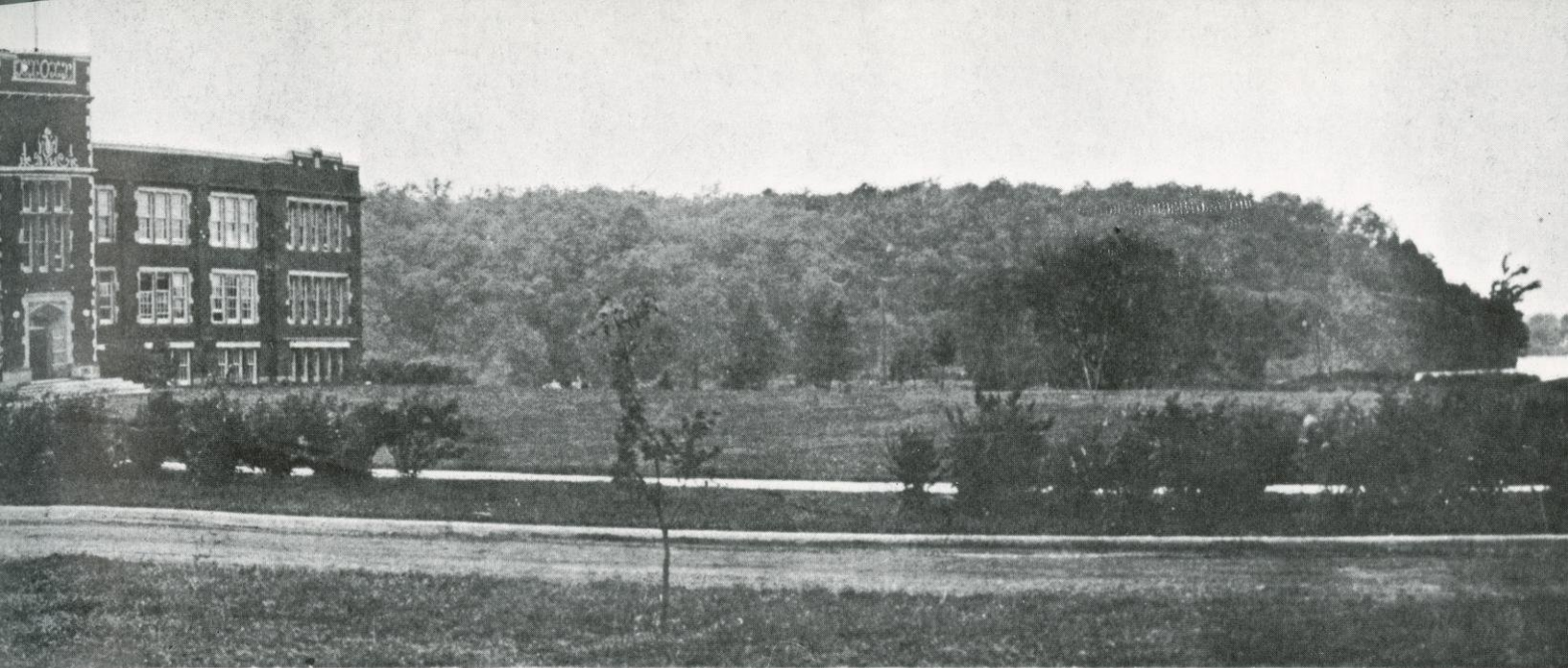
The fact that only three men — Harvey Schofield, William R. Davies, and Leonard Haas — have occupied the office of president of the Eau Claire school (president and then chancellor in the case of Dr. Haas) makes the task of the historian of the University of Wisconsin-Eau Claire much simpler than it might otherwise have been, since it is possible to treat administrations persisting over long periods of years. Also, the 1916 to 1976 span roughly conforms to certain decades in the history of the United States marked by distinctive social and political phenomena, which are customarily treated by historians as significantly different from one another.

In anticipation of the Golden Jubilee of Wisconsin State University in 1965-66, Laura E. Sutherland, distinguished professor emeritus of history, was commissioned to research and write the history

of "the school at Eau Claire." Her work coincided with the histories of the nine Wisconsin State Universities which Dr. Walker Wyman was assembling for publication from various authors in the different institutions. In May of 1964, Laura Sutherland met a tragic death in an automobile accident. The evening before, she had told close friends that the history of Wisconsin State University-Eau Claire, on which she had been working for several years, was finished. Her longer work was to be condensed into a chapter for the book which Dr. Wyman was editing, and it was planned that publication of the complete history would be arranged by WSU-Eau Claire as part of the Fiftieth Year observance.

Invited to join the administrative staff of the University in February 1965 as public information officer, it was my privilege to prepare for the history of the nine state universities the chapter on Eau Claire, building on the careful research of Laura Sutherland. The chapter, entitled "Fifty Years of Higher Education at Eau Claire," was reviewed in typescript by a committee of six professors appointed by President Leonard Haas — Dr. Richard E. Hibbard, Dr. William Cochrane, Dr. Edward Blackorby, Dr. Robert Gibbon, Dr. T. A. Barnhart, and Dr. Wilmer Pautz. Dr. Haas also read the manuscript. Richard Beckman of the university's audiovisual services assisted with the selection of illustrations. Published by the River Falls State University Press in August 1968, the book with its chapter on the history of the Eau Claire institution of higher learning has proved to be an authentic reference work.





Always there remained in the minds of several of us the publication of the full history of the University of Wisconsin-Eau Claire. Writing daily news releases covering all aspects of the university's life; editing the quarterly university alumni publication, *The View*; enrolling in history courses related to periods in the twentieth century of the United States and in independent study in history, particularly with Dr. Edward Muzik as mentor — by the year 1970 I had completed a history extending through the decade of the 1940s. This involved constant reference to the work Laura Sutherland had done; reading school publications such as *Spectator* and *Periscope* from the beginning of their publication; talking to many persons who had been associated with the institution, some from its very first days; and extensive background reading in higher education.

In the spring of 1973, John Jenswold, a senior majoring in history and minoring in journalism and education, applied for the internship on *The Summer Times*, a weekly summer session newspaper which I edited. Custom decreed that the internship should go to a student majoring in journalism, but it was possible to arrange that John Jenswold should come to work for us as a historian, researcher, and writer. This he did in the summer of 1973 and again in the summer of 1974. We tackled the decade of the 1950s — he combed all the printed documents and correspondence available and drafted the first version; together we interviewed persons who had been prominent in the college's life in that period; we discussed points of view from which to deal with our material and, conferring daily, constructed a second version of this chapter. This was circulated to a number of persons for review — to Dr. Leonard Haas, Dr. Lester Emans, Professor Emeritus Hilda Belle Oxy, Librarian Emeritus

Erna Buchholz, former Business Manager Mabel Chipman, and their suggestions have been incorporated in the final text.

When John Jenswold's talents were secured on an academic staff appointment for six months following his graduation from the University of Wisconsin-Eau Claire in December of 1974, it was possible to proceed with the decade of the 1960s and the first half of the 1970s. One of the significant contributions Mr. Jenswold has made is in the oral taping of interviews with Dr. Leonard Haas, Dr. Marshall Wick, and others who have played a key role in the history of the University of Wisconsin-Eau Claire. During the summer of 1975 he went through thirty cartons of president's correspondence of this period. He has also read extensively in the history of higher education, and much of the bibliography is directly attributable to his scholarly attention to innumerable sources.

The authors are deeply indebted to Professor Howard R. Fredricks of the department of history, the University of Wisconsin-La Crosse, who taped the reminiscences of Eugene R. McPhee between April 17 and June 6, 1973. The printed transcriptions of these interviews gives vivid insight into the character and activities of Mr. McPhee as director of the Wisconsin State Universities System as well as a student and member of the faculty at Eau Claire State Teachers College.

It is with great satisfaction that the authors bring an eleven-year project to fruition in 1976, celebrating the sixtieth anniversary year of a remarkable institution which has had outstanding leadership. By a happy coincidence, the sixtieth year of the University of Wisconsin-Eau Claire is also the Bicentennial Year of our United States.

—Hilda Richardson Carter  
April 1976





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FLORENCE C. FRANKLIN



RUTH HAMBLIN



FRANCES J. GAUDIN



KATHERINE RYAN



ZELMA MONROE



B. W. BRIDGMAN



H. M. SCHOFIELD-PELS



C. D. BREWER



HULDA B. OXY



MAUDA FRANKLIN



GEORGE SIMPSON



L. A. CREUTZ



BERNICE JAMES



W. A. CLARK

EAU CLAIRE  
NORMAL  
FACULTY  
1917



MERRITT N. POPL



KATHERINE THRELK



DOROTHY SALTER



H. J. FOX



GRACE GAIL GIBSON



E. G. DOUDRA



EVA PARKER WHITE



FLOY DONALDSON



FRANCES B. PEARSON



LOUISE SPUHLER



GEORGE CLAUS



PHOTOGRAPHER



## CHAPTER I

# "THAT YOU, THE SONS AND DAUGHTERS OF THE COMMONWEALTH, MIGHT HAVE BETTER EDUCATIONAL SERVICE"

### *The Cornerstone: Eau Claire State Normal School*

October 19, 1916, was a cold mid-autumn day on the banks of the Chippewa River in the city of Eau Claire in northwest Wisconsin. In front of a sturdy new structure of brick and stone stood a crowd of six hundred persons waiting for the governor of the state to arrive. Then the ceremony of the laying of the cornerstone of the Eau Claire State Normal School would take place, with the Honorable Emmet Horan, "member from Eau Claire" of the Board of Regents presiding over the proceedings. On the steps of the front entrance, draped in blue and gold, school colors already selected by the student body, were the dignitaries, including the state superintendent of schools, members of the Board of Regents of Normal Schools, and presidents of eight sister state normal schools honoring with their presence the youngest of their number. Among them was the president of the state normal school at Platteville, an institution already celebrating its fiftieth birthday. In the gathering around the steps were the twenty members of the new faculty, the 159 students, and a number of townspeople for whom this day was one of fruition.

Applause greeted the arrival of the Honorable Emanuel L. Philipp, who with his party drove up in an automobile. The outdoor ceremony was brief. The contents of the cornerstone, it was made known, consisted of pictures of Regent Horan and President Harvey Schofield, autographed lists of faculty, of students, of regents, copies of the Eau Claire newspapers for this day of dedication, and the menu of the "guests' dinner" to be held at four o'clock at the Galloway Hotel, hosted by the Eau Claire Civic and Commerce Association.<sup>1</sup>

To escape from the inclement weather, the assemblage adjourned to the 700-seat auditorium inside the new building. The mayor of Eau Claire welcomed the governor and other visitors and expressed the gratitude of the city of Eau Claire for the new institution and the structure which housed it. 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 walls of this massive building last.<sup>2</sup>

### *Eau Claire in 1916: A Visitor's View*

After the speechmaking at the new Normal School the distinguished visitors were taken on a tour by auto of the city of Eau Claire. They were shown a thriving community of nearly 20,000 population with a Carnegie Library, a \$100,000 Y.M.C.A., a new Federal building, and a city hall under construction, which they were told was an exact copy of the Petit Trianon at Versailles, even to the stone imported from France. They were driven past spacious and beautiful parks, the gifts to the city by lumbermen named Carson, Owen, and Putnam. Eau Claire's location at the confluence of the Eau Claire and Chippewa Rivers, which drained the lands, north and east, upon which once stood the magnificent white pine forest of Wisconsin, had made Eau Claire famous as a logging town and manufacturing center for lumber. At the height of the pine lumbering days, fifteen sawmills had been in operation on the riverbanks; by 1911, all but one had closed, not for reason of financial weakness but because of exhausted timber resources.<sup>3</sup> The wealth garnered was apparent in the impressive homes of a score of families.

In 1916, at least ten thriving industries were carrying on the economic prosperity of the city. Most were based on wood products: the Eau Claire Paper and Pulp Company, the Phoenix Manufacturing Company, the Wisconsin Refrigerator Company, which sold its products in Argentina, Colombia, Peru, Japan, and China. Regent Emmet Horan was a partner in the McDonough Manufacturing Company, which employed over a hundred people in the manufacture of sawmill machinery sold all over the United States, and in Canada, Mexico, England, Russia, Australia, and New Zealand. Three railroads connected Eau Claire both with a network of smaller communities in Wisconsin and with the larger centers of trade and transfer outside northwest Wisconsin.

The visitors to Eau Claire were told that electric trolleys ran within the city and on interurban lines to Chippewa Falls and Altoona, an adjoining small city and railroad point. The city's newspapers were the *Eau Claire Leader* and the *Eau Claire Daily Telegram*, the German language paper, *Der Herold*,



and the Norwegian language paper, *Reform*. Another boast was that in 1910 Eau Claire had become the first city in the state to adopt the "Commission" form of government, just coming into popularity as part of the Reform movement of the Progressive era.<sup>4</sup>

### *The Civic and Commerce Association: Twenty-Five Years of Effort*

The observances of October 19, 1916, marked the fulfillment of the hope of a group of determined men who for a quarter of a century had sought a state normal school for Eau Claire. Indeed, the program of the day of dedication was arranged by the most eminent business and professional leaders of the community under the banner of the Civic and Commerce Association, which asserted that in a few years the Eau Claire Normal would be the largest in the state, and that the amount of money brought to the city would reach an astounding figure, that many new families would be moving to Eau Claire, and the new institution "would be a better asset to the city than a manufacturing plant."<sup>5</sup>

In 1891 the legislature of the state of Wisconsin had passed an act authorizing the Board of Regents of Normal Schools to establish a new school north of Township 24,<sup>6</sup> and Eau Claire was among the communities which responded to the invitation to offer sites and money. When the citizens of Superior realized there was no chance of winning the normal school under a bill which provided for only one new institution north of Township 24, their delegation maneuvered to have the 1891 bill set aside in the legislature of 1893 and a bill passed providing for two normal schools north of Township 24, the tacit understanding being that one would be located in northeastern Wisconsin and the other on the shore of Lake Superior. Meeting in July 1893 to decide on locations, the regents were confronted with delegations from 28 communities in the northern part of the state, including Eau Claire.<sup>7</sup> According to Charles McKenny, historian of education writing in 1912, many of the petitioners were prominent Democrats, since it was known that the board of regents was composed of ten Democrats and only one Republican. On the 101st ballot, Stevens Point was selected as the site of the sixth normal school, with Superior next in line for the seventh.<sup>8</sup>

Eau Claire, though disappointed, did not give up striving for a normal school, and in 1897, when the River Falls Normal School building burned, a large delegation from Eau Claire went to Madison in a private railroad car to argue that Eau Claire was a more advantageous location for a state normal

school than its sister city to the west. There were 22 petitioners in all, representing the Eau Claire Board of Trade, whose president was Eugene Shaw and secretary was Emmet Horan; but, even though they pointed out that River Falls was having difficulty maintaining enrollment of students, the Eau Claire group failed to persuade the Board of Regents to their point of view.<sup>9</sup>



Emmet Horan

### *Emmet Horan: The First "Eau Claire Regent"*

In 1908 the people of Eau Claire became aware that there was a vacancy on the Board of Regents of Normal Schools, and they held a mass meeting to nominate a candidate. In the words of Emmet Horan, who is quoted in the first issue of the *Periscope*, Eau Claire Normal School yearbook begun in 1917: "... unfortunately, I happened to be the one they selected. They sent a long telegram, about 200 or 300 words, to Governor Davidson, and after considerable wire-pulling and petitioning, the Governor made the appointment."<sup>10</sup> Mr. Horan was far too modest, for his considerable experience with problems of education was undoubtedly well known to his fellow citizens who recommended him for the post of regent. Mr. Horan had been a member of the Board of Education of the city of Eau Claire since 1891, chairman of the committee for high school teachers, and he had participated in planning the Eau Claire High School building. When negotiations for a state normal school had lagged, the Eau Claire County Board of Supervisors took advantage of an 1899 statute providing state aids for county training schools and voted to establish the County Training School. Mr. Horan was the



first chairman of the board of the County Training School, which opened in 1905 offering teacher training and a short course in agriculture, a post which he resigned upon being named a regent of state normal schools.<sup>11</sup>

Emmet Horan felt that the people of Eau Claire had placed the responsibility of securing a state normal school on his shoulders, and soon the political climate in the legislature seemed favorable. According to the historian of education, McKenny, there was a struggle in the state assembly between the conservative and progressive wings of the Republican party, and Eau Claire's friends discreetly used the situation to their advantage. The legislature of 1909 passed an act establishing the next normal school at Eau Claire.<sup>12</sup>

### *Selection of a Site: "Putnam Park Alone an Education for Any Student"*

As was customary, it was understood that "the city would furnish all the ground, gratuitously, that would be necessary to take care of the needs of a normal school in the future."<sup>13</sup> To the committee of the board of regents which visited Eau Claire in August 1909, ten possible sites were shown. Mr. Horan subsequently indicated to the city councilmen that three sites appealed to the committee: the Barland site on the East Side Hill, the Third Ward site, and "the island" in Half Moon Lake. The cost of the Barland site was estimated at \$3,000, of the Third Ward site at \$7,000, and Mr. Eugene Shaw offered all land needed on "the island" for \$1.00. Mr. Horan reported that the committee of the board thought the island location very desirable, but that the city would have to erect a bridge to it. In the "Voice of the People," a column in the *Eau Claire Leader*, the Reverend H. R. Vaughn argued in favor of the island in Half Moon Lake: it was healthful, had abundant room and beauty, was detached from the city, yet accessible if a bridge were built — "a much larger proportion of the young people of the well-to-do homes go to the colleges and universities, and any who attend the Normal would not be deterred on account of street car fares."<sup>14</sup>

The city councilmen decided to leave the selection of the final site to the board of regents, only asking that a public hearing be held in Eau Claire. The date of January 31, 1910, was set, and West Side petitioners with 1,500 signatures appeared in favor of the island location. But the "Superior regent" was 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, the contiguous small city from which pupils for the normal school might come to Eau Claire by trolley.

The Third Ward site was presented by David Drummond with maps and plans. But while his presentation was being discussed, John S. Owen made a surprise appearance with a new offer comprising 35 acres of land on the East Side Hill which were on the Second Ward carline next to Forest Hills cemetery. Mr. Owen's proposal, already dubbed "University Hill," was backed by Judge Gilbertson and Alderman Stussy.

But David Drummond "stood pat for the site near Little Niagara" and ably set forth his arguments, though Alderman Stussy and Judge Gilbertson were "mean enough" to infer that this was the only place in Eau Claire where mosquitoes were found — "they and others even hinted at swamps, low ground, marshes, malaria, etc., but nothing definite." Miss Laura Burce, former county superintendent of schools, supported the Third Ward site, pointing out that it was surrounded by the best residential section, it had the best soil and natural beauty, and that "Putnam Park alone was an education for any student."

On the 5th of February, 1910, the board of regents decided on the Third Ward site on the condition that twelve acres would be furnished by the city instead of the seven originally offered. On the very next day, the *Eau Claire Leader* warned that the matter must not become a "political football, for there are a dozen cities who want the school."<sup>15</sup> The land, lying between the wooded bluffs of Putnam Park and an abrupt bend of the Chippewa River, was owned by the Park Company, of which David Drummond was secretary and E. B. Putnam, president, and the Park Company's original purpose had been to develop the area for homes and to preserve the beauty of Putnam Park Drive. Through the property ran Little Niagara Creek, which emptied in a scenic falls into the Chippewa River.

Putnam Park had been given by H. C. Putnam, father of E. B. Putnam, to the city of Eau Claire in 1909, together with a promise of \$10,000 in his will for its upkeep. A 2½-mile drive through unspoiled forest followed the creek at the foot of the bluff, and a 3-mile drive bordered the top. H. C. Putnam was a familiar figure roaming his beloved woods, which covered approximately 200 acres, and contained 38 kinds of trees native to Wisconsin and numerous species of ferns and wild flowers. In the Eau Claire press he continually reminded the citizens of the city of the value of his gift and the necessity to care for it.<sup>16</sup>



Finally, it was arranged that the Park Company would sell 12 acres on the bank of the Chippewa River to the city for \$12,000, and on June 30, 1910, Regent Horan left Eau Claire for the meeting of the board of regents "armed with the deed to the Drummond site." Two conditions were attached, that Putnam Drive was to continue as a public street as it had been for many years, and that "the natural channel of the creek through said premises should be opened and maintained, and lands on the site shall include all lands on the northwest to the Chippewa River, subject to the highway now in use upon the bank of said river." However, some details still remained to be worked out, for it was not until December that all the instruments of conveyance were completed.<sup>17</sup>

In 1911 a bill was passed by the legislature authorizing the board of regents to improve the grounds at Eau Claire and to prepare plans and specifications for the normal school building for submission to the next legislature. An initial appropriation of \$3,000 for grading and setting out trees was made by the board in September 1911. In Mr. Horan's words, "that was an entering wedge, because of the fact that we got some of the state's money, and we did quite a lot of grading the following summer."<sup>18</sup>

### *"Why the Normal School Should Be Constructed Now"*

Apparently Regent Horan suggested to the architectural firm of Van Ryn and Degelleke of Milwaukee that they prepare plans for a normal school building at Eau Claire, for on January 20, 1911, at the Eau Claire Club there was a pre-showing. According to the local press, those present were surprised at the magnitude of the work and delighted with the future prospects: "Over and over Architect Van Ryn went over the four large blueprints of the tentative plans, showing in detail the several floors . . . no such plans were ever seen in the city, if in the state . . . of the kind of normal school contemplated for Eau Claire, there are only a few in the country." The total cost of the building was estimated at \$205,000 and of equipment at \$37,600. A drawing of the proposed building bears little resemblance to the structure which was dedicated in October of 1916.<sup>19</sup>

In anticipation of the convening of the 1913 legislature, the Eau Claire Citizens Committee on the Normal School published a pamphlet entitled "Why the Normal School Should be Constructed Now." Even though plans had been solicited, no money had been appropriated for the school's building in what

the committee described as "one of the most accessible cities in the state." In the pamphlet it was pointed out that 40 passenger trains a day stopped in Eau Claire. Cities and villages on railroad lines tributary to Eau Claire — Rice Lake, Chetek, Ladysmith, Black River Falls, Neillsville, Cameron, Barron, Thorp, Withee, Owen, Greenwood, Humbird, Merrillan — had fine high schools which could be counted upon to send their promising graduates to the normal school. The city of Chippewa Falls, ten miles away by interurban trolley or train, had a high school population of 300, and Eau Claire had 715 high school students. 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, "designed and located to accommodate the students of such school" who would be approaching the normal school from the west side. The authors of the pamphlet showed their awareness of the state surveys of education which were popular at the time when they quoted figures showing that 65 percent of all normal school pupils came to their schools from within a radius of 60 miles of home: "This opportunity means very much to parents, to pupils and to the public."<sup>20</sup>

### *The Normal School Building: "These Massive Walls"*

Pressure from the Eau Claire citizenry bore fruit when the 1913 legislature appropriated the sum of \$225,000 for the normal school building, this amount to be divided into three installments of \$75,000 each extending over a period of three years. A beginning was made in the summer of 1914 when the foundations and the concrete skeleton of the building, two stories high with a basement, in dimensions 165 by 238 feet, were completed. No bids were taken, but the Hoeppner-Bartlett Company of Eau Claire was awarded the contract for general construction on a cost-plus basis. All materials such as steel and cement were purchased by the state.

E. G. Hoeppner, foreman of the project, recalls that the first foundations were poured with concrete made from gravel from the west bank of the Chippewa River. Because the old Water Street bridge, a wooden structure, was partially destroyed, the gravel had to be hauled by teams and wagons across the Grand Avenue bridge in the center of the city, a mile north of the building site. In the second summer, Mr. Hoeppner found a more accessible gravel supply in the northeast corner of the site itself. Of excellent quality, this was used throughout the construction of the superstructure, begun in April of 1915. Boys home from the University



were hired as summer helpers, and Mr. Hoepfner tells the story of a joke they played on Dan Dulany, one of the local millionaires, whose home was on the corner of State Street and Garfield Avenue, just a block distant: "All concrete for the superstructure was mixed in a concrete mixer driven by steam and hoisted by a skip hoist which dumped concrete into a hopper from which it was conveyed in carts. Dan Dulany was a self-appointed inspector and was there almost every day to inspect the construction. One day the boys decided that he was too inquisitive so they fixed up a signal with the engineer. When Dan got quite close to the hopper, the engineer gave the bucket a fast dump. The concrete fell into the hopper and splashed Mr. Dulany so that he was covered with concrete. The boys all got a good laugh out of it."

The final cost of the building, which contained 2,000,000 cubic feet was 12½ cents per cubic foot. Carpenters were paid 37½ cents an hour, common labor 20 cents an hour, and bricklayers 55 cents an hour. The face brick came from Danville, Illinois, and the stone trim was quarried at Downsville, near Durand, a river town 20 miles west of Eau Claire, cut there, and shipped by rail to Eau Claire. Reinforcing steel was shipped in straight bars and bent by hand. When it was finished, the state engineer declared that the Eau Claire State Normal building was the most economical building of its type ever built by the state. The same firm of architects, Van Ryn and Degelleke of Milwaukee, who had proposed the more elaborate plan in 1911 were the designers of the building actually constructed.<sup>21</sup>

### *President Harvey Schofield: "The Winning Personality"*

Harvey Schofield was 39 years old when he was chosen president of Eau Claire State Normal School in April of 1916. Since the object of the new school was the training of teachers, it was appropriate that a man with experience in teaching and administration in the public schools should be selected. He came to Eau Claire from a high school principalship in St. Paul, Minnesota; previously he had been a principal at Neillsville and at Superior, a superintendent of schools at Ellsworth, and a teacher of civics and history and athletic coach in the high school at Madison, Wisconsin. Born at Augusta, a rural town about 20 miles from Eau Claire, Mr. Schofield had attended Stevens Point State Normal School, where he was prominent in debate, oratory, football, track, and dramatics, and then the University of Wisconsin, where he was fullback on the

varsity football team and captain of the basketball team in the year 1903-04. His degree was the bachelor of philosophy from the University.

Mr. Schofield's love of athletic competition enlivened his presidency of the normal school. As early as 1922, he sought adequate playing fields for baseball and football, and a colleague remembers that he "refought" every game with the coaches the morning after in his office. A vigorous, handsome man, he was described in an early *Periscope* as "the winning personality," and he loved the by-play of faculty gatherings and student associations. As one of the first faculty members wrote some years later: "I am glad to be reminded of the work and the fun, the pleasant associations with all of you, and to look again at my mind's picture of President Schofield and remember his jovial, kindly patience and ever-ready willingness to help one over the rough places and to rejoice when things went smoothly and successfully."<sup>22</sup>

During 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 their 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 Charles J. Brewer, who was recruited to take charge of teacher training and the model school from the superintendency of the Chippewa Falls schools; W. A. Clark, director of the grammar course, who had been principal of the Eau Claire County Training School; and E. G. Doudna, director of the high school and college courses, who stayed but two years before taking the position of first full-time secretary of the Wisconsin Education Association, and becoming in 1928 secretary of the Board of Regents of Normal Schools. Mr. Brewer and seven of the first faculty stayed at Eau Claire for many years: Katherine Ryan, teacher of arithmetic and assistant principal of the model school; A. J. Fox, manual training instructor and later registrar; Hilda Belle Oxyby, instructor in German, English, Latin, and Spanish; B. W. Bridgman, teacher of physics and chemistry; Blanche James, instructor in mathematics; and Katharine Thomas, critic teacher in seventh and eighth grades of the model school. George L. Simpson, geography teacher and athletic coach, also remained with the school for many years, absent only for leaves during World War I and World War II.<sup>23</sup>



## Convocation: The Student Body

A month before the formal dedication, the Normal School opened on September 18, 1916, "to the tune of hammers and plumbers' wrenches." At the first assembly, President Schofield announced that 159 were enrolled, 141 young ladies and 18 young men. The 18 males 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 8/11ths of a team showed up, the other males having "defects in their anatomy" that ruled them out.<sup>24</sup>

The students came from Eau Claire and surrounding towns. The graduating class of 1917 included 24 from the city of Eau Claire and 23 from other communities, 8 of the latter being commuters from Chippewa Falls. Students who came from out of town were advised that their expenses should not exceed \$200 a year. Room and board could be obtained in homes near the school for \$4 a week to \$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 with an additional \$2.00 for book rental.<sup>25</sup>

The first catalogue listed seven courses of study: a one-year "minimum qualification" rural course; two-year courses for primary grade teachers, for grammar grade teachers, and for graded school principals; three-year courses for high school teachers and high school principals; and "college work covering the first two years of most college courses." Most of the entering students were graduates of four-year high schools, but privileges of special entrance were extended to teachers with four years of teaching experience, at least one year of which had been under a first grade county certification; to graduates of county training schools who were not high school graduates but who had taught at least one year under a first grade certificate; and to "teachers of experience who could pass entrance examinations."

Those choosing the high school course were required to elect 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 in liberal arts, or which would count toward professional work in law, medicine, engineering, or commerce.<sup>26</sup>

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, pictured, grade by grade, in the yearly *Periscopes*. The number of students in the model school averaged 220, including 35 in the two high school grades.<sup>27</sup>

Summer school was popular from the first year, with a session offered in 1916 in the local high school before the new building was ready. Not only did students take advantage of work offered in all the regular teachers' courses and in manual training, domestic science, and librarianship requirements for certification, but they had a good time at summer school. Concerts, lectures, and faculty entertainments enlivened the scene: at a 1919 welcoming get-together, "A. Lincoln Creutz and Stephen A. Douglas Fox debated 'Resolved, that a cross, neat housewife is preferable to a good-natured slovenly one,'" and the judges were President Schofield, Frances Jagoditsch, the business manager, and D. L. Loop, the football coach.<sup>28</sup>

"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 newspaper announcement indicated that a catalogue was available from the normal school, but "upon request of four or more students" classes could be formed "in any subject." Fees would be charged sufficient to compensate instructors sent from the normal school and would amount to \$4.50 to \$6.00 per pupil for a nine-week term.<sup>29</sup>

In the small school atmosphere, many student groups flourished. The campfire movement was popular among the girls, and two groups of Indian maidens in full costume were pictured in the early *Periscopes*; in summer these tribes would "camp out" in borrowed cottages at Chetek, the popular resort area for Eau Claire residents. Another female organization, the Alpha Rho Society, had as its purpose the study of literature and art, but when the influenza epidemic of 1918 closed the school for nine weeks, the members turned to learning home nursing. Literary interests were also represented in the Periclean Society and Teutonia. Those who were musically inclined joined the Cecilian Glee Club, the Men's Glee Club, the Men's Quartet, or the Mandolin Club.

To represent the school in debate or oratory was a great honor, and each year some forty students competed before faculty judges for the four places. The interest in inter-normal school debate rivaled the rooting for athletic teams. The 1917 *Periscope* noted that on March 16 the orator chosen by the



Eau Claire student body, and his supporters, "were prevented by snowdrifts from making their way through the gulches into River Falls"; the same date was also noted in the publication's calendar of the year as the day of the Russian Revolution. The topic for debate was of "decidedly live interest": "Resolved, that a national system of compulsory training should be adopted by the United States."

Other debate topics in the early years showed concern with the plight of Ireland, the Armenian massacre, American idealism, safeguarding American democracy, the League of Nations, and unemployment compensation law. In 1918, Eau Claire hosted the state oratorical contest, with rooters and orchestras from Superior and La Crosse and a 20-piece band from Milwaukee descending on the school. The next year, President Schofield chaperoned Eau Claire's orators, choral club, and men's quartet on the Soo Line train to Oshkosh for the state contest.<sup>30</sup>

The *Periscope*, "a reflector of school activities," was launched in 1917 by Milton C. Towner and Margaret Dittmer. The American public's attention was riveted on the submarine at the time, and no doubt the drawing, "a hasty graphical demonstration of the appropriateness of the suggested title," which accompanied the first issue was also timely. The editors, pointing to the diagram of a periscope, defined the purpose of their publication: "by turning this crank things are seen from different angles, viz., humorous, critical, or cute." In their first-year calendar the events they recapitulated included September 26, the day on which the student body chose the school colors; September 29, the first pay day of the faculty, which the latter celebrated by entertaining the students; October 19, the dedication of the normal school; November 6, the election of Woodrow Wilson as president of the United States, the re-election of Governor Emanuel L. Philipp, and the return to the U.S. Senate of Robert M. LaFollette, Sr., for a third term.

### *World War I: "Our Bonus Boys"*

"To Our Fellow-Students Who in Field and Camp Gladly Gave Themselves to Preserve the Republic and Free Institutions in All the World" was the dedication of the 1919 *Periscope*. Listed as "stars in our service flag" were 27 young men, a young lady with the Y.W.C.A., and Coach George Simpson. Arthur M. Olsen, Army lieutenant, died July 18, 1918, of wounds received in action.<sup>31</sup>

Apart from the absence of friends in camp and field, and the dropping of German as a subject to be taught in the Eau Claire State Normal School, World War I brought none of the turmoil to Presi-

dent Schofield's administration that was being experienced by President Charles Van Hise of the University of Wisconsin: "As anti-German feeling increased throughout the country, charges of pro-Germanism were raised against the University both from Wisconsin and from the country at large. Some persons, knowing that La Follette opposed American participation in the war and that there were many Germans in Wisconsin, concluded that the state and its University were probably fostering disloyalty." Senator La Follette had opposed the entrance of the United States into the war in a filibuster which attracted attention nationwide. The Wisconsin state legislature subsequently adopted a resolution condemning his failure to support the war, and the faculty of the University followed with a petition denouncing the senator which President Van Hise also signed, even though he was a personal friend of La Follette and a University president who was "fond of saying that a University should reflect the spirit of the times without yielding to it, . . ."<sup>32</sup>

A special Wisconsin statute provided that those who had been in military service could draw \$30 a month for four years while in attendance at a state educational institution. In the *Periscope* of 1920, "Our Bonus Boys" were pictured. The opportunity attracted a number of veterans to the normal schools, resulting in peak enrollment in 1922-23. At Eau Claire, there were 290 students in 1920-21, 399 in 1921-22, and 500 in 1922-23, and apparently because the tide of Bonus Boys receded, the figures dropped in the next four years to 488, 480, 432, and 336.<sup>33</sup>

### *Enthusiasm for Athletics: the Necessity for a Football Field*

With the end of World War I and the transformation of the "Normal" at Eau Claire from nearly an all-girl school to a coeducational institution in fact as well as in theory, enthusiasm for athletics grew. "Major" George Simpson coached the two state championship football teams of 1920 and 1922. Since rules of eligibility were flexible, there was some questioning of the 1920 season contests, with the normal school presidents called upon for a ruling on the Superior and Stevens Point games; however, Eau Claire was declared champion and, until 1963, it was the only undefeated season Eau Claire ever had.

Basketball was played at the school from the first year, though there was a problem of making up a team when only two of ten who answered the call had ever played before and the others "blinked





President Harvey Schofield is on the far left, Coach O. L. Loop on the far right

inquiringly at mention of the game.” But this situation disappeared when the Bonus Boys came back from camp and enrolled for the second semester of 1918-19, and in 1920-21 Coach William C. Phillips had a co-championship team. Monroe Milliren coached basketball from 1922-25, and Carl Berger from 1925-28. High school basketball also engendered enthusiasm among the normal school students, and in 1919 the state tournament was held in Old Main’s gym, with Mr. Fox providing bleachers and benches to seat 800 and President Schofield presenting the medals.

Track was another matter, and in 1923 President Schofield wrote to H. J. Hancock of the State Normal School at Oshkosh as follows:

I understand that the Eau Claire Normal School is supposed to pay \$10.00 for medals or some such proposition for the track teams of last year. If we owe \$10.00 we are willing to pay it but I am serving notice at this time, that we will not pay \$10.00 in the future or any other time because the Eau Claire Normal has no way of training track and field athletes and hence cannot compete in this state meet. Since we cannot take part in the meet we object to buying medals for Milwaukee and La Crosse.

I wish to further protest against the absolutely foolish practice of holding a track meet at Camp Randall each year, that brings in \$25 or \$30 in receipts. By holding this at Camp Randall we give the students a chance to become interested in the University and undoubtedly lose some of them as a result. If we want to

commit athletic “hari kari” let us have it in our own back yard and not go down to the University of Wisconsin.<sup>34</sup>

Both girls and boys at the normal school formed athletic associations which not only supported baseball, basketball, and football teams, but encouraged intramural competition and “exercise for all.” The girls’ organization had a point system: 100 accumulated in sports was the ticket of admission; 300 earned a letter, and 900 a blue and gold sweater. To stir up enthusiasm at inter-normal school games, the school band, directed by amateur talent, was started in 1920, and a pep club calling itself “The Howling Half Hundred” had the same purpose.

At first, baseball and football games were played in the “Driving Park,” a field with grandstand and bleachers about a half-mile east of the normal school, adjacent to Little Niagara Creek and Putnam Park. Used for sulky racing, county fairs, religious and political rallies, and “victory gardens” during World War I, it 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.” “Ade” Olson was the football captain in the fall of 1925, but in the spring of 1926, when Coach Gerber’s call for baseball candidates went out, Olson was slow to respond: “. . . a good-sized squad is at work daily in the driving park limbering up their scoring muscles . . . neither Ade Olson nor Cap Larson have as yet been able to get out in the togs consistently as they are busy with the senior class play.”<sup>35</sup>



The necessity for a football field that was the normal school's own monopolized the attention of all in the spring of 1926 when it was made known that the Park Company, which controlled the Driving Park, had other plans for the property. At a hearing before the board of regents three sites were suggested for a field: the corner of Garfield and Park Avenues, known as the "dump" because of the dismal hollow left by the excavations for gravel used during the construction of Old Main; a block of lots directly south of the "dump" on Park Avenue and east of the school's heating plant, which President Schofield favored as costing the least; and a low flat acreage across Little Niagara Creek and south of Old Main. Judge Wickham was the only Eau Claire resident to appear before the board of regents. Just the year before, he had built a fine home on Park Avenue directly across from the open land east of the school, and he stated emphatically that he wished to "have the athletic field farther away from his front door."

A public hearing was held in Eau Claire, and again Judge Wickham voiced strenuous objections to a Park Avenue location. According to the *Spectator* of May 5, 1926, he wanted the field "in the bog" south of the creek, and the editor went on to suggest that Mr. Slagg's biology class might object strongly to the usurpation of good frog-hunting ground.

The *Spectator*, born "a lusty youngster" in 1923 with the blessing of Mr. Schofield, continued to convey news of athletic field prospects to an excited student body. The impending purchase of eight lots east of the heating plant, four of them from the Park Company and four from August Reiss, and fourteen acres south of the creek from Judge Wickham was reported in the *Spectator* of November 24, 1926, and the prediction was made that all future acreage needs of the normal school would now be adequately taken care of. It was not until December 20 that Regent Peter Smith announced the acquisition of the land in the *Eau Claire Leader*.

Purchase of land did not guarantee the immediate construction of a field, however, and the *Spectator* staff followed President Schofield's trips to Madison to present Eau Claire's case to the board of regents and the legislature's finance committee. In the March 31, 1927, issue, under a Madison dateline, there appeared in the *Spectator* a long dispatch describing the plans the state engineer had prepared for a "stadium seating 10,000, softwater showers for players, electric footwarmers for spec-

tators, and a special glass-enclosed section for the faculty and distinguished guests." President Schofield, amused by the hoax, commented: "The *Spectator* isn't financially able to receive C.O.D. a long telegram from Madison or anywhere else, even if allowed newspaper rates."

Following a visit of a committee of the regents in April 1927, permission was forthcoming to grade and seed the Park Avenue area, which served as the football field in the 1928 season. The athletic field which Judge Wickham wished to have located south of the creek was begun in June 1928 and completed in October 1929. The total cost of \$11,400 covered: land, \$2,000; drainage, \$1,000; grading, \$2,400; bleachers, \$1,000; fencing, \$4,000; and a quarter-mile cinder track outside the bleachers, \$1,000. A steel cable enclosed the playing field to prevent spectators from rushing on to it in their enthusiasm.

In 1928, W. L. Zorn came to Eau Claire State Normal School to coach basketball and football. At Stevens Point Normal, which he entered in 1921, Zorn had played both games as a star, and then had gone on to the University of Chicago, where he earned not only a degree but fame as one of the best backs in the country. He coached at Waite High School, Toledo, for three years, producing an Ohio state championship football team. "Bill" Zorn came to Eau Claire with the reputation of "an excellent coach and a real gentleman — the Alonzo A. Stagg type of man."<sup>36</sup> During one of the Normal's poor seasons, Mr. Schofield was approached by complaining townsmen; he dismissed them with the firm statement that the important point was that Bill Zorn was the kind of upright, consistent person he wanted working with his boys.<sup>37</sup> He brought these same qualities to the position of dean of men, which he held, in addition to his coaching duties, for many years at Eau Claire.

The Lettermen, a club of men who had earned the coveted "E" in sports, was organized in 1923. Other organizations for men had an athletic component: the Crusaders, comprised of those who supported student activities and earned scholastic distinction as well; and De Chatillon, which promoted athletics, friendship, morality, and loyalty to country, assisted by faculty advisers Monroe Milliren and B. W. Bridgman. Attempting to supply an atmosphere of sociability and friendship as a substitute for dormitory living were a Religious and Social Welfare Council for men and the Young Women's Christian Association for women, and in these organizations, too, there was a closeness between faculty and students.



## *The Spectator: How the Student Newspaper Was Launched*

J. Hartt Walsh, '24, was the advertising manager of the *Periscope* in 1922-23, and "Arn" Vollum was the editor. It was a good yearbook, but the growing normal school needed a college newspaper. In the words of the main instigator, J. Hartt Walsh:

Arn and I felt that 'Stub' Imislund would make a cracker-jack of an editor . . . he had great ability, imagination, creativeness, skill, dedication, and a gift for hard work. He was also a brilliant cartoonist, nearly a half-century before Bill Mauldin! The big job, however, was to convince President Schofield of the need for a college newspaper and of its immediate (not ultimate!) success as a business venture.

In September 1923 we moved into high gear. Luckily, Stub agreed enthusiastically with the idea of a school newspaper and being its first editor. But what about the financial structure of the (hopefully) fledgling paper? I was business manager of the *Periscope* that year, and because of my earlier contacts with businessmen and advertisers in the Eau Claire-Chippewa Falls area, I got firm printing cost figures for a year and armed with only a hand-ruled, marked-off, blank paper dummy, sold more than enough advertising for the entire year 1923-24 to float the *Spectator*, if we could sell 300 subscriptions to our fellow students.

But President Schofield! I approached him first early in September. He rather liked my idea and thought that perhaps some time in the future maybe the school ought to have a newspaper. But for now, 'NO!' I returned again and again and, finally, confronted with the blank dummy, the list of prospective advertisers with commitments, the printing cost, et cetera, President Schofield reluctantly agreed that perhaps the paper 'would go' that year of 1923-24 with 300 out of 488 students subscribing to it.

I am not sure of the genesis of the name 'Spectator.' It probably originated with Stub Imislund and-or Professor A. L. Murray, chairman of English and faculty sponsor of both the *Spectator* and the *Periscope*. While the student body had been 'gung ho' for a school paper and had endorsed the idea with great enthusiasm, just before the initial copy came off the press we had only 150 paid subscriptions. Mr. Schofield agreed to call an assembly so we could cajole the kids into putting their money where their 'gung ho' had been. We used several de-

vices and wound up with 300 additional paid subscriptions. Stub Imislund handled the entire editorial end, and I was designated general business manager of both the *Spectator* and the *Periscope* in 1923-24, perhaps the first and only student in the history of the school to hold both jobs at once.<sup>38</sup>

## *Other Talents Rewarded: Theatre and Music*

Theatrical and musical talents were tapped in several lavish stage productions which involved as many as a hundred normal school and model school students. In 1920, "Miss Cherry Blossom," a pretty Japanese operetta, delighted townsfolk of Eau Claire and Chippewa Falls. The dances were created by the physical education instructors, the costumes by Mrs. Lyla Flagler and her girls in domestic science classes, and the musical numbers and orchestral accompaniment were directed by Grace Gail Giberson, the very popular music teacher who remained with the school for the first five years.

Another of the early productions was "Glory of the Morning," an extravaganza written by Professor William Ellery Leonard of the University of Wisconsin about the Winnebago Indians. This production generated a special enthusiasm among the students, for tradition was that the "Point of Rock," just below the spot where Little Niagara Creek flowed into the Chippewa River, had been set in 1825 by a United States Survey crew as the boundary line between Sioux, Chippewa, and Winnebago tribes.<sup>39</sup>

Much more sophisticated was the production of George Bernard Shaw's "Candida" as the senior class play of 1923, and it was necessary to explain to some whose eyebrows were raised that students in A. L. Murray's English class had read the play, become fascinated with it, and had asked to perform it.<sup>40</sup> With this one exception, senior class plays were non-controversial comedy entertainment. There remained an underlying interest in serious drama, however, and in 1929 the club called "Strut and Fret" made its debut, a step toward the flowering of theatre in the 1930s on the campus at Eau Claire.

The Student Council, which was organized in 1924, recognized with "honor point" pins those who were active in extracurricular pursuits other than athletics. The bandmaster and the cheerleader were considered to have earned the highest number of points, 50; presidents of recognized organizations and members of Student Council, 35; contestants in debate, participants in musical groups, and the staff of *Spectator* or *Periscope* were rewarded with



lesser numbers of points. There were daily assembly periods when students, faculty, and administrators joined in scheduled activities: every Monday there was group singing; on Tuesday the different clubs foregathered; on Wednesday the faculty provided a lecture or entertainment; on Thursday the president "reigned supreme"; and on Friday the Student Council was responsible for a program. The six seniors and six juniors elected to the Student Council actually acted as an auxiliary to the administration in protecting school property and providing for "the expression of good will and courtesy wherever students are assembled."

### *The Faculty of the 1920s: "Independence in Thinking and Democracy in Cooperation"*

C. D. Donaldson came to the Eau Claire faculty in 1921 as an instructor in education and psychology. The following year, asked by the editor of the *Periscope* to give his impressions of the faculty and student body for publication in the 1923 annual, he wrote:

The two chief characteristics of the faculty, in my estimation, are independence in thinking and democracy in cooperation. Independence in thinking is a cardinal principle with all men and women who wish to keep and maintain their self-respect. . . . The president who can keep his ideal of democracy unsullied; the faculty who can put into everyday practice this same ideal of democracy; such a president and such a faculty can rest assured that the fundamental tenets of our American society will be safely taught to the student body.

The individual faculty members whom Mr. Donaldson would grow to know even better in the 1920s were, first of all, masters of teaching techniques at a time when the philosophy and methods of John Dewey were much respected and Teachers College, Columbia, was the mecca of the public education world. Every instructor taught in more than one field, or took on an administrative responsibility in addition to teaching, and took his or her duty to prepare teachers for the public schools seriously. As one faculty member said, ". . . a normal school diploma is only for those who have survived a kindly but thorough weeding out administered by a wise, sympathetic, rigorous faculty."<sup>41</sup>

### *The Students: "Earnestness of Purpose"*

In the same contribution to the *Periscope*, C. D. Donaldson said of the students:

The attitude of the students in the classroom is marked by an earnestness of purpose and a

sincere desire for training that one always expects to find in a normal school . . . in the main, one is impressed with the joy which marks so much of the work.

Too many students seem to think that the halls are primarily designed as meeting places to pass away leisure time in trying to impress the opposite sex with their grace and wit. The atmosphere of the halls, also, seems very conducive to the cultivation of what may be styled, horticulturally, budding romances.

The students in the library, as a whole, seem to know what a library is for. But one finds a peculiar type of student once in awhile in the library, who has a fixed idea that the library is a room in which he must be allowed to parade his charms of conversational discourse. There are both male and female examples of this type.<sup>42</sup>

In general, one finds here a great number of busy people intent on giving their best in solving the problems of the day, yet never so busy that they cannot spare the time to give the kindly smile, to say the kindly word, to enjoy the latest joke. In short, one finds a typical body of fine Americans engaged in preparation for the greatest work that any man or woman can be called upon to do in time of peace.

Though the decade of the 1920s is commonly referred to as "the jazz age," a period of questioning the values of the past and of great interest in the writings of Sigmund Freud, Eugene McPhee, who graduated in 1923 and kept in constant communication with the normal school during the seven years before he returned to take the bachelor of education degree in 1930-31, remembered the 1920s as a conservative time. Apart from the daring of the faculty member who bobbed her hair and then wore a wig for fear Mr. Schofield would discover what she had done, and of the first faculty member who smoked a cigarette at a school dinner; the half-hidden existence of the "smoking room" where male students congregated in the tunnel between the main building and the heating plant; and an occasional lark at a "speakeasy," Mr. McPhee felt that the tone of both teacher and student behavior was conformist:

If you began to goof off, you found yourself in the president's office; he was concerned because you weren't doing well. . . . The general conduct of the students was very serious. Teaching was a stepping stone from factories and farm work to the professions, and the history of a lot of people of that period was to



graduate from a normal school, teach for a couple of years, save your money, and go to law school or into engineering or medicine.<sup>43</sup>

At the fourth annual alumni banquet, Marvin McMahon, '20, was listed in the program as "ringmaster," and President Schofield as "starter of the chariot race." Whether these functions referred to the dancing afterward is not clear, but certain it is that there was much fun-making. Another annual event, homecoming, was a happy link between alumni and alma mater; begun in 1923, the observance always included a football game.

Many graduates of the early years remained in Eau Claire and nearby communities, among them: Delia Anderson and Erna Buchholz, college and university librarians; Ralph Anderson, Eau Claire newspaperman, and Milo E. Nickel, Chippewa Falls newspaper publisher; Donald Barnes, attorney, and David Barnes, high school principal; Mae Buck Bertelson and sister, Mildred Buck Lehman, community and alumni association supporters; Alden Losby, attorney; Albert Larson, architect; the Nelson family of Cadott with brother, Walter H. Nelson, a California businessman; twins Florence Plant Albrecht and Isabelle Plant Plunkett, social workers in Chippewa Falls; Alma Bubeck Goetz, school board member in Cadott and teacher; Anna Johnson Thorp, Chippewa county superintendent of schools; Grace M. Woodington, Altoona school board member, who sent all six of her children to college at Eau Claire; Walton R. Manz and Raymond R. Richards, Eau Claire physicians, the latter at one time physician for the Eau Claire State Teachers College.

Among those alumni of the early years who pursued distinguished careers away from the Eau Claire area were: Waldemar Augustine, deputy attorney for California; Joseph T. Button, construction engineer with the Veterans Administration; Ida Margaret Pratt Chatterton, Presbyterian church missionary serving in Cameroun for 32 years; John J. Cowley, engineer, with science and technology division of the Central Intelligence Agency; Milford E. Cowley, UW-La Crosse chemistry professor; Mildred Almy Cowley, La Crosse university librarian; Kathryn Eggers Vance, teacher, Beaverton, Oregon; Lawrence Flagler, corporation executive and international businessman; Bill Gavin, San Francisco publisher and radio news editor; T. Keith Glennan, head of the U.S. Space agency and president of Case Institute of Technology; Mildred Grill, with the Internal Revenue office, Milwaukee; Philip Law and Roy Sugars, Chicago physicians; Stella Amundson Meixner Kobilka, Chicago and St. Paul, art lover; Lester O. Luce, judge of the municipal court, Ingle-

wood, California; Elisabeth Murray Johanson, California teacher; Eugene O'Brien, Minneapolis newspaper publisher; Hardean Peterson, with the Wisconsin Department of Public Instruction in Madison; Madge Wallace Peterson, Great Falls, Montana, who sent four children to Eau Claire; James P. Quigg, Wyoming educator; Milton C. Towner, founder of American Institute of Foreign Trade, Phoenix; Mildred Halling Garland, Pittsburgh, community worker; teachers Minda Hovland, Superior, Clara Siepert, La Crosse; Harold Rounds and Arthur H. Ziemann, Milwaukee; and Herbert Risteen, nationally syndicated originator of crossword puzzles.<sup>44</sup>

The Distinguished Alumni Service Award, first given in 1961, has been bestowed on eight who studied at the Eau Claire Normal School and Teachers College in the 1920s: Annabelle Erickson, elementary coordinator for the public schools of Eau Claire; Eugene R. McPhee, director of Wisconsin State Universities; Marvin McMahon, superintendent of the Kettle Moraine Boys School; J. Hartt Walsh, dean of the School of Education at Butler University; Lyall T. Beggs, Madison attorney and president of the Wisconsin Bar; Adolph M. Olson, professor of physical education and coach, UW-Eau Claire; Lillian Lee, teacher of the handicapped; LaVern Brinkman, California insurance man and president of California Goodwill Industries.

To these names should be added those of innumerable others who gather for the 50th year reunions on the Eau Claire campus, particularly those many who have been dedicated teachers in the public schools. With all the recital of names, there remains, finally, the warmth of personal memory as shown forth in the recollection of Jeanne Shoemaker Jones, written in anticipation of her 50th reunion:

In thinking about those days of the first years of the normal school, I still want to remember it as the huge, beautiful building — just an enormous chunk of Heaven! I can still smell Mrs. Ray's hot homemade doughnuts and can feel the terrific thrill it was to be able to eat lunch in the cafeteria — full meal for 15 cents. And the joys of a gorgeous gym, also the magnetic moments in the music room with Grace Gail Giberson. How lucky we were to grow up in such a delightful age!

## CHAPTER I — FOOTNOTES

<sup>1</sup> Program of the Dedication, Eau Claire State Normal School, October 19, 1916, Archives, University of Wisconsin-Eau Claire.

<sup>2</sup> *Eau Claire Leader*, October 20, 1916.

<sup>3</sup> John G. Gregory, *West Central Wisconsin: A History* (Indianapolis: S. J. Clarke Publishing Co., Inc, 1933),



Vol. II, p. 777; A. R. Reynolds, *The Daniel Shaw Lumber Company* (New York: New York University Press, 1957), pp. 148-52; William Francis Raney, *Wisconsin, A Story of Progress* (Appleton, Wisconsin: Perin Press, 1963) p. 209; Paul Wallace Gates, *The Wisconsin Pine Lands of Cornell University: A Study in Land Policy and Absentee Ownership* (Ithaca, New York: Cornell University Press, 1943), p. 248. The last log drive on the Chippewa River occurred in 1910.

<sup>4</sup> William F. Bailey, ed., *History of Eau Claire County, Wisconsin* (Chicago: C. P. Cooper & Co., 1914), pp. 294, 373-78, 438-40, 461-510; adoption of Commission form of city government, *Eau Claire Leader*, February 16, 1910.

<sup>5</sup> *Eau Claire Leader*, September 21, 1916. On September 18, the day of the opening of the normal school, civic leaders met to plan the dedication on October 19, which they were aware was also the date of the Eau Claire-based meeting of the Northwest Wisconsin Teachers Association.

<sup>6</sup> Township 24 lies immediately south of Eau Claire County, which lies within Townships 25, 26, and 27.

<sup>7</sup> An exchange of letters between two prominent lumbermen of Eau Claire, John S. Owen and Orrin H. Ingram, July 1893, is evidence of local interest. Copies in the Archives, UW-Eau Claire.

<sup>8</sup> Charles McKenny, *Educational History of Wisconsin* (Chicago: Delmont Company, 1912), p. 143.

<sup>9</sup> *Ibid.*, p. 153.

<sup>10</sup> *Periscope*, Eau Claire State Normal School, 1917.

<sup>11</sup> Emmet Horan, the son of Irish immigrants, reared on a farm near Eau Claire and educated in the public schools of Eau Claire, had been a foreman of logging camps, and from 1885 to 1889, by appointment of President Grover Cleveland, register of the United States Land Office in Eau Claire. In 1889 he joined with others in incorporating the McDonough Manufacturing Company. Bailey, *op. cit.*, biography of Horan, pp. 734-35; account of Eau Claire County Training School (which continued in existence until 1930), pp. 54-55. Mr. Horan ran for mayor of Eau Claire in 1916 as "The Eau Claire Booster," newspaper advertisement, Archives, UW-Eau Claire.

<sup>12</sup> McKenny, *op. cit.*, p. 153.

<sup>13</sup> Emmet Horan, quoted in *Periscope*, 1917.

<sup>14</sup> *Eau Claire Leader*, December 7 and December 16, 1909.

<sup>15</sup> *Ibid.*, February 1, 2, 5, 6, 1910.

<sup>16</sup> In his youth H. C. Putnam had surveyed government lands in Wisconsin, and he subsequently became the person who ran the Government Land Office in Eau Claire from 1864 to 1872. He was a highly successful land agent and acted in that capacity in locating for Cornell University the body of timber on the Chippewa River from the sale of which Cornell University derived a large sum of money (Gates, *op. cit.*, pp. 63, 77, 85, 91-95, 105, 113-18, 185, 225-26, 250). Mr. Putnam became a stockholder and director of many lumbering enterprises located in Oregon, British Columbia, Minnesota, and northern Wisconsin. He became vice president of the American Forestry Association, and between the years 1880 and 1883 he examined the stands of white pine remaining in Pennsylvania, Wisconsin, Michigan, and Minnesota and made a report which was embodied in the Tenth Census of the United States. In 1885 Mr. Putnam visited France, Germany, and Switzerland to study the methods of replanting the forests there, and he later made a report of this study to the British Association of Science, of which he was a member (Bailey, *op. cit.*, pp. 830-34). A picture of Mr. Putnam, wearing fedora, pince-nez, and fur cape, with a cane over his arm, is in Bailey, *op. cit.*, opposite p. 830.

<sup>17</sup> It was the *Eau Claire Leader*, June 30, 1910, which stated that Mr. Horan was "armed with the deed." Documents in UW-EC Archives include: Letter from Eau Claire City Commissioners to Eau Claire Park Company, David Drummond, secretary, June 17, 1910, stating certain conditions and offering \$9,000; reply by David Drummond, dated

July 21, stating Park Company would not reduce the price, but would change the form of the tract as requested; Council Resolution, dated July 27, 1910, to accept the Park Company offer of July 21, with conditions on channel of the creek and use of the road on the bank of the river; notice to Mayor and Council of judgement of the Circuit Court of Eau Claire, November 23, 1910, vacating that part of the Eau Claire Park Company's Addition previously platted into blocks; acknowledgment by the Assistant Attorney General of the State of Wisconsin, dated November 26, of receipt of abstract of title and copy of the judgement of the Circuit Court; letter of Corporation Counsel A. H. Shoemaker to the City Council, December 4, enclosing model deed; letter from the Attorney General to William Kittle, secretary of the Board of Regents of Normal Schools, dated December 5, approving title; and deed, dated December 15, 1910, from City of Eau Claire to the State of Wisconsin to the normal school site; letter from William Kittle to the Honorable J. B. Fleming, mayor of Eau Claire, "I have on file all the documents, including the opinion of the Attorney General relating to the Normal School site in the City of Eau Claire. These will be presented to the Board of Regents of Normal Schools on December 30."

<sup>18</sup> *Periscope*, 1917.

<sup>19</sup> *Eau Claire Leader*, January 21, 1911. First architect's sketch in Archives, UW-Eau Claire.

<sup>20</sup> Pamphlet, "Why the Normal School Should Be Constructed Now," Archives, UW-EC. For discussions of the importance of geographical location in relation to the opportunity for achieving higher education, see: James Bryant Conant, *Education in a Divided World* (Cambridge: Harvard University Press, 1948), pp. 182-86; "The President's Commission on Higher Education for Democracy, 1947," in Richard Hofstadter and Wilson Smith, *American Higher Education: A Documentary History* (Chicago: University of Chicago Press, 1961), Vol. II, pp. 977-78.

<sup>21</sup> The building of Old Main is described in a letter from E. G. Hoeppner, to Laura Sutherland, dated January 31, 1961, Archives, UW-Eau Claire.

<sup>22</sup> Grace Gail Giberson to Delia Anderson, letter written in anticipation of the 25th anniversary of the first graduating class, 1952, Archives, UW-Eau Claire.

<sup>23</sup> *Bulletin of the State Normal School*, Eau Claire, Wisconsin, Serial No. 1, July 1916; *Periscope*, 1917. Sketches of C. J. Brewer and W. A. Clark are found in McKenny, *op. cit.*, pp. 502 and 506. A biographical statement about E. G. Doudna appears on pages 8-9 of a book by him entitled *The Thirtieth Star*, published by the Democrat Printing Company, Madison, in 1948. To mark the 1948 State Centennial, Mr. Doudna wrote "The Making of Our Wisconsin Schools, 1848-1948," which was printed in the January 1948 number of the *Wisconsin Journal of Education*. Reprint in the Archives, UW-Eau Claire.

<sup>24</sup> *Periscope*, 1917.

<sup>25</sup> *Bulletin of the State Normal School*, Eau Claire, July 1916, pp. 8-13.

<sup>26</sup> *Ibid.*, pp. 15-16.

<sup>27</sup> C. J. Brewer was sometimes referred to in school publications as vice president of the normal school. As he visited classrooms, he recorded the progress of neophyte teachers in a little black book; nevertheless, he was considered by the students "a man of loyalty, foresight, and kindness of spirit." "At that time your job opportunities were entirely dependent on the director of training, who also was the placement officer, Mr. Brewer," according to Eugene McPhee (Howard R. Fredricks, Interviews with Eugene McPhee, taped April 17 to June 6, 1973, p. 50), who also stated that when the normal school became Eau Claire State Teachers College in 1928, the normal school at River Falls gave Mr. Brewer an honorary bachelor's degree so that he would have that credential.

Katherine Ryan, assistant principal of the model school, in the words of her colleague, Hilda Belle Oxby, had "a



special genius in teacher education." In 1927, according to Miss Oxby, Mr. Schofield allowed himself to be convinced by a group of Eau Claire women that if Miss Ryan, who was an epileptic, had a seizure in a classroom that would be a traumatic experience for the children. Though Miss Ryan had already been elected president of the Northwest Wisconsin Education Association for 1928-29, she was discharged from the normal school faculty; however, Miss Ryan presided over NWEA meetings the following year. (Conversation, Hilda Belle Oxby to Hilda Carter, May 16, 1969.)

William E. Welch, in his book *What Happened In Between, A Doctor's Story* (New York: George Braziller, 1972), p. 4, recalled early model school attendance: "The supervisors were warm and astute, many of them dedicated professionals. The fledgling teachers were watched from the back of the room by their preceptors, as they struggled to convey the intricacies of parsing a sentence or the Constitution's checks and balances. They were not always model pedagogues. Fresh from their village high schools, they were hardly more informed than their sophisticated pupils, but the supervisors filled in the gaps. . . . Miss Thomas, who made the 7th grade arithmetic and Palmer method of handwriting into adventures and exploration; Miss James, a distant relative, it was said, of Henry and William, who brought Caesar and Cicero alive . . . these were women of character and magnetism. And then there was Mr. Fox, five feet of ramrod, gray-haired authority, . . . who made fractions and long division a process of logic that still holds a special magic."

<sup>28</sup> Clippings from the *Eau Claire Leader* from 1918 through 1923 and a few from the Chippewa Falls newspapers may be found in a scrapbook kept by Mrs. Harvey Schofield, Archives, UW-EC; many of the clippings do not have the exact date of publication.

<sup>29</sup> News item found in the Schofield scrapbook, *op. cit.*

<sup>30</sup> Eugene McPhee recalled the highlights of his years at the normal school, 1921-23, as "singing the lead in the operetta 'Old Louisiana,' being a member of the debate team at a time when 'debate was considered to be very important,' and courtship of my wife" (Frances Fulton, of Eau Claire, class of '24). "You would get 300 or 400 students at an evening debate . . . we were debating foreign policy and weighty matters. It was good training, and we had a good debate coach, a gentleman by the name of Ames." (Fredricks, interview with Eugene McPhee, pp. 37-39.) One of the lasting efforts of the early Student Council was the creation of a debate trophy in the name of J.W.T. Ames, who died in April of 1924.

<sup>31</sup> When the body of Lt. Arthur M. Olson was returned to Eau Claire, the entire student bodies of the normal school and model school attended the funeral on January 14, 1921, and the following April a portrait purchased with contributions from students collected on the previous Armistice Day was unveiled by President Schofield.

<sup>32</sup> Maurice M. Vance, *Charles Van Hise, Scientist Progressive* (Madison: The State Historical Society of Wisconsin, 1960), pp. 176-82. Though anti-German feeling did not directly affect the normal school, some citizens of the Eau Claire community were objects of suspicion, and one, Jacob J. Auer, publisher of the German language paper, *Der Herold*, was jailed. In the summer of 1917, the federal Trading Act was passed, and one of the provisions was a section requiring that all foreign language publications file an English translation in advance of publication with the local postmaster if the material dealt in some way with the war. The action against Auer was one of four brought under the mail section of the Act in Wisconsin. At a March 15, 1918, citizens' protest meeting called by the Eau Claire County Council of Defense, the postmaster testified that Auer did not file translations of a number of articles. Eight days later, Auer was arrested by a federal marshal and arraigned in Madison. Though relatives testified that there

had been a decline in Auer's mental capacity in the past two years, and that Auer had purchased Liberty Bonds and contributed to the Red Cross, Auer was convicted and sentenced to serve a year and a half in Leavenworth. (John D. Stevens, "When Sedition Laws Were Enforced: Wisconsin in World War I," *Transactions of the Wisconsin Academy of Sciences, Arts, and Letters*, Vol. 58, 1970, pp. 39-60.)

<sup>33</sup> H. A. Brown, "Facts about Attendance and Costs of State Normal Schools in Wisconsin," in *Normal Schools and Teachers Colleges of Wisconsin* (Oshkosh, Wisconsin: Castle-Pierce Printing Company), a collection of pamphlets bound under this title, no title page, Archives, UW-Eau Claire.

<sup>34</sup> President's Correspondence, Archives, UW-Eau Claire.

<sup>35</sup> *Eau Claire Leader*, April 1926. Asked by the 1933 *Periscope* staff to reminisce about the years in which he coached football at the normal school, 1916 through 1924, George Simpson said: "At the top of the names of former athletes come that of Clarence 'Dubie' Williams, '21, who played both basketball and football for Eau Claire in 1919. He was a fighting fool and knew football from A to Z. That one man was as valuable as a whole backfield together. Another name high on the list is that of Harold 'Red' Carroll, who played football as a quarterback and basketball for three years, 1920, 1921, and 1922. 'Ade' Olson was the most selfless player the school has known. Ade, who developed school spirit with capital letters, came close to being the ideal athlete, brilliant in his playing but consistently submerging his own glory for the benefit of the team and school. . . . Two men who played for Eau Claire in 1920, Ralph Gill and Kibo Brumm, later made the varsity at the University of Wisconsin."

<sup>36</sup> *Spectator*, October 18, 1928.

<sup>37</sup> Recollection of Mabel Chipman, business manager in Mr. Schofield's office, to Hilda Carter.

<sup>38</sup> *The View*, published by the Alumni Association of UW-Eau Claire, August 1974, p. 14.

<sup>39</sup> Clippings from the *Eau Claire Leader*, October 16, 1919, and from the *Chippewa Falls Herald*, January 21, 1920, in Mrs. Schofield's scrapbook, *op. cit.* Information about the "point of rock" in *Periscope*, 1929, and *Spectator*, January 13, 1939.

<sup>40</sup> *Eau Claire Leader*, May 30, 1923.

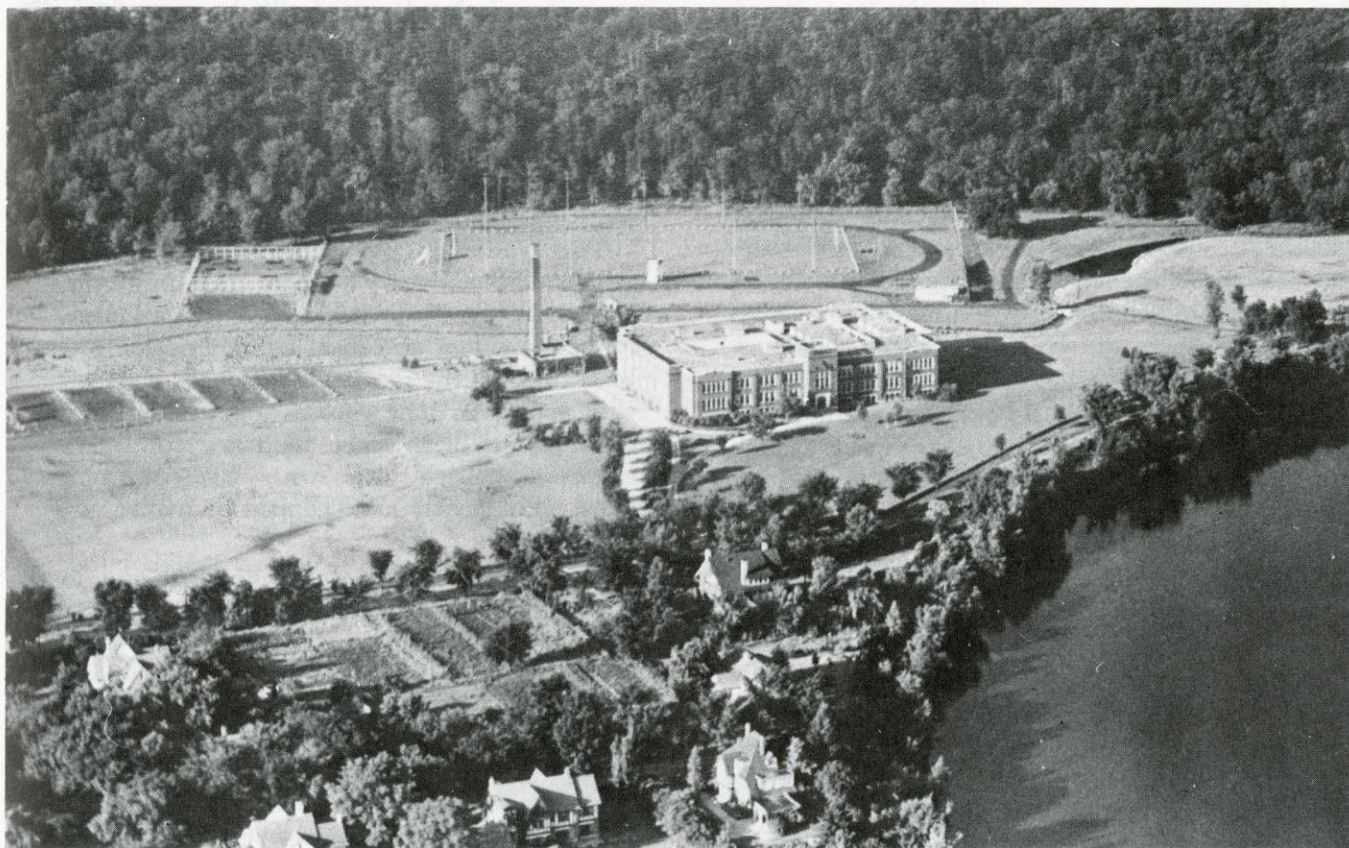
<sup>41</sup> A. L. Murray, in "Faculty Forum," *Spectator*, January 13, 1926.

<sup>42</sup> The library, a large, pleasant room at the west on the second floor of Old Main, was perhaps more popular than one would expect, for the school had limited facilities for socializing. In 1917-18 the library had 4,020 books, many of them chosen from a list which President Schofield had solicited from the president of Superior State Normal School in the summer of 1916. Florence Farnham was the first librarian, succeeded in 1918 by Winifred Winans, who was chief librarian until 1930, when she was succeeded by one of her assistants, Erna Buchholz. Between 1918 and 1930, 7,850 volumes were added to the normal school library. Library records, Archives, UW-Eau Claire.

<sup>43</sup> Fredricks, interview with Eugene McPhee, pp. 44-45.

<sup>44</sup> Alumni Records of the University of Wisconsin-Eau Claire. No attempt has been made by the writers to make an exhaustive survey of those who graduated in the different periods of history described in this book, and those who are not mentioned by name are surely equally worthy of recognition. However, on the premise that names make interesting reading, we have taken the liberty of mentioning those persons who have come to our attention through newspaper clippings, letters which they have written to the alumni secretary or editor of *The View*, news of themselves and families which they have sent to *The View*, and through the contacts, always delightful, which have resulted from the 50th class reunion and other class and alumni association gatherings.





## CHAPTER II

### FOUR CHALLENGES TO "THE SCHOOL AT EAU CLAIRE"

The schools are many in our state,  
and Normals not a few,

But there are none can hope to rate,  
Our Normal school, with you.

The Chippewa River pays thee homage,  
Bending low before thy feet,

And the scene, it stirs our heartbeats,  
Which the bluff, the trees, the meadows  
make complete. . . .<sup>1</sup>

During the first quarter-century of its life, the Eau Claire institution of higher learning met four serious challenges to its integrity. In 1923 and 1927 there were attempts to abolish the normal school; in 1934 there was much local dissatisfaction directed toward the teachers college; and in 1937 there was a proposal to alter the nature of the institution.

These four challenges all occurred during the administration of President Harvey Schofield. When the Eau Claire State Normal School opened in 1916, he welcomed a first class of 159. When he retired from the presidency of the Eau Claire State Teachers College in 1940, he said farewell to a student body numbering 687. Prior to the fall of 1927,

when the normal school became a teachers college empowered to grant the bachelor of education degree, 1,096 students had earned diplomas: 680 in elementary education, 212 in high school teaching, and 204 in the principals' and supervisors' course. At graduations from 1927 through 1940, 785 persons received baccalaureate degrees, and 1,068 earned diplomas.<sup>2</sup> The "school at Eau Claire" served the people of its region admirably in spite of swirls of controversy which touched it from time to time.

#### *The State Normal Schools: Are There Too Many?*

It is impossible to untangle the web of events leading to the challenges to Eau Claire without reference to the perennial agitation in Wisconsin educational circles. Historical and political influences were as potent at the turn of the century as they were at mid-century and again at the three-quarter mark.

One of the earliest statewide tremors reaching the school at Eau Claire was the report of a committee of city school superintendents who were evaluating the status of professional service rendered



by the state normal schools. They suggested that from the point of view of the education profession there might be too many normal schools: "... creative forces have not been guided by the interests of the educational profession but have used this interest as a disguise to secure local advantages . . . there is a marked tendency to develop irrelevant sidelines."<sup>3</sup> The "local advantages" and the "irrelevant sidelines" the city superintendents referred to were the two years of college studies provided in the normal schools, which seemed to the schoolmasters to be superfluous in institutions designed for the training of public school teachers.

To the criticism embodied in their report, Clough Gates, president of the Board of Regents of State Normal Schools, replied: "Some say that the college courses have no place in the normals. Just now, some are offering this work on account of soldier bonus students. Otherwise, the work would be confined to the four schools where it seems to be successful — Milwaukee, Superior, Eau Claire, La Crosse." Mr. Gates further pointed out that by providing the college course the normal schools were rendering service to the boys and girls of Wisconsin, for it was well known that they would not find their way to institutions offering college work if these were more than 50 — or, at the most, 75 — miles from home.<sup>4</sup> Thus, early in the history of Eau Claire State Normal School, a public controversy brought out two aspects of the normal school system in Wisconsin that were constantly under discussion: (1) what should they teach? (2) where should they be located to give maximum opportunity to the citizens of the state whom they serve?

### *The College Course: An Ideal of Scholarship*

The college course in the normal schools had an involved history dating back to the beginning of the century. Writing in 1925, William Kittle, secretary to the board of regents, traced the development of an ideal of scholarship:

A new kind of normal school work and policy began to appear as early as 1900. The essential element of this work and policy may be characterized by the term "scholarship." The seven normal schools were now fronting a statewide system of high schools and a score of excellent private colleges and universities within or near the borders of Wisconsin. These institutions acted as huge magnets on the work of the normal schools, deflecting them from their former limited scope and developing two new types of work as follows:

1. Broad, general and thorough courses in history, language, science and mathematics, almost exactly parallel to such courses in the best high schools.<sup>5</sup>

2. Intensive courses in particular phases of the same subjects, as parallel as possible to such courses in colleges and universities.

This type of normal school represents divergent policies and a transitional stage in normal school history. It must therefore depend largely on individual and local administration and tend towards the ideal of a "people's college," with short and long courses for different student groups, with some tendency towards a standard college, but with such multiple aims, permanently handicapped by inadequate funds.<sup>6</sup>

Mr. Kittle's reference to "individual and local administration" recognized the importance of local influence in the development of the normal schools. Members of the Board of Regents of State Normal Schools were appointed by the governor. Though there was no legislative authority for the appointment of "local regents," it became the custom for the governor to choose as regents prominent persons living in the communities where normal schools were located. Indeed, in the case of Eau Claire, it was necessary to exert political pressure to have a "local regent" appointed even before the legislature could be persuaded to authorize a state normal school at Eau Claire. The "local regents," who conceived of their mandates as being partly to act as persistent boosters of their local schools, were not averse to having academic courses of study added to the curriculum of teacher training institutions.<sup>7</sup>

The legislature of 1911 passed an amendment to the Normal School Act of 1865 legitimating the offering of two years of college work in the normal schools:

The board of normal school regents may extend the course of instruction in any normal school so that any course, the admission to which is based upon graduation from an accredited high school or its equivalent may include the substantial equivalent of the instruction given in the first two years of a college course. Such course of instruction shall not be extended further than the substantial equivalent of the instruction given in the first two years of such college course without the consent of the legislature.

The historian of Wisconsin public education, Conrad E. Patzer, asserted that this amendment came about because Charles R. Van Hise, president of



the University of Wisconsin, was feeling the pressure of the numbers of freshmen and sophomore students enrolling at the Madison institution, and suggested that the normal schools might relieve the burden.<sup>8</sup>

Other writers, however, have interpreted President Van Hise's attitude quite differently. Curti and Carstensen in their history of the University of Wisconsin review the relations between the University president and the normal schools, pointing out that the tone of the relationship was in marked contrast to the cordiality he exhibited toward the private colleges of Wisconsin. Indeed, two and four years earlier, President Van Hise had enlisted the presidents of Ripon, Lawrence, and Beloit Colleges in a coalition which successfully lobbied against passage of bills giving the normal schools authority to confer college degrees.<sup>9</sup>

The 1911 amendment was subject to a variety of interpretations. When the normal schools began to solicit students for the college course, and the students wrote to University of Wisconsin professors to make sure that the credits they earned at the normal schools would be transferable, they were told that the University of Wisconsin would not accept certain courses. Pressed for a statement by normal school regents and presidents, President Van Hise said:

It is my broad understanding of the law that when the normal schools have established two years' college work we are to accept this work flat in liberal arts; and furthermore that we shall accept this work in the professional schools so far as it meets the requirement.

Though Van Hise philosophically favored a liberal arts foundation for all college and university courses, such as engineering or law, in practice he found it hard to actually accept normal school credits.<sup>10</sup>

In the 1913 legislature, the proposal of 1907 and 1909 that the normal schools should be empowered to give college degrees was repeated, and President Van Hise objected that the normal schools under the 1911 grant were already attempting to "establish technical courses for which they have no equipment."

The 1914 Farmer survey, *Conditions and Needs of Wisconsin's Normal Schools*,<sup>11</sup> advanced still more arguments against the college course: it "creates an aristocracy of faculty and students," and "the college courses are given to the highest paid among the faculty." The college course was abolished by the regents at Platteville, River Falls, and Whitewater in June of 1914 because enrollments in the 1913-14 year had dropped to 0, 6, and 7; in

the other schools, college course enrollments were 8, 30, 34, 52, and 104.

Though in 1916 the acceptance of credit toward a University of Wisconsin degree was still being argued with charges of prejudice and threats of legal action, the new Eau Claire State Normal School confidently listed in its bulletin "college work covering the first two years of most college courses" in commerce, journalism, pre-legal, pre-medical, letters and sciences, home economics, and agriculture:

The object of the course is to make a college career possible to a large number of boys and girls who otherwise could not hope to gain it on account of the high cost of "going away" to school. . . . In taking advantage of this opportunity, parents should remember that they not only save a large amount of money, but that they can have their children under home influence and home care at a time when such oversight is most needed.<sup>12</sup>

The Farmer survey showed that of the 3,882 students enrolled in state normal schools in 1913-14, 2,902, or 75 percent, resided within 50 miles of the school they attended. Of the 217 students enrolled for the second semester of the first year of the Eau Claire State Normal School, 89 percent came from a distance of 50 miles or less, 78 percent from 25 miles or less, and 53 percent were residents of the city of Eau Claire. Thirteen were from homes 50 to 75 miles distant, nine from homes more than 75 miles away, and there was only one student from out of state.<sup>13</sup>

Summarizing this period of controversy in Wisconsin educational circles, Curti and Carstensen suggested:

For all the published statements about carrying education to the people, 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. Whether or not young people went to college and university often depended on their nearness to an institution. 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 the regional colleges which appear to be evolving at the present, 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, and helped them toward educational respectability and usefulness.<sup>14</sup>



*The 1923 Challenge to Eau Claire:  
"Chickens Come Home to Roost"*

To promote "the orderly development and growth of the whole educational program of the state," Governor Emanuel L. Philipp in 1915 proposed to the legislature the creation of a single agency, a State Board of Education. It was the governor's intention that the boards of regents should be abolished, but he met with firm opposition from Charles Van Hise, president of the University of Wisconsin, who rallied University alumni in the fight, enlisting such influential persons as Joseph E. Davies, a leader of the state Democratic party, then in Washington as a Federal Trade Commission member, and Zona Gale, the authoress, a resident of Portage. The Board of Normal School Regents had no wish to be abolished either. Governor Philipp was persuaded that the bill should be watered down, that the boards of regents should be left intact, and the Board of Education should be a coordinating body consisting of one representative from each board, the governor, the secretary of state, and the state superintendent of public instruction.<sup>15</sup> The revised bill was passed by the 1915 legislature, but the controversy left a mark. A correspondent of the governor referred to "... the pernicious Normal School lobby which is a fester on the educational system of Wisconsin, and beside which the lobby of the University is nothing."<sup>16</sup>

The central Board of Education was short-lived, for in 1923 the legislature passed the Garey bill, which ended its existence. There followed soon afterward the introduction into the assembly committee on education of Bill No. 742A which provided for the abolishment of the normal school at Eau Claire. The political maneuvers behind the bill soon became apparent. Writing from Madison to the Eau Claire paper on May 9, 1923, a special correspondent attempted to explain what was going on:

Chickens are already coming home to roost for the normal schools as a result of the passage of the Garey Bill abolishing the State Board of Education. The assembly committee on education has introduced a bill which would discontinue the normal school at Eau Claire, and if the friends of the state board retain their present state of mind they will urge passage of this measure. . . . It has long been the contention of E. A. Fitzpatrick of the state board, that the Eau Claire institution should be sold to the city and used as a high school. . . . Those members of the assembly who supported Speaker Dahl in his opposition to the Garey Bill are not in a mood to give the normal schools any favors, as the normal school lobby was most active on

this measure, and is blamed for its final passage.<sup>17</sup>

According to Curti and Carstensen, the mood of the legislature of 1923 was "the most fractious on record . . . marked by sharp and sometimes unseemly conflicts. There were incidents such as that which followed a committee hearing on the normal school academic program, when a legislator and the secretary of the normal school regents got into a fist fight outside the committee room." Nor was the University of Wisconsin any more popular; 82 bills relating to the University were introduced. When the appropriation bill was killed, the casualty of a fight over taxation issues, the University found it necessary to operate until 1925 on the basis of funds voted in 1921.<sup>18</sup>

At the same time that enrollment in the normal schools reached a peak, in 1922-23, with 6,482 students, the state superintendent of public instruction put out a report indicating that there was an oversupply of teachers. But periods of recession seem to persuade young people to continue their educations, and the agricultural depression following World War I encouraged some to leave the farms. Indeed, H. A. Brown stated,

Conditions in all lines of employment became such that it was very difficult for young people to find employment. Teachers' salaries, in the meantime, as the result of war conditions, had risen to the highest point ever known. These two facts . . . brought a flood of attendance to normal schools, such as had never before occurred in the history of these institutions.

Moreover, there were the "bonus boys" and the students wishing to take advantage of the "college course." In the year 1921-22 there were 899 in the college course and 313 bonus law students, with a possible overlap in the two figures of 15 percent; in 1922-23, there were 770 in the college course and 239 bonus students.<sup>19</sup>

The Board of Normal School Regents had already acted to redefine the true purpose of the normal schools, when at its July 1922 meeting it took action declaring that after July 1, 1923, all courses should be for the preparation of teachers, and "all subjects not primarily, definitely, and exclusively a part of a course for the preparation of teachers shall be discontinued."<sup>20</sup> Legislative sanction for the college course still remained.<sup>21</sup>

The powerful University of Wisconsin continued to feel threatened by the occasional suggestions that the normal schools should establish four-year courses for the training of teachers for the high schools of the state. "The movement makes a rad-



ical change in the educational situation in Wisconsin," Edward A. Birge, dean of the College of Letters and Science, told his faculty in 1918. The University's response was to establish a School of Education within the College of Letters and Science and proceed to try to make it preeminent in teacher training for the secondary schools, forestalling the day when the ambitions of the normal schools might be realized.

Whatever the tangled web of rumor, fact, and influences on the statewide level, undoubtedly there were local proponents wishing to turn the Eau Claire State Normal School into a high school for Eau Claire. The *Eau Claire Leader* of May 13, 1923, reported comments by Peter J. Smith, regent:

Assemblyman J. D. Miller writes Dr. P. E. Riley here trying to explain why the Committee on Education of which he is chairman tried to "help out Eau Claire temporarily and provide higher educational opportunities permanently" by abolishing the State Normal School here . . . It's a striking coincidence that, while the committee says the situation has been studied in a broad way, the school to be abolished should be situated in a community which needs a new high school building.

Eau Claire and Chippewa Falls citizens marshalled forces to oppose Bill 742A, and on May 17 an impressive delegation went to Madison for a hearing. In the party were H. A. Schofield, president of the normal school; John B. Fleming, corporation counsel for the city of Eau Claire; J. E. Zieman, chairman of the Eau Claire County Board; Mrs. A. L. Murray, president of the Eau Claire Woman's Club, and Miss Ferne Thompson, secretary of the club; John H. Barron, mayor of Eau Claire; Eugene O'Neil, mayor of Chippewa Falls; Peter J. Smith, regent; and the secretary of Eau Claire's Civic and Commerce Association. According to the *Eau Claire Leader* of May 17, thousands of signatures for retention of the school were submitted at the hearing, including those of 900 members of the Scandinavian-American Fraternity, of 150 women attending a civic luncheon, and of members of lodges and churches "too numerous to mention." Petitions "begging the death of the bill" were sent by the Chippewa Falls Kiwanis Club and the Chippewa Falls Civic and Commerce Association, and hundreds of letters were mailed to the committee from Buffalo County.

Mrs. A. L. Murray recalled:

As president of the Eau Claire Woman's Club, member of the Republican State Committee, and official high school substitute, I did go to the meeting in Madison. . . . I was

not a whit frightened or embarrassed. I recall I stressed the geographical location of Eau Claire as the ideal site for a college; I set forth the qualifications of President Schofield for his job; praised the well-qualified faculty. President Schofield expressed his deep appreciation of my talk afterward. . . . How happy we should be that our appearance may have helped prevent abandonment of the college!

In his appearance before the joint education committee of assembly and senate on May 17, President Schofield gave possible reasons for discontinuing a normal school — lack of attendance, inefficiency, or cost of upkeep — and then showed that none of these applied to Eau Claire. He continued: "Not serving Wisconsin might be a just reason for discontinuing a state school but with only 4 of the 577 students in Eau Claire State Normal from outside the state the argument would not apply here." With charts, he demonstrated that 485 teachers had been placed in Wisconsin schools by Eau Claire State Normal School, and only 31 had "placed themselves" in teaching jobs outside the state.<sup>23</sup> He acknowledged that there were, in addition, 77 trained as teachers who were not holding jobs in May 1923. He did not mention the "college course," perhaps hesitating to raise a topic which might not seem to some committee members a defense of his school. The effectiveness of the total protest to giving up the school at Eau Claire was proved when, on June 26, the bill was killed in the lower house without a roll call.<sup>24</sup>

### *The Mid-Twenties: "Legislative Support Had Not Been Good"*

In view of the happy outcome of the 1923 challenge, one might wonder why President Schofield in the winter of 1925 seriously considered accepting the offer of the superintendency of schools at Superior, Wisconsin. On February 18, 1925, he told a reporter from the *Spectator* of the offer, remarking that "legislative support had not been good." His fellow president of Oshkosh State Normal School, H. A. Brown, was collecting "facts" which he would publish a year later to prove that Wisconsin could well afford its normal schools. Brushing aside the "freak enrollment following the World War," Mr. Brown went back to the "normal times" of 1914-15, and pointed out that the percentage of increase in disbursements for state normal schools in the period 1914-15 to 1925-26 was only 55, compared with increases of 797 percent for the highway commission, 180 percent for charitable and penal institutions, 98 percent for educational boards and activities, and 158 percent for the University of Wis-



consin. To the criticism that Wisconsin was producing a surplus of teachers, Mr. Brown replied that placement of graduates had returned to an entirely normal condition of supply and demand.

In fact, the normal schools had surmounted "handicaps almost intolerable" with an efficiency that should be a matter of state pride:

Hardly any normal school is properly housed. There are buildings whose use no self-respecting state should force. Some are unsuitable for human habitation; some actually dangerous to human life; some schools have a shabby campus; much equipment is out of date. . . . Aren't the teachers of children of enough importance to justify safe buildings and reasonable equipment and facilities?<sup>25</sup>

Though President Schofield may have felt that he labored under inadequate financial support and overcrowded conditions in the one building which housed normal school, model school, gymnasium, library, laboratories, and cafeteria, he decided in March to remain with the school. He may have been encouraged by the resolution of the Kiwanis Club of Eau Claire urging that he stay. Also, the legislature of 1925 was opening up exciting new possibilities to the normal schools with the passage of the "Degree Bill." On April 1, President Schofield explained to the students in assembly the provisions of the bill, which authorized the Board of Regents to confer the degree of bachelor of education upon the completion of a four-year professional course.<sup>26</sup>

The normal schools were to be renamed teachers colleges effective September 1, 1927, and the four-year course in secondary education was to begin for all normal schools on the same date. Those students already enrolled in the three-year high school teachers program would be allowed to complete it, but all new candidates for high school teaching would be required to take the four-year curriculum.

At Eau Claire during the year 1926-27 six new courses were offered — educational sociology, modern democracies, modern drama, newspaper writing and editing, geography of South America, and English history. Only one of these falls within the teacher training category, but the prospect of becoming a four-year degree granting institution no doubt stimulated the curricular innovations.

In June 1927 nine persons were awarded the bachelor of education degree at Eau Claire under an option given by the Board of Regents of State Normal Schools to qualified persons completing four years of study in advance of the September 1 changeover.<sup>27</sup> Faculty members and students wore caps and gowns for the first time. For recipients of

degrees, the gowns were black; for those earning diplomas, they were blue.

### *The Threat of 1927: A School for Delinquent Girls?*

Even as the normal schools became teachers colleges, there was introduced into the legislature of 1927 a bill to abolish three normal schools, Eau Claire among them, and to replace the board of regents with a governing group consisting of the state superintendent of public instruction, and two men and two women. President Brown of Oshkosh, speaking in March 1927 to a Milwaukee meeting of educators, was moved to set forth the "facts" once more, drawing on the data contained in his publication of the year before. The *Spectator* printed his facts in two successive issues and sent a reporter to interview Peter J. Smith, Eau Claire regent, who had just returned from one of his frequent trips to Madison. Mr. Smith felt that the bill would either be killed or submitted in a very short time. President Schofield was somewhat less equivocal when he assured the student body on April 13 that there was little danger of the bill's passage. A sub-committee of the joint finance committee visited Eau Claire on April 24, pronounced it "one of the best teachers colleges," and promised to take back first-hand information to the parent committee.

Speaking before the Kiwanis Club later in the month, President Schofield indicated that the proposal was to use the Eau Claire Normal School building for some other state institutional purpose, possibly a school for delinquent girls.

By the end of the 1927 summer session, the president was able to tell the student assembly that "the Eau Claire State Teachers College, despite bills recently before the legislature to abolish it, is radically changing its purpose, still vigorously survives and, in all probability, will continue indefinitely to serve this section of Wisconsin."<sup>28</sup>

In March of 1928 Eau Claire and the other teachers colleges of Wisconsin were given Class A ratings by the American Association of Teachers Colleges. The school at Eau Claire was inspected by Dr. N. H. Dearborn of Albany, New York, a member of the New York State Department of Public Instruction. Representatives of the North Central Association of Colleges and Secondary Schools visited Eau Claire at the same time. Though accreditation with North Central did not materialize for a number of years, A. J. Fox, registrar, continued to assure Eau Claire students that a working agreement with North Central on certification to teach high school in Wisconsin existed, and that three years of credits



earned at Eau Claire would be accepted by the University of Wisconsin.<sup>29</sup>

### *Another Survey: "Too Many Think of the Teachers College as a Junior College"*

Two years after the change from normal school to teachers college, the perennial questions were raised once more: what should they be teaching? where should they be located? The houses of the legislature passed a joint resolution creating an interim committee to study the system and make recommendations to the 1931 legislature. The committee sat 80 full days and held hearings in all cities where there were teachers colleges and also in Rhinelander, a small city in the northeastern region of the state which had put in its bid for a normal school in the 1890s. To compare Wisconsin's program with teacher education in other states, committee members consulted state education officials in Ohio, Pennsylvania, Virginia, Maryland, New York, Connecticut, and Massachusetts, and they also held conferences with federal officials.

Once more it seemed that economic conditions might be leading to increased enrollment and questioning the mission of the colleges:

Too many think of the teachers college as a junior college. Increase in enrollment this fall (1930) is evidence of this attitude. Economic conditions are responsible. If a student says he is not going to teach, \$10 more each semester should be charged.

Though the committee acknowledged that the nine teachers colleges were not scientifically located in regions of the state, their circles of influence overlapping, yet there was no inclination to move or abolish any school:

They are all going concerns with hundreds of students. Nine institutions are better than three or four because of the problem of securing practice training for so many. A school containing more than 500 has difficulty.

The committee suggested that raising standards of entrance might be a useful device for relieving overcrowding. Appointment of "local regents" led to parochialism, they felt, and perhaps there was too much local influence in the selection of presidents — "public opinion considers these state colleges as local institutions." Overall, they seemed to be satisfied with the system as it was functioning, for they approved the ten-year building program of the regents, which contemplated the expenditure of \$200,000 each year for the state teachers colleges.<sup>30</sup>



Edgar G. Doudna

### *Depression: "Crossing an Economic Canyon"*

The Eau Claire State Teachers College was ready with plans for spending its share of the building funds, and in the spring of 1931 architect's sketches of a gymnasium, a library, and dormitories were hung in the corridor outside the president's office. There could not have been a less auspicious time. In the fall, the college lost \$2,700 in a local bank failure, and from Madison came expressions of anxiety. Writing to President Schofield just before the Christmas vacation, Mr. Doudna, secretary of the board of regents, was gloomy: "With best wishes for as happy a holiday season as it is possible to have when we are crossing an economic Grand Canyon on a bridge of rainbows."

By June of 1932 it was necessary for the state teachers colleges presidents and the regents, meeting together, to formulate a response to Governor Philip La Follette's retrenchment program. They agreed to a scale of salary cuts, beginning July 1, with the presidents suffering the largest penalty, \$1,000 a year.

In the year 1932-33 at Eau Claire there were 672 students, almost double the number of 1927-28, and for the first time in the history of the institution there were almost as many men as women enrolled. However, there was a falling off of enrollment to 625 by September 1934. The situation, general throughout the nine teachers colleges, Mr. Doudna attributed to "... drought, no loans available, increased length of courses, decline of interest in teaching." However, he did not approve of efforts to increase enrollments:



I was rather surprised to hear about advertising in high school annuals. It seems to me that is the worst possible advertising. . . . the only advertising to amount to anything is the report the students carry back from the schools, the record made by the alumni, and the impression that members of the faculties make when they go out for commencements and institutes. No amount of "Whooper-up" ballyhoo will bring students of the kind that you want. That I think you understand better than I do. I'll look up the rule on advertising and if there is such a rule of the board, send a circular to the presidents calling their attention to it. I get perfectly disgusted with this trying to compete for students or money. I am willing to have the competition for quality go the limit.<sup>32</sup>

### *The Local Influence: "Town and Gown"*

The 1934 dissatisfaction with the Eau Claire State Teachers College is difficult to document; it was the most local of any of the four challenges to the school which occurred in the '20s and '30s. Certain aspects of the personal lives and habits of some college personnel seem to have irked leaders of the community, and there was a good deal of gossip about town.

Focus was given to the dissatisfaction in June of 1934 when a fatal accident occurred on campus, the only such happening in the history of the institution. A model school pupil was hit by a car as he ran between the playground and the gravel parking lot east of Old Main, and he died a few hours later in the hospital. The driver of the car was not connected with the college in any way. An aroused parent-teachers group demanded safety precautions, and twelve days later a committee of regents visited the campus and worked out a plan for fencing the school's playground.

Soon thereafter, to the surprise of fellow faculty members, G. A. Hillier, registrar, teacher of economics and government, and adviser to the junior class, was summarily dismissed from the college. The local regent played a primary role in his severance. As one person whose husband was a faculty member at that time has said: "Someone had to be a scapegoat." It is ironic that just a few months before, in February 1934, Mr. Hillier was receiving accolades upon the publication of his book, *My Government*, co-authored with C. J. Anderson, dean of the School of Education, the University of Wisconsin. It was the first book written by a member of the faculty of the school at Eau Claire.<sup>33</sup>

### *1937: A Two-Year Extension School of the University of Wisconsin?*

As enrollment at Eau Claire continued to drop during the 1930s, awareness of rivalry with the University of Wisconsin increased. The curriculum committee of the faculty working toward meeting standards of the North Central Association recommended that a broad liberal arts program constitute the first two years of study at Eau Claire, "conforming to the first two years of the University of Wisconsin."<sup>34</sup> At the same time, President Schofield felt "... there is too much drumming up of students to enter colleges. To have each one of several college representatives get up and bark away about the merits of his college strikes me as being about the height of ridiculousness. The spectacle of the great University of Wisconsin is one to be deplored."<sup>35</sup>

A bill providing that the Board of Normal School Regents should transfer and convey all the Eau Claire State Teachers College property to the University of Wisconsin Board of Regents, to be held in trust for the state, was introduced in the legislature by the joint finance committee on April 22, 1937. Bill 873A was referred to the committee on education. The intent was that for the Eau Claire State Teachers College there would be substituted a two-year extension school of the University of Wisconsin, similar to the school recently established at Milwaukee. Behind introduction of the bill were a group of Eau Claire citizens represented by a local attorney, Lawrence Riley, who maintained through all questioning by the local newspaper that he was acting in a purely professional capacity and so could not divulge the identity of the sponsors.

At a protest meeting of students on April 24, 1937, A. J. Fox appeared in place of President Schofield, who had been absent from Eau Claire for several months while recuperating in the South from a heart attack suffered in the fall of 1936. Mr. Fox explained the implications of the challenge, asserting that it was fomented by the same Eau Claire people who introduced a bill "eight years before" to abolish the school.<sup>36</sup> He pointed out the implications: an extension school of the University of Wisconsin would offer only two years of academic work and transfer of credits only to the University of Wisconsin, while Eau Claire State Teachers College offered four-year programs leading to a degree, and three years of work carrying credit for transfer to "almost any institution"; fees would also be higher under the extension plan.

C. J. Brewer, director of teacher training and placement, in a statement to the *Eau Claire Leader*, called attention to two facts: that a



bachelor of education degree earned at Eau Claire could be the basis of admission to graduate work at a university, and that under the proposed change it would be impossible for young people to earn teacher certification at home. He asked: "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 bill was discussed at the Kiwanis Club, at the Rotary Club, at the model school parent-teachers association, at the Saturday Conference of Businessmen on Bills before the Legislature, where Mr. Schofield appeared and "spoke as one who might retire soon." He reminded local citizens of the burden which would devolve upon the city of Eau Claire if the 200 pupils of the model school were to be accommodated in the city school system.

A hearing in Madison was requested, at which President Schofield, J. R. Wallin, the registrar, and Samuel Davenport for the faculty would represent the Eau Claire college. Students collected 400 signatures from their fellows on a petition opposing the proposal, for presentation at the hearing. Their suggestion that they demonstrate in downtown Eau Claire was turned down by Mr. Schofield.

The Alumni Association of Eau Claire State Teachers College, vigorously opposing the conversion of the school, engaged as attorney Otis Linderman, a graduate, who reached an agreement with the attorney for the local citizens group promising a "beneficial reorganization of the administration of the teachers college." The agreement resulted in withdrawal of the bill before the legislature to convert the college to an extension school of the University of Wisconsin.<sup>37</sup> The local influences, however, seem not to have been the only ones at work; on May 28, 1937, Mr. Doudna wrote to Mr. Schofield:

The joint committee of teachers colleges and the University of Wisconsin met yesterday to get the report of the sub-committee. Gates, Sellery, and Anderson seem determined to recommend Eau Claire be discontinued . . . so apparently that bill was not entirely *home inspired*. I opposed it and Gates tried to take me for a ride, but I suggested if any be discontinued it might be River Falls or Superior.

Again, on June 8, Mr. Doudna wrote:

The celebrated committee to unify, purify, and perhaps putrify higher education met yesterday with the county normal school people. The Eau Claire proposition didn't come up.

That the matter did not come up but was apparently laid to rest may have been less the result of agreement between local factions than of action on the state level — Governor La Follette had appointed a committee to survey educational problems throughout the state.

Withstanding the cycle of challenge to its integrity, Eau Claire State Normal School and its successor, the Teachers College, justified its establishment. When the population of the "new North" was growing, it provided teachers for the public schools. In addition to its professional mission, it provided the college course, or its equivalent, to hundreds of students who would not otherwise have had an opportunity to prepare for the future. President Schofield's philosophy, ". . . to talk the language and appreciate the lives of the common people," guided the growth of an institution.<sup>38</sup>

## CHAPTER II — FOOTNOTES

<sup>37</sup> Carol Willan Forest, class of 1917, wrote the words and music for the school song, which remained the official song for 50 years.





<sup>2</sup> Official records of enrollment, diplomas and degrees granted, Archives, UW-Eau Claire.

<sup>3</sup> The normal schools were at Platteville, established in 1866; Whitewater, 1868; Oshkosh, 1871; River Falls, 1875; Milwaukee, 1885; Stevens Point, 1894; Superior, 1896; La Crosse, 1909; and Eau Claire, 1916.

<sup>4</sup> *Eau Claire Leader*, November 15, 1920.

<sup>5</sup> The reference to high school work in the normal schools is to the situation which existed up until 1926 whereby students without high school diplomas were accepted in the normal schools for the equivalent of high school education and teacher training, culminating in a diploma awarded for a five-year course. A. N. Farmer, *Conditions and Needs of Wisconsin's Normal Schools, Report of a Cooperative Survey*, issued by the State Board of Public Affairs (Madison, Wisconsin: Democrat Printing Company, 1914) shows that of students enrolled in the normal schools in 1913, one-eighth were 15 years old or younger, p. 25. The numbers of non-high school graduates enrolled in the normal schools between 1914-15 and 1926-27 are also tabulated in H. A. Brown, *op. cit.*, p. 26. Eau Claire State Normal School, the youngest of the normal schools, never offered the equivalent of high school courses; it did provide for special admission of students who were not high school graduates if they were either teachers with experience or graduates of county training schools.

<sup>6</sup> William Kittle, *History of the Special Departments in the Normal Schools of Wisconsin, 1914-25* (n.p., May 1925), bound with other pamphlets, including H. A. Brown, *op. cit.*, under label of *Normal Schools and Teachers Colleges of Wisconsin* — Kittle, Archives, UW-Eau Claire.

<sup>7</sup> Conrad E. Patzer, *Public Education in Wisconsin* (Madison, Wisconsin: Wisconsin Department of Education, 1925), pp. 151-52.

<sup>8</sup> *Ibid.*, pp. 168-69.

<sup>9</sup> Merle Curti and Vernon Carstensen, *The University of Wisconsin, A History, 1848-1925* (Madison, Wisconsin: University of Wisconsin Press, 1949), Vol. II, pp. 260-66.

<sup>10</sup> Maurice M. Vance, *Charles Richard Van Hise, Scientist Progressive* (Madison, Wisconsin: The State Historical Society of Wisconsin, 1960), pp. 125-27.

<sup>11</sup> "The school survey movement, which developed during this period, was an important step forward in the trend toward the scientific study of education." Frank K. Burrin, *Edward Charles Elliott, Educator* (Lafayette, Indiana: Purdue University Studies, 1970), p. 32. Elliott, professor of education in the College of Letters and Science, the University of Wisconsin, 1905-1916, participated in a number of surveys. He summarized the purposes of the school survey as "the accurate and comprehensive informing of the public as to the organization, administration, supervision, cost, physical equipment, teaching staff, methods and extent of instruction, and the achievement of teaching in the school system or educational institution." Burrin, p. 37.

<sup>12</sup> *Bulletin of the State Normal School*, Eau Claire, July 1916, pp. 15-16.

<sup>13</sup> Farmer, *op. cit.*, p. 106. Between 1900 and 1920, the population of the "new North" of Wisconsin increased by 140,000, and in the 60 years preceding 1920 the area grew from 1/25 to slightly more than 1/4 of the population of the state, according to William Francis Raney, *Wisconsin, A Story of Progress* (Appleton, Wisconsin: Perin Press, 1963), p. 234. Thus the persistent claim of the Eau Claire "boosters" that Eau Claire was the largest populated center in the state without a normal school seems to have been justified by population figures.

<sup>14</sup> Curti and Carstensen, *op. cit.*, p. 266.

<sup>15</sup> Vance, *op. cit.*, pp. 129-31. Laws of Wisconsin of 1915; Chapter 497; the legislature of 1917 amended the composition of the Board of Education, increasing to nine the number of members, all appointed by the governor with the exception of persons belonging by virtue of their offices.

<sup>16</sup> William A. Titus, writing to Governor Philipp on July 1, 1915, quoted in Curti and Carstensen, *op. cit.*, p. 290 n.

<sup>17</sup> Garey Bill, Laws of Wisconsin of 1923, Chapter 179. *Eau Claire Leader*, May 9, 1923.

<sup>18</sup> Curti and Carstensen, pp. 217-21.

<sup>19</sup> Brown, *op. cit.*, p. 6.

<sup>20</sup> The discussion about college courses in normal schools was taking place throughout the United States. The California Legislative Committee on Education in its report of 1921 favored the idea of college courses in normal schools; however, the report made in 1920 under the auspices of the Carnegie Foundation for the Advancement of Teachers took the opposite position. Patzer, *op. cit.*, pp. 174-75. The *Periscopes* of the Eau Claire State Normal School carried pictures of the college groups in 1920, 1921, 1922, 1923 separately from the rest of the student body, but not thereafter.

<sup>21</sup> E. G. Doudna, "The Teachers Colleges of Wisconsin, Two Radio Addresses" (Madison, Wisconsin: Board of Regents of State Normal Schools, 1932), pp. 4-5.

<sup>22</sup> G. C. Sellery, *Some Ferments at Wisconsin, 1901-1947, Memories and Reflections* (Madison, Wisconsin: University of Wisconsin Press, 1960), p. 46: "At the meeting of the faculty of the College of Letters and Science, May 20, 1918, Dean Birge read a long statement — undoubtedly after full conference with Van Hise."

<sup>23</sup> Letter from Mrs. A. L. Murray, widow of Arthur L. Murray, who taught at Eau Claire from 1918 to 1943, to Hilda Carter, dated March 28, 1968; account of the Eau Claire delegation and the hearing, *Eau Claire Leader*, May 17, 19, 1923.

<sup>24</sup> *Eau Claire Leader*, June 27, 1923.

<sup>25</sup> Brown, *op. cit.*, pp. 69-79.

<sup>26</sup> *Spectator*, April 1, 1925: "President Schofield showed a map on which Wisconsin appeared as one of only 12 states, and the only state in the Midwest, not granting the bachelor of education degree upon completion of four years of teacher preparation." The rapidity with which the teachers college movement grew is shown in Jessie M. Pangburn, *The Evolution of the American Teachers College* (New York: Teachers College, Columbia University, 1932), pp. 121-22, who cites a tabulation taken from the Bureau of Education (Bulletin No. 17, 1929, pp. 6-8):

Year	Teachers Colleges	State Normal Schools
1919-20	46	137
1921-22	80	110
1923-24	88	108
1925-26	101	102
1927-28	137	69

<sup>27</sup> Because the legislature failed to act to change the name of the board of regents, the State Teachers Colleges continued to be governed by the Board of Regents of State Normal Schools. As of September 1, 1951, the board's name became Board of Regents of State Colleges.

<sup>28</sup> *Eau Claire Leader*, August 1, 1927.

<sup>29</sup> *Spectator*, December 19, 1928, and January 18, 1930.

<sup>30</sup> Wisconsin Interim Legislative Committee on Education, "A Plan for Reorganizing Wisconsin's System of Education," submitted to the legislature of 1931, pp. 82-88.

<sup>31</sup> Letter dated December 18, 1931, Archives, UW-Eau Claire.

<sup>32</sup> Undated letter, Doudna to Schofield, Archives, UW-Eau Claire.

<sup>33</sup> Published by E. M. Hale & Co., Eau Claire, it was a textbook on Wisconsin civics for 8th and 9th grades.

<sup>34</sup> *Spectator*, May 1, 1935.

<sup>35</sup> Letter to E. G. Doudna, November 18, 1936, Archives, UW-Eau Claire.

<sup>36</sup> Probably Mr. Fox was referring to the 1927 challenge.

<sup>37</sup> The *Eau Claire Leader* covered the story in articles appearing every day from April 22 through 30, 1937; also *Spectator*, April 28, 1937.

<sup>38</sup> *Spectator*, December 18, 1940.



## CHAPTER III

### A COHESIVE SOCIETY: STUDENTS AND FACULTY IN THE 1930S

#### *A Depressed Economy in City and Countryside*

By 1931 the Great Depression had become acute in many of the communities from which the Eau Claire State Teachers College drew its students. Across Garfield Avenue from the college were garden plots where families were planting vegetables with free seeds furnished by the Family Service Association of Eau Claire. The Eau Claire Savings Bank closed in mid-July, and in September the Union Savings Bank and the Eau Claire State Bank suspended operations. The Community Chest undertook to raise \$100,000 for relief, the Family Service collected warm clothing, the first city relief project began in November, and hunters brought back rabbits for the Christmas dinners of those in need.

It was a hard winter, during which the city purchased and distributed potatoes and vegetables in carload lots, and the Red Cross gave away 1000 barrels of flour. By April 1932, over \$69,000 had been paid out in unemployment relief with funds derived from public subscription, the state relief fund, and the city treasury.

In the small towns and countryside of northern Wisconsin, banks failed and work was almost nonexistent. Somehow, fees were paid with borrowed money, and room and board were earned by living in with a family, but, even so, some could not attend their own commencement for lack of the final graduation fee, which included rental of cap and gown. One, Isadore Brothers, tells the story:

The banquet in the college gymnasium on the 10th of June was, of course, out of the question. It cost money. And then, on the 11th of June, I was to graduate, but I could not because I did not have the \$7 for cap and gown. My parents could not help me. How could they? There were eight children younger than I at home, all needing things; and Carol, the youngest, 17 months old, had not yet had her first pair of shoes. . . . Classes were over and tests were over, everything was over for me except that insurmountable matter of graduation, and it was the 11th day of June. . . .

My mother! My brother! Suddenly they were there, and my mother handed me \$7 in bills, all warm and all rolled up together, and more talking and laughing and excitement, but no time for explanations. We drove down Garfield Ave-

nue and the rest of the short distance to the college, paid the money, got the cap and gown, got to where I belonged, smiling at my friends with a great happiness, graduated, and my heart was more than full. . . .

On the way home I started prying at the story with questions, "But, Mom, where did we get the money?"

"Poppy earned it. He got a job of printing to do."

And then from my brother, "It wasn't that easy. He had to go out and get the job. He went and drummed up the business."

"Oh."

"And that wasn't easy because we didn't have any gas for the car."

"So what did he do?"

"He walked."

"To where?"

"To Sheldon. And he carried a sample case."

Sheldon is beyond Donald and beyond Gilman down the tracks — at least 20 miles — probably more — walked — carried — I accepted it; if I had been older I could not have borne it — my father walking and carrying a sample case. A heavy shadow descended over me. I faced the rest.

"And then, after he had solicited some job printing from the merchants in Sheldon — there wasn't much — he got an advance in cash from one of them, Mr. Brown, and took the train back and came home and did the printing," my brother finished.

But my mother went on, "I fed the press for the letterheads to hurry things, while Poppy ran off the envelopes on the little jobber. And then we were afraid to mail them for fear there might be a delay of a day or two in sending the money and that would have been too late, so I took the 'scoot' (a half-passenger, half-freight train that serviced the towns along the line) and went right up to Sheldon yesterday morning with the printing, collected the money, and came back yesterday afternoon. We got the car filled with gas and then left for Eau Claire this morning as soon as the chores were done." . . .

As we left the Chippewa County countryside and entered Taylor County, where the farms were rawer, newer, closer to the scars and destruction and ruthlessness of the lumber era,



where they were cut-over farms, and as we approached our own little niche in our own little dying mill town, as we approached home, my mother became more and more quiet. Our house was in sight when she finally said, "We haven't any food when we get home."<sup>1</sup>

Faculty members who cared made it possible for many students to attend the teachers college in the decade of the 1930s. Among the first questions in the papers to be filled out by the applicant for admission were, "If wholly or partly dependent upon your own efforts, how much have you saved for this purpose? Do you desire assistance in securing employment?" Miss Miller for the girls, and Mr. Ackerman for the boys, and sometimes the athletic coach for the boys too, helped in locating jobs or situations. In many Third Ward homes, the "college girl" was an inexpensive source of help:

I was able to attend school in Eau Claire by the simple expedient of working for my room and board, a job I had gotten before starting school through correspondence with the dean of women, Miss Miller. She was on a pedestal for me all the time I attended there because she had made it possible. The work was not hard — housework and child care in a brand-new house, but it was usually necessary that I be there evenings after the children were in bed. All of my time, night and day, not spent in school, belonged to my employer in exchange for room and board. I had not mentioned to her or her husband that I needed money. I was their "work girl" as one of the younger boys described me. Not to mention my need for money helped me to maintain my dignity. Besides, they were not supposed to pay me money for my services — they were to give me my room and board, and this they did.<sup>2</sup>

For the *Spectator* in December 1931, Miss Miller and Mr. Ackerman estimated that 13 percent of the 580 students enrolled at the college worked for room and board, and that nearly 50 percent earned at least part of their expenses by working in filling stations, restaurants, and stores. Those who lived at home in Eau Claire or Chippewa Falls or the small town of Colfax, where a busload of commuting students originated each day, were probably best off. Others living in rented rooms in Eau Claire were able to go home every weekend and bring back enough food to last through the days at school. Aside from living expenses, the semester fee of \$20 had to be paid, unless canceled by the student's declaration that he or she would promise to teach in the public schools after graduation.

### *Financial Aid to Students: FERA, NYA, Legislative Scholarships*

Help came first in the form of Federal Emergency Relief Administration funds in the spring of 1933. By October of the succeeding college year, President Schofield could announce that 12 percent of the students were being paid \$15 a month from this source, but he also found it necessary to scold some of the FERA recipients for loafing instead of really earning their \$.40 an hour.

In the fall of 1935, FERA assistance was succeeded by the National Youth Administration program. Laura Sutherland was appointed to administer the program for the women, and Monroe Milliren for the men:

Those in charge of the program prepared a questionnaire which became an application for aid. The students who worked under this program were at least a third of the enrollment. It seemed a strenuous program; but while it was in operation, it was so filled with human need that those in charge did not concern themselves with the demands of the work.

Student work at \$.30 an hour was done for members of the faculty, for the janitors, for the cafeteria; at the schools; in public service organizations such as the public library and the Y.M.C.A. No work was ever assigned to private industry.

The young people employed were not selfish. Examples could be given of requests that a fellow student be given a little more work even if it would be necessary to decrease the amount to be given to the one making the request.

Nor was there any political pressure at any time during the entire period of the operation of federal aid to students. During the election campaign of 1936 students wore big sunflowers, the symbol of the Republicans, as they asked for aid.<sup>3</sup>

The expenditures for FERA and NYA assistance were made through the regular payroll procedures of the business manager, Mabel Chipman. Records indicate that in the first three years 196, 219, and 218 students were helped, with men outnumbering women two to one.<sup>4</sup>

In 1935 the "Legislative Scholarships" were created. These amounted to remission of fees for entering freshmen who: (1) ranked first in the graduating class of a Wisconsin public or private school which had an enrollment of less than 250, (2) ranked first and second in a school with 250 to 770 students, and (3) ranked first, second, and third in a school of over 750 students. If the selectees did not choose to attend a state teachers



college, the grant would go to the next highest in rank who did intend to enroll in a teachers college. In addition to the new Legislative Scholarships, which were awarded by the high schools, the board of regents was given authority to grant scholarships equivalent to remission of fees to good students who were in financial need and who showed leadership qualities.<sup>5</sup> Loans were available through a state-run Relief Student Loan Fund, and the *Spectator* reported in April 1935 that 90 students had submitted applications under this program. There were also several students who were eligible for veteran's bonus payments attending college at the time.

### *Improvements to the Physical Plant: CWA, FERA, WERA, PWA, WPA*

With the exception of the "cottage" for the superintendent of the heating plant and grounds, a small two-story brick-veneer house at the corner of Park and Roosevelt Avenues which was built in 1931, all improvements to the college's physical facilities which took place during the decade were made possible through programs of public works.<sup>6</sup>

The Civil Works Administration, created to tide the unemployed over the winter of 1933-34, came to the campus in the fall of 1933, when Charles A. Halbert, state chief engineer, authorized President Schofield to proceed under "Project 30" to employ eight unskilled men at \$.50 an hour to straighten the course of Little Niagara Creek and two skilled men at \$1.20 an hour to do miscellaneous repairs within Old Main. The workers were to be selected from the relief rolls initially, and after December first through the National Reemployment Service, which was being charged with regulations on employment and labor conditions. Cost of labor was contributed by the federal government and cost of materials by the state.<sup>7</sup>

In December of 1933, CWA "Project 53" was approved for Eau Claire. It provided 200 hours of work for one clerk at \$.65 an hour and 780 hours of work for two librarians and a nurse at \$1.20 an hour. Soon there were accusations against the University of Wisconsin, which was suspected of preempting federal funds allotted to the state of Wisconsin for the employment of 800 to 1,000 persons holding bachelor's degrees. Since those to be put on the rolls were to work on "research projects," it is possible that state officials assumed that only graduates of the University qualified. In any case, the "grave injustice" was called to the attention of Harry Hopkins, federal CWA administrator, by Congressman Garner R. Withrow

of Wisconsin's Third District, on receipt of protests from the state college presidents.<sup>8</sup>

In March of 1934 President Schofield, with the assistance of Mabel Chipman, business manager, and Henry Hahn, plant superintendent, drew up a prospectus to show what could be accomplished through Projects 30 and 53 if they could be extended. Among the proposals for the Project 30 were toilets and ticket booth for the athletic field; an ornamental entrance to the campus, to be designed by the state engineering department, the cost of materials to be defrayed by an alumni gift; backdrops for the tennis courts; trees trimmed; cabinets made. Project 53 could include cataloguing of pamphlets and volumes in the number of 16 to 17 thousand; preparation of bibliographies for teachers; and compilation of an up-to-date list of alumni. When the Civil Works Administration was phased out later in the spring, these projects were transferred to the Federal Emergency Relief Administration and its partner, the Wisconsin Emergency Relief Administration. The outdoor projects seemed to be acceptable to R. P. Boyd, planning engineer for the WERA, who went over the property of the college with Henry Hahn in October of 1934.

It was under the Public Works Administration that a number of men worked on campus in the spring and summer of 1935, cutting weeds, planting grass around the football field and tennis courts, filling the old creek bed. In May they went on strike and picketed for \$.50 an hour instead of the \$.40 they were getting. The two skilled cabinetmakers working inside refused to join in the strike. Despite the strike, the administrators of the program increased the number employed from 22 to 40 during the summer. The trees and flower beds they planted wrought a transformation appreciated by returning students in the fall.<sup>9</sup>

The federal relief agency which is best remembered, the Works Progress Administration, began its actual work in October of 1935. Detailed planning and cost of materials were the responsibility of the local sponsor; labor was paid from federal funds. "Project 8D-11" provided for beautification of the 30-acre Eau Claire State Teachers College campus, the construction of the ornamental entrance, and washing and painting of 117 rooms. When the Chicago, St. Paul, Minneapolis and Omaha Railroad gave cinders from its Altoona yards, the workers were able to improve the college's running track. Other projects completed under successive contracts were repair of the outside trim and roof of the main building, painting of the auditorium and gymnasium, partitions in the basement, a concrete floor in the garage; dredging "Minnie Creek" for one-



half mile through the school grounds, placing concrete culvert and tile, and building two arched bridges over the stream; for the athletic field, a sprinkling system, wooden bleachers for 1,000 spectators, lighting and fencing. The work on the gate to the campus at Garfield Avenue was begun but, even though the alumni of 1928, 1929, 1930, and 1931 had raised \$700 for materials, the ornamental entrance project had to be halted for lack of funds, and the *Periscope* of 1937 showed a picture of the half-finished gate while praising the many improvements which had been made.

A "skeleton closet" for Mr. Slagg's biology classroom was among the thirteen items which President Schofield listed on February 10, 1937, when he directed Henry Hahn and Mr. Petrick, the foreman, to see that they were completed while he was away from the campus. He cautioned the supervisors to keep in close touch with Miss Chipman on the cost of materials. Other teachers were to have new table tops and cabinets.<sup>10</sup>

P. J. Smith, regent, hoped it would be possible to construct a separate building for the training school at Eau Claire using federal funds available during this period, but nothing came of his proposal. From 1923 to 1952 no academic facility was constructed at any of the state colleges in Wisconsin, with the exception of the training school at La Crosse, which many felt Eau Claire should have had.<sup>11</sup>

### *The Faculty of the 1930s: "You Knew Our Need"*

"Dedicated and able" — not too strong a characterization of the faculty of some forty persons who taught and largely administered the Eau Claire State Teachers College during the 1930s. President Schofield, who suffered from hay fever to the point of incapacity, was absent from the college during the opening of every fall semester. He left detailed assignments to a faculty who, he knew, would carry them out to the letter. In 1931 Mrs. Schofield died, and two years later he married Frances Jagoditsch, an account clerk in his office. With the able assistance of Geraldine Kuhnert Wing, who began her service as secretary to the president in August 1930, and of Mabel Chipman, who succeeded Miss Jagoditsch as financial clerk, the faculty, individually and in committee, were able to meet the situation as it developed from year to year. In October 1936 President Schofield suffered a serious heart attack, and from then on was away from the school even more. C. J. Brewer and A. J. Fox carried the major administrative responsibility, with G. A. Hillier as registrar from 1929 to 1934, Dr. J. R. Wallin as

registrar from 1934 to 1939, and Mr. Fox resuming the post of registrar, which he had held from 1926 to 1929, again in 1939.<sup>12</sup>

There was no academic ranking; only salary differentials distinguishing any order of prestige among the faculty. All were instructors who moved freely across disciplinary lines as they taught in the "subject departments" of English, education, fine arts, foreign languages, history and social science, industrial arts, mathematics, science, and physical education. Their guide was the college's purpose as stated in the catalogue: "A school which emphasizes the practical rather than theory."

The nature of the Eau Claire faculty began to change in the decade of the 1930s when several persons with the Ph.D. degree joined those who, up until that time, were almost exclusively drawn from the ranks of public school teachers or principals. Eugene McPhee remembered that the first few Ph.D.s that were hired at Eau Claire were suspect by the other faculty members because the latter were sure the only reason they had earned the doctorate was that they couldn't hold a job and had to keep returning to school.<sup>13</sup> However, the incumbent faculty were well aware that to meet standards of the accrediting agencies the addition of Ph.D. holders to their group was much to be desired.

Roy C. Judd, who came to Eau Claire in 1930, was the first faculty member with the Ph.D. He taught chemistry, physics, mathematics, and radio. In a corner of the physics laboratory, with the help of students, he set up a radio station powerful for that day, and he mounted an antenna on the roof of Old Main. The station sent and received signals, at first in code, and sometimes it interfered with the electrical supply to other parts of the college building. In 1932 Dr. Judd started a radio club for the students, and in 1936 they together established radio station W9WND, which during the following year was hooked up in the college auditorium with the new Eau Claire station WEAU, so that broadcasts could be made direct from the college. Speech, drama, and music from the teachers college went out over the air waves.

Until Dr. Judd's advent, the sole instructor in chemistry was F. W. Ackerman, who also taught arithmetic. Mr. Ackerman was also an example of the faculty member who carried an administrative responsibility as well; though he never had the title of dean of men, he performed some of the functions such as securing housing and finding work for students. Two of the favors he rendered to the community were so spectacular that they merited attention in the local press: he testified



in court on analyses of local bootleg whiskey, whose makers were potential violators of the Prohibition law; and he and his students recovered for a local hospital a precious supply of radium, finding it by reaction on a photographic plate in a large block of cinders.

The physics teacher was B. W. Bridgman, whose students admired his research abilities. After two years of experimentation, he had devised a way of measuring the melting point of tungsten, a discovery that was reported to have helped in the improvement of the electric lamp. Mr. Bridgman's interest was increasingly drawn toward psychology and especially mental testing. He taught psychology at Eau Claire and also served as the perennial adviser to the senior class.

The sciences of biology and physiology and courses in agriculture were taught by W. E. Slagg, who encouraged his students to find frogs and other laboratory materials in the nearby bog of Putnam Park. In 1924 the State Department of Conservation had built a trout hatchery on Little Niagara Creek, midway through the drive, and some specimens were available there.

The second member of the faculty with the Ph.D. was John L. Schneider. He joined the faculty in 1930 after finishing his residency requirements at the University of Wisconsin, and in the spring of 1931 he completed the examinations for the doctorate and his thesis, on the "Egyptian Papyri," which was written under the guidance of the famous White Russian professor, Alexander A. Vasiliev. Dr. Schneider had a double concentration in doctoral studies, ancient history and sociology, having studied in the latter field with the well-known Wisconsin professors Dr. E. A. Ross and Ralph Linton. So at Eau Claire he gave courses both in Greek and Roman history and in sociology, and, as interest in governmental programs grew, in political science. Dr. Schneider was a Democrat and an adherent of the New Deal; he served on the executive committee of the county Democratic organization and became known as a "liberal" in a conservative community. The Eau Claire Cooperative Credit Union was an outgrowth of a class which he taught at the Eau Claire Vocational School; members of the class comprised the first board of directors of the Union.

Both Dr. Schneider and his wife, Josephine, were natives of the state of South Carolina and graduates of the University of South Carolina. Married in 1925, they spent their first year in Paris, France, where he studied privately in history and tutored. To Eau Claire they brought their zest for travel and new experiences, their Southern hospitality and



Left to right from the top: Vine Miller, F. W. Ackerman, John L. Schneider, Laura Sutherland, J. R. Wallin, A. L. Murray, Mabel Chipman, Geraldine Wing

tradition of open house, to students, colleagues, and other friends. It was from their house that Leonard Haas, a young high school teacher and counselor, made a phone call to President Davies in 1941 to ask if there were an opening for him at the college. Dr. Schneider often forgot time as he worked in his office late at night or sat in an automobile with students after an evening class continuing an earlier discussion: "He taught that the great use of life is to spend it for something that will outlast it; to build a community, and to be as concerned for people as one is for gain."<sup>14</sup>

James R. Wallin, who had three degrees, including the doctorate, from the University of Wisconsin, came to Eau Claire State Teachers College in 1934 to teach economics and government. Except for



some courses in international relations taught by Hilda Belle Oxby and Laura Sutherland, who had developed special interests in this field, Dr. Wallin carried all the teaching in economics and government for the next dozen years. He also came to Eau Claire as registrar, replacing G. A. Hillier, who had been dismissed in June 1934.

Hilda Belle Oxby, a member of the original faculty of 1916, taught German and English composition in the early years. She was a graduate of the University of Michigan and had studied in Germany at Marburg, Freiburg, and Berlin. For some years after World War I, the German language was not taught in the schools of Wisconsin, and it was at this time that Miss Oxby began to give courses in international relations. In the year 1924-25 she was on leave studying at Columbia, where she earned a master's degree in political science and completed a thesis on "Some Economic Consequences of Occupation of Haiti and Santa Domingo." From 1927 to 1932 she attended the annual Institutes of Politics, by invitation, at Williams College, Massachusetts, where she knew Arnold Toynbee and met prominent statesmen and scholars. In the 1930s she motored twice throughout Germany observing the developments in that country as Hitler came to power; in her classes in German, she taught not only a language, but culture and current events, and her courses proved invaluable to those of her students who entered military and diplomatic service a few years later. Miss Oxby, handsome and articulate, was in demand as a speaker before the women's groups of Eau Claire on topics related to international events; her honorariums she accumulated in a fund to help students take advantage of experiences abroad. Her interest in Latin America carried her to the National University in Mexico City for summer study and to the Caribbean, Central America, Peru, and Ecuador, and in 1950 she was the first faculty member to escort a group of students, eight in number, to summer school abroad.

Laura E. Sutherland taught history. Daughter of an Eau Claire lawyer, she went to the University of Wisconsin for her undergraduate training. Both a scholar and a gifted teacher, Miss Sutherland had the special knack of awakening in her students an awareness of their own intellectual promise. She also had a distinct talent for organizational work, which she enjoyed, and willingly she accepted those tasks which President Schofield assigned to her in the realm of student relations. From 1934 to 1942, she administered for the women students the NYA program, and in 1939 she became dean of women.

Vine Miller, who also taught history, both ancient and medieval, was the dean of women from 1925 to

1939. She was a graduate of Ripon College who had gone on to Columbia University to earn the master's degree. Miss Miller's duties as dean of women involved finding housing for students from out of town and work for those who had to earn all or part of their expenses. In addition, she tried to introduce some cohesiveness in the social experience of college women, since the hope of a dormitory where students could live together was constantly deferred.

Monroe Milliren joined the faculty of the normal school in 1920 with a background in manual training from Stout Institute and the University of Wisconsin. He relieved A. J. Fox in this area of instruction so that Mr. Fox could undertake supervisory work and teach psychology. Mr. Milliren administered the NYA financial aid program for men during the 1930s, and in 1939 was named dean of men. His untimely death in 1941 was a great blow to his colleagues, who had come to depend on his competence in everything he undertook.

Blanche James, who taught mathematics, was a native of Eau Claire with a romantic family history. Her grandfather was the renowned English novelist C.P.R. James, who was British consul at Norfolk and Richmond, Virginia, from 1852 to 1858. After James died in Venice, Italy, in 1860, his widow came to Eau Claire, Wisconsin, to make her home with a son, George W. James, who was a bookkeeper in the Daniel Shaw Lumber Company. Another son, Charles L. James, had found his way to Eau Claire, and he was the father of Blanche and her two sisters, known as "the James girls" and women of some distinction. Miss James had a master's degree from the University of Minnesota. Before Miss Miller's advent as first dean of women, Blanche James chaired a committee of the faculty whose responsibility was to find housing for students.

George Simpson taught geography and presided over a classroom praised by visitors from accrediting agencies as having the best equipment of any of the college's departments. Excellent maps were easier to acquire than some other aids to teaching. Mr. Simpson, a graduate of the University of Wisconsin, organized "physical, geographic and historical" trips for his students, both to view area phenomena and as far afield as eastern, southern, and western parts of the United States. Football coach in the first years of the normal school, George Simpson was on leave in World War I. He was advanced to the rank of lieutenant colonel in 1935 and thereafter was known to all as "Colonel Simpson." In World War II he was on military leave again, and on his return to Eau Claire he was much



in demand as a speaker on the intentions of the Soviet Union.

Instruction in English was shared by a number of the faculty. Hilda Belle Oxby taught composition from time to time. Elizabeth Macdonald, who had a master's degree from the University of Washington, taught both English and Spanish. A. L. Murray, a former newspaper man and teacher at Indiana University, was the instructor in literature and advisor to the student publications, the *Periscope* and the *Spectator*, and he also assisted President Schofield with preparation of catalogue and an occasional brochure or program.

Charles D. Donaldson coached debate, extemporaneous speaking, and oratory. When he died in 1942, Leonard Haas, one of his students in the 1930s, recalled: "As long as his friends and acquaintances have memory, the wide range of anecdotes, the brilliant analysis of difficult topics, and the remarkable quotations from literature that seemed to flow in unending enthusiasm, will not be forgotten."<sup>15</sup>

Under the preceptorship of Samuel Davenport, Eau Claire became known as the "Capital City of Wisconsin Drama" in the 1930s. The department of speech, the dramatics club, "Strut And Fret," and several persons in the community, including Charles Manchester and Harvey Vermilyea, combined their talents in bringing about this reputation, establishing a national record of achievement for the production of the most performances of one-act plays in churches, and city and rural schools. Both Mr. Davenport and a number of his students were playwrights, and many of the productions were original. Eau Claire State College won first awards in the Wisconsin Play Festival in production, playwriting, and radio; second place in production and playwriting in the Midwestern Dramatic Festival with Clarice Chase's play, "The Burning Bush"; and a first award for playwriting and second award in production in the Wisconsin Play Festival for the original three-act play, "Indiana Twilight," starring Arthur Padrutt as Abraham Lincoln.<sup>16</sup>

Elizabeth Ayer taught French grammar and literature and organized a club, *Le Troupelet Francais*, for students who wished to practice French conversation. Erna Buchholz, head librarian, recalled that Mrs. Ayer's gaiety was contagious and that she often said, "I love to teach, but it takes up an awful lot of my time!"

Miss Buchholz and her assistant, Ferne Thompson, presided over a library of approximately 30,000 books, 130 periodicals, and 7 newspapers. During the every third summer which faculty members had off from summer school duty, Miss Buchholz com-



Erna Buchholz, head librarian (right) and Marie Beil (standing)

pleted a second bachelor's degree at the University of Denver in library science; her first bachelor's degree was in liberal arts from Ripon College, after earning the three-year high school teaching diploma at the Eau Claire State Normal School. Erna Buchholz also taught a course in library methods for teachers.

Art was preparation for teaching art in the public schools, and there was only one instructor, Ruth Foster, who worked with training school pupils as well as prospective teachers. She had the vision to broaden appreciation of art among all she taught, and in 1937 she offered the first course in the history of art to be given at the college.

Clara Mae Ward was the beloved and talented teacher of music. She instructed those who would become teachers in music methods, but she also directed the college musical groups. The A Capella choir performed in concert and over radio stations in Eau Claire, Milwaukee, and Chicago, and in 1934 at the World's Fair in Chicago, and in 1939 before Mrs. Eleanor Roosevelt in the White House in Washington, D.C.

Miss Ward also helped the band, though it was student organized and led until in 1936 the first paid bandmaster, Charles Harris, was hired. Soon there was a 53-piece band with uniforms, \$1,000-worth of instruments, and the group was broadcasting regularly over the local radio station as well as providing stirring music for athletic contests and commencements. The group became a marching band with drum majors in 1940.<sup>17</sup>



## *Teacher Training: "You Must Have a Job for Me"*

Even though the instructors were competent in "subject areas," they never forgot the primary purpose of the college, "the training of teachers." In 1932, Eugene McPhee, a 1931 recipient of the bachelor of education degree at Eau Claire, became a member of the faculty and a new force in the direction that teacher training would take. Mr. McPhee had been principal at Winter, Wisconsin, from 1923 to 1930, taken a year off to acquire the degree, and held the principalship at Elk Mound until the summer of 1932, when he went to Mr. Schofield and said, "You must have a job for me." It so happened that Mr. Schofield did have, and in the fall Gene McPhee became principal of the model school, now renamed the "Training School," at a salary of \$1,800. Since he had been taking summer courses at the University of Minnesota off and on for some years, Gene McPhee was able to acquire the master's degree in education from that institution in the summer of 1932. At that time the School of Education at Minnesota had a remarkable faculty, and Mr. McPhee felt well equipped to succeed C. J. Brewer as director of teacher training and placement when that opportunity came to him in 1938. In that year, at Mr. McPhee's instigation, the training of kindergarten teachers was begun at Eau Claire, with Mrs. Marion McNamara, graduate of Miss Wood's Kindergarten School, Minneapolis, in charge. Supervising teachers included Ruth Auld, University of Chicago; Lillian Bahr, University of Minnesota; Frances L. Baker, Columbia; Julia Dahl, University of Wisconsin; Anna Nash, DeKalb, Illinois, Teachers College; Hazel Ramharter, University of Minnesota; Inez Sparks, University of Minnesota; Jane Temple, Columbia; Katharine Thomas, Columbia; and in the rural department, Charles Hornback, University of Illinois, and Fannie Hunn, University of Minnesota.

Also in 1938, the ninth and tenth grades of the training school were eliminated in favor of transporting those practice teaching in the upper grades to Elk Mound High School, where they could experience a situation considered more realistic. Mr. McPhee developed a compact between Elk Mound and the teachers college on supervision of the practice teachers, who were transported to Elk Mound, in an automobile purchased by the college, for half-days for eight weeks. "This was the first time the students taught in a real situation where there was a cross-section of the population. . . it worked out very well and continued until the compact was shifted to Eau Claire city high school," Mr. McPhee recalled.

In 1934 Iva Kessler became the clerk in the placement office. Teacher salaries were going down, and there was a surplus of teachers. McPhee recalled summer sessions as being attended by many people with gray hair, "struggling to get a degree . . . if you wanted to get a job, you had to improve your preparation." Since the majority of Eau Claire's graduates were placed in teaching positions, the placement files served at first as quite adequate alumni records. However, by the end of the decade Mr. McPhee was placing more graduates, sometimes those with teaching certificates who could not find positions in the schools, in industry, especially with the United States Rubber Company in Eau Claire. The Alumni Association drew up its first formal constitution in 1934, and Mrs. Kessler began to turn more of her attention to alumni affairs and records each year.<sup>18</sup>

The four-year degree, the bachelor of education, was converted by action of the board of regents in 1937, ratified by the legislature in 1938, to the bachelor of science in elementary education and the bachelor of science in secondary education. Looking toward eventual accreditation by the North Central Association of Colleges and Secondary Schools, the faculty of the Eau Claire State Teachers College became engaged in studies of curriculum. The agency's approval meant a great deal, as graduates of Eau Claire would then be accepted without question as teachers in the secondary schools with North Central approval, and they would also find transferral of credits from an accredited institution to other colleges and universities more easily accomplished. The faculty members were assigned to thirteen committees to review the thirteen criteria of the North Central Association, which covered not only academic standards but student services also. Mr. Fox chaired the committee directing the studies; reports were made directly to the faculty meeting as a whole.<sup>19</sup>

## *The Periscopes: "New Depths of Appreciation"*

Students editing the *Periscopes* of the 1930s showed respect and affection for their mentors. Dedications of issues were to Laura Sutherland in 1930, B. W. Bridgman in 1931, George Simpson in 1932, and Hilda Belle Oxby in 1934, and in 1936, on the twentieth anniversary of the founding of the school, the dedication was to the eight original faculty members still at the school: Mr. Schofield, Mr. Brewer, Mr. Fox, Mr. Bridgman, Mr. Simpson, Miss Thomas, Miss Oxby, and Miss James.

The *Periscopes* also reflected an unusual appreciation of the beauty of the campus and environs.



The 1931 issue featured pictures of the Chippewa River taken from the top of Eau Claire's Mount Simon; the 1932 yearbook contained views taken from an aeroplane of the campus and the Hamilton estate south of it. Fellow students enjoying "the pleasant pools of Little Niagara" appeared in the 1933 book, and the following year "A Winter's Tale" featured fine homes of Eau Claire photographed in settings of snow.

Dedication of the 1935 *Periscope* was to Annie Longfellow Thorp, daughter of the poet Henry W. Longfellow, and the "Laughing Allegra" of the poem "The Children's Hour," which was printed, together with several other familiar Longfellow works in the college annual. It was a tradition in Eau Claire that Annie, as the wife of Joseph Gilbert Thorp, Jr., must have visited Eau Claire on several occasions, staying in the mansion of the senior Thorps in Oakwood Place, near the campus. The story, though romantic, was undoubtedly apocryphal. However, the illustrations of both exterior and interior views of a fine old mansion, together with the poems, made a very attractive issue.<sup>20</sup>

An even more ambitious attempt to establish tradition for Eau Claire State Teachers College was made in the 1938 issue of the *Periscope* which featured the history of Little Niagara Creek and the "Point of Rock," a prominent formation just below the falls of Little Niagara at the confluence with the Chippewa River:

When the white man first came to this region, the Chippewa Indians inhabited the valley of the Chippewa River and its upper tributaries as far south as the Eau Claire River. The Sioux Indians lived along the Mississippi, and at times ventured up the Chippewa as far as the mouth of the Eau Claire.

Because there was no recognized boundary between these two tribes, constant warfare was waged between them. To terminate this incessant struggle, the United States Government in 1825 decided that a treaty should be negotiated to establish a definite boundary.<sup>21</sup>

The point determined upon was "half-a-day's march below the falls of the Chippewa River," which is, without a doubt, the rocky bluff that is known today as Little Niagara Bluff.

Another tradition was that Jefferson C. Davis, as a young army lieutenant stationed at the fort at Prairie du Chien, visited this area in 1823 while on a commission to cut timber for the fort along the Mississippi and the Chippewa Rivers. A large burr oak tree became a campus landmark when surrounding underbrush and smaller trees were removed in constructing the athletic field south of Old Main.

With a girth of nine feet and a diameter of three and a-half feet, the majestic tree, thought to be 250 years old, became known as the "Council Oak" in recognition of the tradition that Sioux and Chippewa Indians had held conclaves in its shade.

"While our student-faculty relations cannot approximate those of the Indian youth and brave, we have tried to preserve that personal contact between our teachers and students which made the teachings of the Redman so effective," wrote the *Periscope* editor. Describing the Chippewa Indians as "the bravest, most warlike, and most manly of tribes," the writer went on to discover, "... similarity between the teachings and activities of the Indians and those of this college. As we are taught in our profession, so did the native people of America learn the rudiments of their struggle for existence. Their recreation, too, embodied the same principles of sportsmanship and rivalry that we uphold today. Even more closely related are the college social organizations and those of the tribe, of which the standards and aims are almost identical."

### *The College "Tribes": Standards, Sportsmanship, Rivalry*

There were a number of clubs organized around the various areas in which students enrolled: the Primary and Grammar Clubs, and the Rural Life Club for those intending to teach in country schools. In 1937 the Alumni Association initiated the C. J. Brewer Award, to be given annually to the student considered the most promising future teacher.

A Radio Club, a Science Club, and a History and Social Science Club attracted the interest of others; always there was close faculty advisement to these groups. Scholarship was recognized in the Crusaders and De Chatillon for men. In 1935, largely through the initiative of Laura Sutherland, an honorary scholastic society for women, Amphictyon, meaning "Temple of Learning," was formed. This group later agreed that men, too, could become members, and in 1943 it became affiliated with the national honorary society in education, Kappa Delta Pi.

In the absence of dormitory life, the Y.W.C.A. was the group which made college life lively for the girls. Fall events included teas and suppers welcoming the girls and including the "housemothers" or proprietors of the homes in which the girls had found rooms away from home, and representatives of churches of Eau Claire. An annual All-Girl Prom was staged; a "King" was elected from among the Y.W.C.A. members, and many of the girls dressed as men and acted as escorts for the dance. It was considered a great honor to be chosen a member of the Cabinet of the Y.W.C.A.



The Women's Athletic Association also continued from the '20s, and coached by Phyllis Jackson and later Rosemary Royce, the girls enjoyed soccer, tennis, basketball, and baseball intramural competition.

Students of the junior class sponsored an annual prom in the gymnasium, which was a very special occasion with elaborate decorations. For this affair only were guests from outside the college permitted, and then only by invitation. An atmosphere of wholesomeness prevailed, even though it was considered by the chaperones a wise move to lock the balcony of the auditorium lest there be "excessive socializing" between the sexes. Responding to a *Reader's Digest* survey in 1937, President Schofield wrote: "The young people who attend a state teachers college for the purpose of preparing themselves to teach are not as likely to indulge in drinking as students who are preparing for other professions."

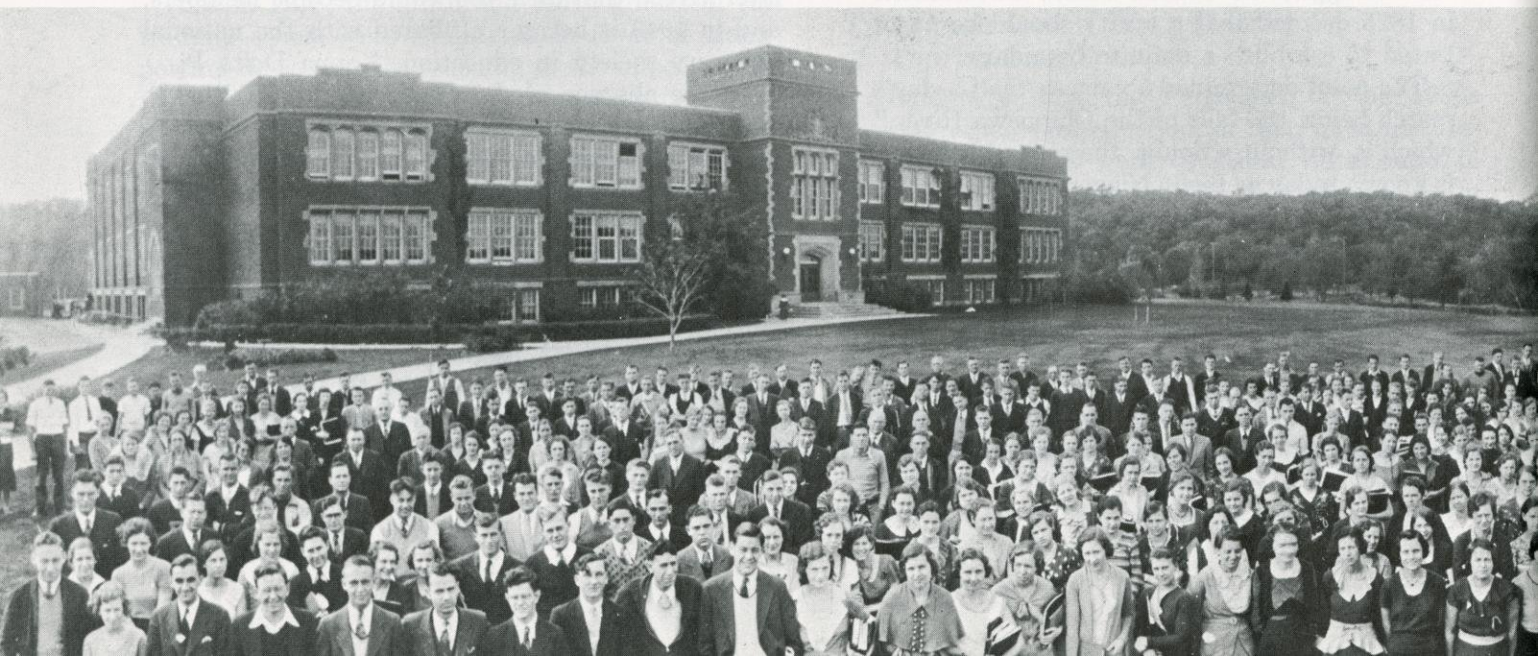
In athletics, the Alonzo Stagg ideals of Coach "Bill" Zorn were upheld, and it was a special day when Stagg visited the campus in 1932. Though the football teams did not distinguish themselves during the decade, there were some outstanding players, particularly Glenn Derouin, Harry Jensen, and Markle Haight. In basketball the "Zornadoes" rose to the heights of an undefeated conference season in 1938 and a conference co-championship in 1939. Playing both years were George Carroll, Jack Hogness, Howard Kolstad, Norman Krenz, Wayne Larson, Walter Lehman, and Trig Pederson, and in 1938 Robert Tomashek and Frank Wrigglesworth were also members of the champion team. The Eau Claire State Teachers College team was the only team to represent Wisconsin at the National Intercollegiate Basketball tournament at Kansas City in 1939, and it was chosen one of the 32 outstanding teams of the nation's four-year colleges.

The student government of the 1920s ceased in 1930, and not until 1937, when the question of a

voice for students in college decisions was raised during the campaign for junior class officers, did a spark of interest show. Nothing came of it, and the only restlessness among the students seemed to be objection to attendance at daily assemblies. On October 12, 1938, the *Spectator* noted that political clubs were appearing on the campus, with the Young Progressives projecting a membership of 300 and the Young Republicans a membership of 100. The *Spectator* editorialized that the formation of political clubs might help students "develop convictions and learn the value of teamwork." The quiet Eau Claire scene was in contrast to that at the University of Wisconsin, where in 1936 a thousand students were involved in a riot when students of conservative persuasion, including varsity athletes, took it upon themselves to invade a meeting sponsored by the Socialist Club and throw the speakers into the lake.<sup>22</sup>

Eau Claire students were being made aware, however, by faculty members and outside speakers who addressed them in assembly of events taking place far from their own cohesive small world. As reported in the *Spectator*, in 1938 topics presented were: "Isolation — the Only Security for America," "Assembly Speaker Raps Nazi Regime," "Hitler, the Perpetual Menace to World Peace," and in 1939 "The Significance of the Insurgent Victory in Spain."

In the unsophisticated environment of the Eau Claire Teachers College of the 1930s there were a group of talented young people who, in later years, looked back upon their experience and education as having been stimulating. Standing out from the generally homogeneous background of the others was Richard Hibbard, who had lived in Greece for six years while his father was Y.M.C.A. director in Athens. Dick Hibbard graduated from Eau Claire in 1932 and was awarded a fellowship in the first class of the Fletcher School of Law and Diplomacy,





Tufts University, for the year 1933-34 on the basis of a master's thesis on "The International Settlement of Greek Refugees: 1922-32," which he wrote at Northwestern University in the intervening year.

Leonard Haas, who graduated in 1935, came from the small railroad city of Altoona contiguous with Eau Claire. Outstanding both scholastically and in forensics, he became a high school teacher of history at Wausau upon graduation, and eventually moved into the field of teaching and administration in higher education, as did Richard Hibbard.

A number of alumni of the 1930s became faculty members and administrators of institutions of higher education, among them: Elizabeth Alcott, Wright City College, Chicago; Harold O. Balke, Western Michigan University; Margaret Kessler Bridges, Mars Hill College, North Carolina; Wilbur B. Bridgman, the first graduate of Eau Claire to achieve the Ph.D., Worcester Polytechnic Institute, Massachusetts; Marcus Bruhn and Charles W. Emery, St. Cloud State College, Minnesota; Cecil O. Hahn, Southwest Texas State University, San Marcos; Howard Kolstad, St. Norbert College; Schuyler Otteson, Indiana University; LeRoy Peterson, Eastern Illinois; Helmer E. Sorenson, Oklahoma State; Warren Waterhouse, Bowling Green State University; and William Wigglesworth, Gonzaga University. Faculty members at UW-Eau Claire who were students there in the '30s included Ursula Schmidlin Emery, Ed Fish, Lester Gilbertson, Robert Gunn, Norman Olson, Gilbert Tanner, and Frank Wigglesworth.

Many distinguished themselves in government service: Kathryn Miley Beatty, Gerald W. Bowers, Howard O. Johnson, Raymond F. Love, Lessel Ramsey, in federal agencies; Burton D. Loken, Lester A. Loken, Arthur Padrutt, Lester Voigt, and Wilmer Waters, on the state scene; and Richard Gillett, Leonard Haas, Richard Hibbard, and Robert Mills served as city councilmen in Eau Claire.

Samuel G. Jones made a lifelong career of service as an officer in the Navy, and Vernon Ramberg in the Army. Robert Benish and Frank Snyder became geologists of note. Richard Hibbard and Wayland Waters served in the Department of State, and Loren Olson with the Atomic Energy Commission.

Among those who had outstanding careers in business were Arthur Branstad, Harold Edson, Sanford Kruger, Walter J. McCoy, and Robert A. Powell. Many became lawyers, including James Riley, regent, and Connor Hansen, Justice of the Supreme Court of Wisconsin. Clarice Chase Dunn pursued her interests in writing, Clell Buzzell his in sports journalism, and Bowman Larson his talents for graphic design.

Dr. Leonard Haas, Dr. Richard Hibbard, the Honorable Connor Hansen, Loren K. Olson, and Lester Voigt were honored with the Alumni Association's Distinguished Alumni Service Award.

### *The End of the Schofield Presidency: "Ivory Towers of Replenishment"*

An unknown poet contributed to the 1937 *Periscope* a tribute to the "faculty who have known the years of World War I and the postwar years":

We, too, were a 'lost generation,'  
Beset with employment scarcity,  
Our niches filled. To our consternation  
We seemed a superfluity;  
Became chary of showing determination,  
Because of certain failure. You knew our need:  
Showed us wonder in living organisms; freed  
Our minds to new depths of appreciation  
Of Keats — beauty lover — and Shelley;  
Let us glimpse the surge of nations  
Fighting upward, and the rich, red embroideries  
Of the Renaissance. You gave ivory towers  
Of replenishment, to which, in hours  
Of turmoil, we could retire, wanting peace,  
And emerge, refreshed — defiant.





Two very large canvases painted at this time for the library walls at the Eau Claire State Teachers College embodied the historical tradition of the riverside campus which the students had grown to revere. Clarence Peters, employed by the Works Progress Administration, was the artist. "The Discovery of the Eau Claire River" is the artist's conception of Father Hennepin's travels of 1680, when he is supposed to have canoed up the Chippewa River from the Mississippi and come upon a marvelously clear stream which he named the "Eau Claire." "The Conclave between Sioux and Chippewa" perpetuates the legend of the Indian chiefs making peace at a boundary line on or near the college campus.

In the last year of his presidency, Mr. Schofield acquired for the new college union the picture "Pioneer Farm," painted by Sevald O. Lund, which depicts a rude log cabin in wintertime. The canvas had an interesting history. Mr. Lund came to the United States from Norway when he was 13 years old in a sailing ship, and his first drawings were done with a pencil he borrowed from the captain. He had no formal instruction in art, but painted in oil and watercolor. "Pioneer Farm" had been reproduced in a brochure promoting settlement on "farmlands" in northern Wisconsin. For a number of years it hung in a Union Savings Bank office, then in the Eau Claire Hotel lobby, and finally was sold to Mr. Erwin C. Uihlein of Milwaukee. President Schofield's choice of this picture, which he was able to locate and purchase, expressed his appreciation of the origins from which many of his students came. They were the sons and daughters, or grandsons and granddaughters, of emigrants to a new country, which in the "new North" was a raw land. Mr. Lund, the artist, was a resident of Eau Claire<sup>23</sup>

For the student union, a "first" among the teachers colleges, and a project dear to his heart, Mr. Schofield himself selected the furnishings in Milwaukee. Working with him was the newly formed Student Life Committee. The union was located in a room directly across from the auditorium in Old Main, and according to Laura Sutherland, adviser to the Student Life Committee, it was the first dignified place for social gatherings the college had. Mr. Schofield's final gift to the student body was a piano for the union, which he offered on the occasion of the alumni banquet of 1941.

When it was announced in the fall of 1940 that Mr. Schofield would retire from the presidency on January 1, 1941, for reasons of ill health, it was the Student Life Committee which planned the farewell banquet, held on December 12, 1940. A portrait of Mr. Schofield, designated for the student

union, was unveiled, and an address of appreciation was delivered by Leonard Haas, who recalled that in his 25 years as president Mr. Schofield had seen enrollment grow from 159 to over 700, faculty numbers increase from 20 to 42, and the normal school become a four-year teachers college offering 189 courses in ten departments of instruction. Mr. Schofield made two more appearances, once in assembly to accept a Blue and Gold blanket from the Lettermen, and again in the pre-Christmas assembly "just to meet the students once more." In the spring the Alumni Association honored President Schofield at its banquet. On August 3, 1941, Harvey Schofield died. The Board of Regents memorialized the first president as "a fine leader and friend — a man of administrative ability and sound counsel."<sup>24</sup>

### CHAPTER III — FOOTNOTES

<sup>1</sup> Isadore Brothers Schwartz Larmon, "Lest We Forget," *The View*, Spring 1966, pp. 10-11.

<sup>2</sup> *Ibid.*

<sup>3</sup> Laura Sutherland, unpublished manuscript of the history of Wisconsin State University-Eau Claire, Archives, UW-Eau Claire. The NYA program continued until September 1943.

<sup>4</sup> Mabel Chipman, business manager from 1933 to 1964, graduated from the Oshkosh State Teachers College with a three-year diploma in high school teaching and went on to the University of Wisconsin to earn the bachelor's and master's degrees in accounting and finance. Since the FERA and NYA disbursements were made through the payroll procedures, figures for the entire span of the program are impossible to come by, but in 1939-40 and 1940-41, the record shows that 145 and 140 students were assisted.

<sup>5</sup> Letter from E. G. Doudna, secretary to the board of regents, to the presidents, Archives, UW-Eau Claire.

<sup>6</sup> William F. Raney, *op. cit.*, pp. 492-520. In his chapter "Depression and a New Society" Raney makes clear the sequence of relief programs in which Wisconsin became involved. Beginning with May 1933, the FERA distributed money to states for relief handled by local governments on a 4/5 federal, 1/5 matching basis; November 1933 — March 1934, CWA made work available for the unemployed during the winter; Spring 1934 — legislature set up WERA, which lasted 20 months, as long as there was FERA money. CWA turned over its projects to WERA. Raney explains that "The phrase 'works program' was used to cover the operations of at least 40 federal agencies. Some were regular departments whose activities were expanded to give employment relief; others were special agencies, some of them dating from 1933, like PWA and CCC; others were freshly created or else reorganized in 1935." In October 1935, the WPA began actual work with detailed planning of projects up to the local sponsor. Through 1937, WPA spent \$94 million of federal money in Wisconsin with about \$35 million furnished by sponsoring bodies; the number employed varied from 35,000 to 75,000, less in 1937 than in 1936, but rising with the business recession that began late in 1937. By 1938, about \$120 million of WPA federal money had been spent in Wisconsin.

<sup>7</sup> Letter of Charles A. Halbert to Harvey Schofield, November 19, 1933, in President's Correspondence, Archives, UW-Eau Claire.



<sup>8</sup> President's Correspondence, Archives, UW-Eau Claire.

<sup>9</sup> The strike was covered by the *Spectator* in the May 29, 1935, issue; there is a photograph of the picketing workers in the 1935 *Periscope*. The improvements to the campus were praised in the *Spectator*, October 2, 1935.

<sup>10</sup> Documentation of the various projects may be found in President's Correspondence, Archives, UW-Eau Claire.

<sup>11</sup> The *Spectator*, February 28, 1938, quoting Regent Smith. The training school at La Crosse was built in 1939; a number of persons, among them Eugene McPhee and Leonard Haas, have recalled the disappointment that Eau Claire did not get it.

<sup>12</sup> Letter to the Faculty, dated September 5, 1940, from H. A. Schofield: "As is well known to the faculty, my hayfever and asthma forbid my being at the college for the first three weeks of the first semester. No one regrets this more than I do. The splendid way the faculty has carried on during this period for the past several years has been a source of deep satisfaction to me. . . . In my enforced absence, I have divided up certain responsibilities: To Mr. Fox, registrar, I am delegating the responsibility of all programs and room assignments for the faculty. . . . Since the two deans [Mr. Milliren and Miss Sutherland] are concerned chiefly with student welfare and student employment, they are authorized to make out the student seating plat for all college assemblies, and to take the roll as in the past. Any undue absence will be dealt with by them. They are authorized to mete out any disciplinary action that may be necessary in my absence. So as not to spread out the administration too far, and thus confuse both faculty and students, I have decided this fall to designate Mr. M. B. Milliren as acting president for the three weeks I may be away. . . . He is authorized to call such faculty meetings as may be necessary. . . . The financial budget will be handled by Miss Chipman and myself as in the past. Mr. Fox, Mr. Milliren and Miss Sutherland have virtually given up their summer vacations in order that everything should be in ship-shape for fall. This has meant a big sacrifice on their part. The only remuneration I can bestow is my sincere thanks for this service."

<sup>13</sup> McPhee, interview with Fredricks, p. 101.

<sup>14</sup> Ray Theisen, manager of the Consumers Cooperative Association of Eau Claire, which also originated in Dr. Schneider's Vocational School classes as, at first, a coal-buying cooperative; remarks at the dedication of Schneider Social Science Hall, UW-Eau Claire, June 1, 1968, in *The View*, Summer 1968, p. 5.

<sup>15</sup> *Spectator*, December 16, 1942.

<sup>16</sup> "Eau Claire: Capital City of Wisconsin Drama," a report on the writing and production of drama in Eau Claire, 1932-41. Charles Manchester was a telegraph operator for the railroad who attended classes at the teachers college during the 1920s and 1930s, until all that he lacked for graduation was credit for practice teaching. He made a name for himself not only in drama but for literary excellence, being dubbed "The Poet Laureate" of the college by Arthur L. Murray. For a number of years he edited the "Chimney Nook" column of the *Spectator* and the literary section of the *Periscope*. At the behest of Hilda Belle Oxby, Mr. Manchester entered a national writing contest sponsored by the *Atlantic Monthly* and won first honorable mention for his essay on "Faith." Harvey Vermilyea was a reporter for the *Eau Claire Leader and Telegram* who was something of an expert on local history and government, as well as a playwright. Unfortunately, the authorship of the original works listed in the report is not attributed to individuals, except for Clarice Chase.

<sup>17</sup> The sketches of faculty members are a composite of information from *Spectators*, *Periscopes*, and conversations and personal acquaintance. The Sutherland and James family histories are contained in Bailey, *op. cit.*

<sup>18</sup> McPhee, interview with Fredricks, pp. 101-14.

<sup>19</sup> *Spectator*, October 26 and November 8, 1938.

<sup>20</sup> It is quite possible that Charles Manchester (see footnote 16) had a good deal to do with the conception of these attractive issues of the *Periscope*. The Thorp story has all the elements of romance: in 1857, J. G. Thorp, Sr., came to Eau Claire and bought interests in water power, pine lands and half the platted village of Eau Claire. Ten years later he became a state senator, and in 1870 he went to Norway and brought over a colony to work in the mills. When the railroad to Eau Claire was completed in 1870 he was "president of the day" at a huge celebration. But Mrs. Thorp was extremely ambitious and preferred to live in Madison, where they bought a mansion on Lake Mendota which later became the executive mansion of the state of Wisconsin. The house in Eau Claire which was pictured in the *Periscope* was built in the mid-1880s by Mr. Thorp, who wished to return to Eau Claire to live. However, Mrs. Thorp would not agree and they hardly occupied the house. It was sold to the Frank McDonoughs in 1893, and by them to the John G. Owens in 1915. In Madison the Thorps entertained lavishly and became the social leaders of the city.

Ole Bull, the famous Norwegian violinist, gave concerts in Eau Claire in 1869, in 1870 at the dedication of the New Music Hall, and again in 1872 or 1873, but it was in Madison while staying at the Thorp mansion that the romance between the 60-year-old Ole Bull and the 20-year-old Sara Thorp developed. For the wedding reception in Madison, 1,100 invitations were issued. Still, Madison was not the height of Mrs. Thorp's ambition, and in 1879 the Thorps rented the home of James Russell Lowell, "Elmwood," in Cambridge, Massachusetts. Ole Bull introduced the Thorps to Henry W. Longfellow and they made entry into the social and intellectual circles of Cambridge. Joseph Gilbert Thorp, Jr., graduated from Harvard College in 1879, a member of Hasty Pudding, Phi Beta Kappa, editor of the *Crimson*, and a noted baseball player. In 1885 he married Annie Longfellow, "Laughing Allegra," and they built a home on part of the Longfellow estate in Cambridge. J. G. Thorp, Jr., became a prominent Boston lawyer, and he and his wife became interested in temperance, penal legislation, and schools for the colored. (Archives of Widener Library, Harvard University, J. G. Thorp, as mentioned in his class reports for 1885, 1890, 1895, 1900, and 1905; though these are detailed, no mention of ever visiting the Middle West or Eau Claire is to be found, with reference to either himself or his wife.) The book by Mortimer Smith, *The Life of Ole Bull* (Princeton: Princeton University Press, 1943) contains many references to the Thorp family. Also see Bailey, *op. cit.*

<sup>21</sup> U.S. Statutes at Large, Vol. 7, Indian Treaties, Article 5, p. 273; reference as given in the 1938 *Periscope*.

<sup>22</sup> *Spectator* editorial, in October 12, 1938 issue. The Madison episode is described in Sellery, *op. cit.*, pp. 61-72.

<sup>23</sup> Letter Harvey Schofield to Erwin C. Uihlein, December 6, 1940, Archives, UW-Eau Claire: "As a parting gesture to the college I would appreciate acquiring this picture for the student body of some seven hundred young people. . . . In tracing the ownership of the picture I first called Mr. Otto Lund, son of the artist. He told me that Mr. Rosholt had owned it but he believed it had been sold to someone in Milwaukee. . . . When told that I wanted it for the college, Mr. Lund, Mr. and Mrs. Rosholt all expressed themselves as being pleased with my idea of securing it for the 'Union.' Mrs. Rosholt, by the way, was a member of my first faculty and has always had a deep interest in the progress of the college. I know that people who collect works of art are loath to part with them, but I know that if you could see your way clear to returning this painting to Eau Claire the people above mentioned and a host of others would be grateful."

<sup>24</sup> Resolution 757, Board of Regents of State Normal Schools.



## CHAPTER IV

### THE WORLD WAR II YEARS: COLLEGE, COUNTRY, AND COMMUNITY



President W. R. Davies

#### *A New President, "Vigorous and Genial"*

William R. Davies was introduced to students and faculty of the Eau Claire State Teachers College as their new president on December 18, 1940, during the assembly period. In the eyes of Laura Sutherland, "He appeared young, vigorous, and genial. The response was immediate. The students were confident that the new president would be friendly. There was never any question in the mind of the new president of his leadership; while he appeared mild, he was firm in his convictions."<sup>1</sup>

Mr. Davies was a 1915 graduate of Ripon College, and his college experience remained with him in memory as a golden opportunity.<sup>2</sup> He majored in mathematics and philosophy. In 1921 he earned the master's degree in education at the University of Wisconsin, and, like many other schoolmasters, took further courses in education at Columbia, the University of Chicago, and the University of Minnesota. His teaching career began at a Congregational Academy at Endeavor, Wisconsin, and the summer of 1917 found him at Lake Geneva taking the Sec-

retary of War's course for the Y.M.C.A. Two months later he enlisted in the Army Medical Corps and was stationed at Camp Custer, where he stayed until discharged with the rank of 1st Lieutenant in the Reserves in April 1919. Mr. Davies then held principalships and superintendencies at Marshfield, Shawano, Beaver Dam, and Superior, where he had been superintendent for ten years before being called to Eau Claire.

For the post at Eau Claire Mr. Davies was not the only candidate. Both Regent Peter J. Smith and President Harvey Schofield had spoken privately to William C. Hansen, who, while superintendent of schools at Neillsville, had taught in the summer session at Eau Claire in 1926, 1927, and 1929. In 1940 the presidency of Stevens Point State Teachers College also became open and Mr. Hansen, then superintendent at Stoughton, had already made commitments to influential persons there when approached by the Eau Claire gentlemen. He felt that perhaps his Danish ancestry was what interested Peter J. Smith. In any case, Mr. Hansen wrote: "I was, of course, immensely pleased when Davies was selected at Eau Claire. He was one of my best friends among the superintendents in the state. Neither of us belonged to what was sometimes referred to as 'the ring.'"<sup>3</sup>

Early in 1941 Mr. Davies wrote in a vein reflective of the Depression the country had passed through during the previous decade:

I marvel that youth is as tolerant as it is of a society that does not provide work for its younger members, sometimes until they are in their twenties, and then it is often a type of government subsidizing which is a makeshift remedy. I think that Lindbergh put it pretty well the other day when he said that our danger is not so much from without as from within.<sup>4</sup>

As the head of a small Midwestern college, Mr. Davies already faced the loss of student enrollment that would become acute as the dangers from "without" proliferated. But as he assumed the presidency, these seemed fairly remote, and he pushed ahead with normal ambitions, giving first priority to the implementation of a college building program postponed during the Depression. By the month of February he had launched a vigorous campaign for new buildings at Eau Claire, enlisting the *Spectator* staff, the Alumni Association officers, and community leaders.



## *"Facts and Figures on Eau Claire State Teachers College"*

President Davies told his faculty, which was well used to running the college because of Mr. Schofield's frequent absences due to illness, that he would spend the first year "watching the wheels go round." The faculty's competence made it possible for him to move quickly into public relations. One of his first assessments of the college, which he entitled "Facts and Figures on Eau Claire State Teachers College," was put in the form of a document which he made available to the *Spectator* for publication, and which he used as basic information in talking to the groups he addressed in the city.<sup>5</sup>

He pointed out that enrollment at the Eau Claire school had risen from 350 in 1920, to 550 a decade later, and to 704 in the fall of 1940. Of the 704, 353 were residents of Eau Claire County, 111 of Chippewa County, and another 170 were from homes in the adjacent counties of Dunn, Barron, Clark, Buffalo, and Trempealeau. Though Eau Claire was primarily a teacher training institution, nearly 200 students were taking courses which would prepare them for other professions. The placement of teachers was 95 percent for graduates of the rural course and 96 percent for those who took the elementary course. Figures for high school course graduates showed only 57 percent employed in the public schools, but many of these had not really been seriously interested in teaching because business opportunities had opened up for them. The training school provided education for 157 children, thus reducing the tax load on the city of Eau Claire by an estimated \$11,000 each year.

Comparison with the University of Wisconsin seemed to Mr. Davies, as to his predecessor, a useful device for mobilizing opinion favorable to the teachers college. The student fee at Eau Claire was \$27 per semester, compared with \$32 per semester at the University of Wisconsin, or at least \$100 at private colleges. The Davies computations indicated that cost to the taxpayers per teachers college student was \$168.16, only a little more than half as much as the \$300 per student at the University of Wisconsin.

Finally, facts and figures showed that of the nine state teachers colleges, Eau Claire had the least amount of floor space per student, and that it also ranked lowest in the 1940 valuation of buildings and contents per student. Three buildings were urgently needed at Eau Claire — a training school, a gymnasium, and a library. Under date of February 19, 1941, a special plea for alumni support of a new training school was mailed to the membership of

the association over the signature of Byron J. Loken, president.<sup>6</sup>

Mr. Davies' baptism in dealing with the Board of Regents of State Normal Schools, its powerful president, Edward J. Dempsey, and legislators came early. Included in the board of regents request for new construction at the colleges for the biennium 1941-43, which totaled \$400,000, was a \$10,000 allotment toward plans and specifications for a training school at Eau Claire. Mr. Dempsey, who was adamant about the purpose of the teachers colleges, wrote to Mr. Davies:

There is no question whatever as to the need of a building at Eau Claire. There is a serious question in the minds of some members of the Board as to what the functions of the building should be. The traditional training school setup may be due for revision. . . .

However, nothing I have said indicates that the Board is disposed to compromise on the emphasis that must be placed on teacher training. This is the primary objective of these institutions. In fact, it is the only justification for their existence. Our legislature has never exercised the constitutional authority given to it for the establishment of state colleges. It has been difficult through the years to keep these schools on the job of training teachers. . . .

Several efforts have been made during the past twenty-five years to make the Eau Claire school a junior college. At different times this movement has developed powerful backing. Those who are familiar with the history of the school will tell you that I fought the proposal with all of the energy at my command. On two or three occasions I gave the greater part of a month on and off to combating such movements in the legislature and outside the legislature. At one time Governor La Follette was very strongly inclined to follow this course. . . .<sup>7</sup>

Mr. Dempsey jealously guarded the prerogative of representing the state teachers colleges before the governor, the joint finance committee, the emergency board, and the education committees of the legislature, and in the spring of 1941 it appeared to him that the best that could be accomplished in the legislature that year would be passage of the budget bill without the amendments providing for the building program. However, the new president of Eau Claire, with Regent P. J. Smith, Kurt Stubbenvoll, chairman of the Eau Claire County Republican Committee, who was also a member of the Eau Claire Chamber of Commerce committee supporting new buildings, went to Madison and made contact with the chairman of the joint finance com-



mittee and with Governor Julius Heil's secretary. Later in March, President Frank E. Baker of the Milwaukee State Teachers College wrote to Mr. Davies advising the latter not to mind Mr. Dempsey's criticism of him for bringing members of the Eau Claire Chamber of Commerce to Madison: "Dempsey downgrades the presidents."<sup>8</sup>

In spite of the efforts made by many supporters, including Assemblyman John Pritchard of Eau Claire, who introduced an amendment to the University of Wisconsin appropriation bill asking for \$200,000 a year for the state teachers colleges' building program, the issue died in the assembly.<sup>9</sup> By the fall of 1941, however, the teachers colleges presidents were somewhat encouraged when the governor directed the state planning board to make a survey of their buildings. President Davies prepared recommendations for Eau Claire:

There are three state owned buildings on this beautiful campus of 28 acres, but the only building of any size is the main college building built in 1916. In addition there is a smaller building housing the heating plant, garage, and a new band room — which building is connected by tunnel with the main building — and an engineer's cottage. An otherwise attractive campus is marred by a speculator's prefabricated house on a parcel of land which a few years ago such speculator discovered not to be state owned.

In his report Mr. Davies emphasized the social and physical desirability of removing the training school from the main building. This would free space for laboratories and classrooms: "... at the present time many instructors must teach wherever and whenever a room can be found, and all classes of over 40 must meet in the balcony of the auditorium, which in turn cripples the normal use of that unit." For physical education, Mr. Davies wanted separate gymnasias for men and for women and a swimming pool. He also urged legislative permission for dormitories, which would be "self-supporting, as the cafeteria is at present."<sup>10</sup>

When war on Japan was declared following the December 7, 1941, attack on Pearl Harbor, it became immediately obvious that there would be no new buildings for some years to come. Yet the regents looked to the postwar period, and the committee of the regents charged with planning visited the schools in the fall of 1943. Mr. Davies renewed his defense of the training schools in a letter to Mr. Dempsey: "As well try to run a liberal arts college without books or a school of nursing education without patients as to operate a teachers college without children on the campus."<sup>11</sup>

At the same time, from the board office in Madison, Secretary Doudna was crossing swords with the University of Wisconsin once more, responding to a guest editorial in the *State Journal* by John Guy Fowlkes, dean of education at the University, on educational plans for Wisconsin:

In a regents' meeting Saturday a similar note was struck by President Dykstra, who reported demands upon the University for training of elementary teachers. . . . As a matter of fact practically everything recommended by the interim committee affecting teacher training has been done except the setting up of a central board of education. Against all of this we stand almost friendless. Our Board has a one percent overhead . . . we have no publicity machinery, no way of letting the public know what we do or how well we do it. This office is regarded publicly as a business office and its educational influence is certainly not what it should be. We are the "poor relations" of the educational system. The signs are bad.<sup>12</sup>

### *Culture, Curriculum, and Guidance*

In his letter to the faculty anticipating the opening of the fall semester of 1940, President Schofield had reminded them: "This year we, in common with the other state teachers colleges, are putting in effect selective admissions for all freshmen. Also, we are using the first few days to acquaint the freshmen with the many changes that their new status as college students entail." On the basis of an assessment he made at midyear, which showed that only 14.8 percent of the freshmen were failing and would most likely be dropped at the end of the year, in contrast to 22 percent dropped at the end of the previous year, Mr. Davies concluded that denying admission to the lowest quartile of high school graduates did, indeed, keep poor talent away, and that the orientation of freshmen did encourage them to work harder. For the fall of 1941, the "freshman week" was instituted, and a series of freshman lectures were held each week during the first semester on such topics as "How to Study," "Use of Library," "Vocations," "Personality," and "Social Usage."<sup>13</sup>

One of the numerous surveys so popular with schoolmasters was made early in Mr. Davies' presidency, a "Survey of the Training of Secondary Graduates of Teachers Colleges," in which eighty school superintendents were polled and interviewed. President Davies found the report a useful device for focusing the attention of his faculty on the academic, professional preparation, and cultural standards to be encouraged at Eau Claire. Indicat-



ing that he himself had interviewed ten of the school superintendents, he noted that nearly half of the secondary teachers employed in the past five years in "our area" were graduates of teachers colleges, and that typically they located in small high schools for several years before gravitating toward a master's degree, a city school system, or supervision: "Our problem then is primarily to prepare secondary teachers for the small rural high schools of the state."

He went on to point out the significance, to him, of the study:

The committee that devised the study did an excellent thing when they classified preparation as academic, professional and cultural . . . in academic and cultural training our graduates are at a disadvantage, but professionally they show definite evidence of superior training. . . . What then are the implications for us if the opinions of the superintendents have any merit? First, we should insist on a still higher plane of academic achievement with particular strength in one broad subject matter field. . . .

The cultural background of our secondary graduates was criticized by most of the superintendents in our area. . . . the poorer economic status of the families from which our students come is without question responsible for this state of affairs. Because of the economic inability of the family to travel, to see and hear great musicians, artists and other men and women of culture, to have access to personal libraries and opportunities close at hand to read widely, many of our students do not possess that which is generally accepted as being a cultural background.

In answer to his own query, "What can we do about it?" President Davies recommended "substitute experiences in culture," such as an entertainment course, a lecture or forum series — given for credit if need be — trips to nearby cities, and cooperation with the community to open up cultural opportunities. He felt it would be entirely proper for the students to pay part of the costs through the student fee. Teachers of art, music, drama, and literature, he felt, bore a special responsibility to stimulate interest in things cultural. College band, orchestra, and choir "need not be the largest in the area, but they must be the best." Opportunities for students to come together with faculty members for discussions of books and "matters of philosophy" should be fostered. Hopefully, residence halls could be built after the war which would provide first-year students, at least, with the experience of living and learning together.<sup>14</sup>

The next two documents to come from the president's desk were entitled "Major Changes Desired at Eau Claire State Teachers College" and "A Guidance Proposal for the Eau Claire State Teachers College." The latter was an elaborate plan for organizing the faculty into four committees for guidance of the classes which entered college in September 1939, 1940, and 1941, and the class which would enter in the fall of 1942:

Students of guidance agree pretty well that such work can be most effective if faculty members carry the same students through the entire college course, making allowance, of course, for exchanges where extreme incompatibility interferes. Each committee will organize in such a way that students will have a personal adviser, though in many matters the committee will deliberate as a whole. Mr. Fox, as director of instruction, will be chief educational counselor for all four committees, Mr. Bailey as director of placement, and Mr. Hornback as rural department head will be chief vocational counselors in the field of teaching, and Miss Sutherland and Mr. Zorn as deans will be chief counselors in the field of social guidance and will necessarily work with all four committees. The committee over a period of four years will be generally responsible for the orientation, guidance and placement of a generation of college students. In fact, it should be a life-long responsibility, as the members of the committee will watch the progress of its students after they leave school.

Named chairmen of the four committees were W. E. Slagg, Bjarne Ullsvik, Leonard Haas, and Hilda Belle Oxby. With a first-year class, the committee would have a prior task of recruiting a "strong and virile freshman class" during the preceding spring, visiting high schools, contacting alumni, and pursuing individual follow-ups with prospective students and parents. It was suggested that an individual might have a territory of several counties, and that the expense involved in a trip into the territory might amount to \$15 for gasoline for 300 miles, \$4 for two nights' lodging, and \$2.50 for six meals, a total of \$21.50. At the end of the four-year shepherding of a class, the final task would be recruitment of a new high-quality freshman class with the help of the seniors with whom they had worked for four years.<sup>15</sup>

From records which are available, it would appear that several of the faculty responded to the president's academic challenge with some enthusiasm. One of a committee of four called together by Mr. Davies to review the teaching of freshman English



was Samuel R. Davenport, who expressed his views in an eloquent six-page memo. Describing his position as that of "non-too-splendid isolation," he gave his "Credo of Freshman English":

I believe in the policy of teaching by inspiration. No freshman will entirely believe the statements of an English teacher unless they are accepted *outside* of the educational world. Such teachers must write, write, write and have their writings published.

I believe in *modernized* English. College students must know how to write business letters, reports, advertisements, and articles publicizing school matters. Beauty, without practical application, is waste.

I believe in *voluntary* reading. . . . The theater of action, therefore, is for the teacher to read continuously and voluminously. In this manner, by making oral book reports to his class, by instilling in them some of his enthusiasm for good writing, he may influence *independent* reading. . . .<sup>16</sup>

Mr. Davenport, who was also the drama coach, left his teaching post at Eau Claire before the year 1941 was out, taking a position in the psychological warfare division of the Office of War Information in Washington, D.C.; from 1947 he was senior research editor in the office of the coordinator of information for the U.S. Congress.

Dr. Thelma Hruza took over dramatics upon the departure of Mr. Davenport and quickly responded to Mr. Davies' desire that the students be stimulated culturally. Calling together eight faculty members and the director of instruction, Mr. Fox, Dr. Hruza reminded them that President Davies was interested in "a core curriculum centering around the development of teachers with broad experiential backgrounds, with well-rounded and pleasant personalities, with good physical and mental health, and with attractive and charming presence." Acknowledging that it was not practical to offer courses in many of the fields leading to these objectives, such as eurythmics, color and design, make-up, lighting and design for the stage, voice training, psychology of speech, Dr. Hruza nevertheless suggested combining the fundamentals into dramatic training with the emphasis on the carry-over into actual living, developing teachers "better prepared to pass on to students a richer outlook on life." Teachers of music, art, speech, and physical education would become involved with a hundred students persuaded to enroll in the activity. To a reluctant participant, Dr. Hruza said:

Have you ever known Mr. Davies to say, "You have to"? He gives a vision of a future and the

inspiration to give everything you have in you to make the vision a reality.<sup>17</sup>

On a less visionary level, Bjarne Ullsvik, instructor in mathematics, transmitted to Mabel Chipman and the president a request for four different texts in mathematics so that it would be possible to offer differentiated programs to freshmen according to their degree of achievement, and "to meet new demands placed upon us," particularly in the course for future engineers and in trigonometry.<sup>18</sup>

### *The College Serves in Wartime*

Enrollment in the Eau Claire State Teachers College had begun to fall off even before Mr. Davies took office as president, for in the preceding October those men students who were national guardsmen had left with Colonel George Simpson for a year's training at Camp Beauregard, Louisiana, and, according to the *Spectator*, 81 men had registered for the first peacetime draft. In August 1941 Major Eugene McPhee was ordered to Camp Blanding, Florida. As they were called into service, male students declined in number from 272 in the fall of 1941 to a low of 60 in 1943, and recovered only slightly to 63 in 1944 and 77 in 1945. The enrollment at Eau Claire of women fell about 25 percent during these years.

Immediately following the declaration of war, President Davies wrote to President Franklin D. Roosevelt, Governor Julius Heil, and Mayor Donald Barnes of Eau Claire offering the facilities and assistance of the teachers college in the war effort, and he appointed a Civilian Defense-National Defense Committee of the faculty, chaired by Dr. Wallin, to plan for the college's participation.

In March of 1942 President Clarence Dykstra of the University of Wisconsin called a meeting of presidents of educational institutions of the state to discuss cooperation in its civilian defense program, suggesting that the various colleges become district headquarters to make available speakers and forum leaders and to conduct training institutes for discussion leaders.<sup>19</sup>

Eau Claire State Teachers College was already engaged in this kind of activity, President Davies replied, with a faculty member who had come through the entire experience of defense activities in Britain much in demand as a speaker before area service clubs. Graham Lawton, instructor in geography, was a graduate of Melbourne University and Oxford University, England, who was stranded in the United States pending return passage to Australia to accept a lectureship at Melbourne.

Moreover, in January 1942 a forum course had been begun, with Leonard Haas in charge, which



was described by Mr. Davies in a letter to a prospective speaker as having the general theme of "After the War — What?" Among the topics being covered were: "The Role of Religion in Postwar Reconstruction," "Problems of Racial and Religious Minorities in the Postwar Period," "Latin America — Help or Hindrance?"<sup>20</sup>

In the *Spectator* the college was described as a "defense center" for the community, offering speakers, printed matter, and meeting places for groups concerned with the war effort. Student organizations were assigned tasks such as the keeping of lists of servicemen, air raid warning duty, Red Cross work, participation in first aid and nutrition courses, and selling war bonds and stamps. In each issue the *Spectator* listed the names of those leaving for service, and in April of 1942 it reported the first to lose his life, Lt. Barton Hewitt, killed when the transport he was piloting crashed near Ft. Bragg, North Carolina. Before the end of the war, 22 other former students of Eau Claire State Teachers College lost their lives.<sup>21</sup>

A threatened shortage of teachers and administrators in area schools led President Davies to consult with superintendents to ascertain what the college could do. The entire faculty volunteered to give two weeks of accelerated work for credit following the regular summer session of 1942, without compensation, but President Davies felt he must consult with Regent Dempsey to see if credit could be earned without a fee charge. In 1942 the theme "Education for Democracy" was adopted for the summer session, and in 1943 the theme "Education for World Citizenship," and attendance was promoted through a series of publications. Again, during the Christmas vacation of 1942-43, intensive work was offered to teachers; and in 1944, in addition to the summer session at Eau Claire, a special course for acceleration of teacher training was offered in Rice Lake.<sup>22</sup>

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.<sup>23</sup>

By the fall of 1942 it was obvious that the war was reducing enrollments drastically, and the rumor gained currency that the governor-elect, Orland Loomis, was planning serious reductions in appropriations for the teachers colleges. William R. Davies had been a fraternity brother of Mr. Loomis at Ripon College, and with William C. Hansen, president of Stevens Point, he arranged to meet with the

governor-elect one Sunday afternoon about two weeks after the November election to persuade him that a policy of drastic cuts would disorganize the colleges to such an extent that they would be unprepared to serve the large enrollments that could be anticipated at the end of the war. On the weekend after the November election Mr. and Mrs. Loomis had been the houseguests of University of Wisconsin President Clarence Dykstra for the homecoming festivities, and the teachers college presidents feared that during the visit the latter might have tried to convince the governor-elect that it would be wise to convert some of their institutions to junior colleges and save the bulk of the state appropriations for the University. The Sunday afternoon meeting at the Loraine Hotel in Madison with Mr. Loomis, the week following, was not as reassuring as the two college presidents had hoped it would be: "We came away very discouraged about prospects for the colleges." Fate intervened, however, to change the situation:

Mr. Loomis was never inaugurated as governor. Some weeks after his election he contracted a serious illness which resulted in his death. Lt. governor-elect Walter Goodland was installed as acting governor. He was an old friend of President Dempsey of the Board so the state teachers colleges came out of the 1943 legislative session with a fairly adequate budget.<sup>24</sup>

Two of the questions which concerned Mr. Doudna were contained in a letter he sent to the college presidents on December 3, 1942:

Your enrollment has dropped 40%, yet you haven't noticeably decreased your teaching staff and operating costs; how can you justify asking for practically the same appropriations for the next biennium as for the current biennium? What specifically are you doing to aid in the war effort?<sup>25</sup>

Mr. Davies was not at a loss to reply, for a "Defense and War Program" already initiated at Eau Claire State Teachers College, he asserted, extended even into the realm of course offerings; among them were "Oriental Geography," "Constitutional History," and "Economics of War and Reconstruction," and members of the faculty "have adapted the content of the regular courses to the urgency of war and defense, aiding the student to make this difficult orientation."<sup>26</sup>

There were, in addition, courses designed to train students for the Army, Marine, and Navy Reserves, with military drill and intensive physical conditioning. Members of the faculty were teaching meteorology, navigation, civil air regulation, mathematics,



physics, radio code and communication to students enrolled in the Civilian Pilot Training Program.<sup>27</sup>

The college was accredited in April 1942 for the V-1 Naval Program, under which academic training was given to freshmen or sophomores who might qualify for graduation into the V-7 Program as officers at the end of the sophomore year. Willis Zorn, the athletic director, was given responsibility for supervising the V-1 Program. In the spring of 1943 a V-6 Refresher Program was offered to high school seniors to prepare them for the radio technicians qualifying test: tuition \$12, capacity a hundred students.<sup>28</sup>

cafeteria, new band room, and the campus seemed adequate, but lack of housing was a problem. College authorities were willing to convert gymnasium and locker rooms for barracks. Eau Claire businessmen agreed to finance improvements and a new hangar at the airport at a cost of \$10,000 raised by subscription within a few days. On February 6, 1943, word was received from Congressman Merlin Hull that a college training detachment of 300, rather than the customary unit of 400 men, would be stationed at Eau Claire.

President Davies, Regent Smith, and Mabel Chipman, business manager, signed the contract



### *The Army Air Forces Training Detachment at Eau Claire*

Patriotism was mixed with economic reality when President Davies wrote to U.S. Senator Alexander Wiley in December 1942 expressing strong interest in having an Army training unit assigned to the Eau Claire State Teachers College. He expressed a desire to use the college's facilities to the utmost in the war effort and "to keep relatively intact a representative faculty." At the same time President Davies returned to the Man Power Commission the completed questionnaire it had requested in its survey of facilities in colleges and universities. The following month, an engineer assigned to the Eau Claire Ordnance Plant and an Army officer from Detroit were detailed to visit Eau Claire State Teachers College. Classrooms, laboratories, library,

on March 31, 1943, which would provide for monthly compensation for instruction, medical service and supplies, housing, use of classrooms, and janitor service. The first cadets had already arrived, and the ground floor of Old Main from the central hall west had been declared out of bounds for civilians for the duration. Willis Zorn was appointed to coordinate the use of facilities between the detachment and the regular college population. Meals were prepared by the college cafeteria staff and served to two sittings of 150 men each. When it was decided to reclaim the gymnasium for physical education, three barracks formerly used by the Civilian Conservation Corps at a location near Menomonie were moved to the west campus, and with new lighting, heating, and plumbing they relieved the housing situation in Old Main.<sup>29</sup>



The Army Air Forces training program lasted at Eau Claire from March 1943 to June 1944, with the number of trainees varying from 300 to 178, and at the very end only 31. The dean of instruction, Mr. Fox, coordinated the academic program, with departmental coordinators Bjarne Ullsvik in mathematics, six hours a week required; Dr. Judd in physics, nine hours with laboratory; Henry Kolka, geography, three hours; Dr. Schneider, history, three hours; and Ruth Johnson, English, three hours. Mr. Slagg, biology instructor, assisted by Lyla Flagler and Alice Matz, the college nurse, were responsible for training the cadets in medical aid. At the airport, located one mile south of the college on top of the Putnam bluff, the War Training Service of the Civil Aeronautics Administration gave ten hours of dual instruction, including take-offs and landings.

Teaching the air trainees in classes of thirty, the instructors at Eau Claire found challenges in the wide diversity of ability and motivation among the men and in the breadth of material to be covered in a very short time. But the presence of young men in uniform was a morale builder and not the least of the values came from the financial aid to the college in a period of dropping enrollment. According to the report of William R. Rodenberg, Captain, Air Corps, Commanding, in the space of fourteen months the college training detachments in 160 colleges took thousands of potential pilots, navigators, and bombardiers through the first phase of training.

By April of 1944 the quota for aircrew personnel was filled and all enlisted personnel not originally in the Air Force were taken out of the training program. The academic program was closed on receipt of orders, with many of the instructors who had been brought on campus dismissed; band and color guard were disbanded and parades were discontinued. Mr. Davies wrote:

What has happened to the Army program? We are hearing all sorts of rumors. . . . 67 boys who are being transferred back to their former service were jerked out of classes a week ago and are still marking time here. They are thoroughly disgusted with life and their morale is zero.<sup>30</sup>

On the whole, however, the young men enjoyed their stay in Eau Claire. A USO was in operation at the Y.M.C.A., the Chippewa Valley Forum was open without charge to servicemen, and dances were given for each graduating class. Though for the first time in the history of the college, young women students were required to be in their residences by 10:30 on weekday nights and 12:30 on weekends,

they enjoyed the glamor of uniformed male companionship in time of war and military balls.<sup>31</sup>

At a formal ceremony on August 10, 1944, President Davies accepted on behalf of the Eau Claire State Teachers College a Certificate of Service Award. On the basis of overall evaluation tests administered by the Psychological Testing Unit at Santa Ana Army Air Base, Eau Claire placed in the top ten percent of the colleges in the Western Flying Command. Selected for special commendation were A. J. Fox "for his intelligent leadership and patriotic interest in supervising and directing the academic training responsibilities at Eau Claire," and Willis Zorn for his direction of the physical fitness program. One of the highlights of the last few months was a demonstration, using personnel of the 301st Aircrew Detachment, of physical fitness staged for school principals, superintendents, coaches, and physical education directors in the Eau Claire area, arranged by Mr. Zorn to give local officials the benefit of his experience with the training detachment.<sup>32</sup>

In a letter to President Davies, written from Camp McCoy, Wisconsin, came the finest tribute of all:

We, the students who have been eliminated from Air Crew training, for the convenience of the government, wish to thank the State Teachers College of Eau Claire for the splendid educational opportunities afforded us during our stay. While with you, all of us added, profoundly, to our education, character, and understanding of all that is to be learned.

In particular, we would like to thank Mr. Henry Kolka, our geography instructor, who gave us a clear thinking picture of the vital problems of the world combined with the science of geography and meteorology. He presented his course in a clear precise manner, and kept our keen interest in his course by being well read in every important news event of the war. In this way he correlated our knowledge learned in every course with modern wordly problems.<sup>33</sup>

### *President Davies: Relating the College to the Community*

President Davies' rapport with the community was very warm from the beginning of his tenure. Within the first six months of his residence in Eau Claire, he spoke to newly naturalized citizens, to the Wisconsin Veterinary Association, to the Eau Claire Kiwanis Club, the high school graduating class of Altoona, and the Newman Club of Stout



Institute at Menomonie. He joined the Congregational Church and taught Sunday School, he became a member of the board of the Family Service Society of Eau Claire, and of the state board of the American Society for Control of Cancer. The service club he joined was the Rotary Club, and as chairman of its international relations committee he became interested in working out an exchange of students with Latin American countries.<sup>34</sup>

When war was declared, Mr. Davies accepted a number of responsibilities: member of the public relations advisory committee for the Eau Claire Ordnance Plant; chairman of the Eau Claire County Council of Defense, presenting a series of dialogues on radio entitled "What Price Victory? — Our Town in Wartime"; co-chairman of the public school and college group of Eau Claire for the War Finance Committee of Wisconsin; chairman of the welfare committee of the Wisconsin Council of Defense, for which he co-authored a report on working mothers in wartime.<sup>35</sup>

President Davies was the prime mover in establishing the Chippewa Valley Forum in 1942. Hilda Belle Oxby, member of the first Forum committee, recalls that there was a "knife and fork club" in Eau Claire which heard only speakers pre-selected for their meetings, and Mr. Davies felt a better type of forum could be organized with wider community participation. Miss Oxby was asked to initiate this effort, and the first committee included Eau Claire attorney Francis Wilcox, who drew up the constitution, Alvin Stolen, the superintendent of schools, and Mrs. Florence Larkin, a prominent clubwoman. For the next ten years Miss Oxby managed all the ticket sales. Dorellen Haas was the first secretary of the Chippewa Valley Forum. Together the committee selected the speakers, usually five each year, who lectured for an hour, answered questions from the audience for a half-hour, and were then guests at an informal reception. In the first few years, Forum speakers included: Upton Close, the radio commentator; Ruth Draper, the monologist; Maurice Hindus, an expert on Asia; the authors, Sinclair Lewis, Louis Bromfield, and Bernard DeVoto; the critics, John Mason Brown and Bennett Cerf; the editors, Edward Weeks and Norman Cousins; and scientists, William Lawrence and Kirtley Mather.

The Davies family went through a difficult period with the death in October 1942 of the first Mrs. Davies, leaving the president with three teenage children, one of them invalided by an accident. Housing and heating problems piled up, and the presidential salary seemed sometimes inadequate. In the spring of 1943 Mr. Davies inquired informally

about the position of superintendent of schools at Minneapolis. However, he seems not to have been seriously considering leaving Eau Claire, for at the same time he was establishing an Administrative Council of the faculty, whose purpose was to improve the college's contacts with the community. As was customary, he invited the group to meet at his home. At the first meeting, on February 7, 1943, the group elected Mr. Davies chairman, Mr. Zorn vice chairman, and Ruth Auld secretary, and adopted a plan calling for deduction of one-half of one percent of faculty salaries for public relations purposes, which were listed as maintaining contact with area news media, entertaining school administrators, civic groups, regents, and legislators. Later in the spring, the group had opportunities to meet with a legislative interim committee touring state buildings, the Chamber of Commerce committee on buildings and grounds for the college, and the mayor of Eau Claire; discussion centered on the need for dormitories.<sup>37</sup>



Earl Kjer



Louis Slock

Closer ties with the area schools were developed when Louis Slock, county superintendent of schools for Clark County, joined the faculty in 1943. Earl S. Kjer, popular drama director at the Eau Claire high school, moved to the college to head speech and theater activities. Soon the quality of productions aroused the interest of the community and several performances of each play were being given to accommodate theatre-goers. In 1947 Eau Claire earned the distinction of being the first teachers college in the nation to be admitted to membership in the National Collegiate Players. Robert Gantner came to the faculty in 1944 from Kansas as instructor in music. He formed the Chippewa Valley Orchestra, whose membership included musicians from the Eau Claire area as well as from the college. Grace Walsh, already well known as a highly successful coach at Chippewa Falls High School, came to the college in 1944, and the first debate topic was: "Should F.D.R. or Dewey be elected in November?" By 1945, Eau Claire was sponsoring both high school and college tournaments and participating in national competition.



The idea of an Area Committee took form in the spring of 1944 in the Academic Council. There was a dual purpose: to acquaint Eau Claire and area community leaders with the college's programs and, conversely, to bring to the college the needs of the area for opportunities in higher education as perceived by members of the Area Committee. The seventeen couples invited to become members of the first Area Committee were entertained by the faculty at a dinner meeting on April 25, 1945. President Davies was the first of the teachers college presidents to envision such a group as an important part of a college's outreach. He sought as members those who were considered outstanding leaders in their communities. The original membership consisted of couples from Augusta, Chippewa Falls, Colfax, Stanley, Withee, Medford, Prentice, Cornell, Ladysmith, Rice Lake, Bloomer, Turtle Lake, Neillsville, Mondovi, Pigeon Falls, and Black River Falls. Glen V. Rork, president of the Northern States Power Company, Eau Claire, served as the first chairman of the Area Committee.<sup>38</sup>

Concern for the regular students of the college lapsed somewhat during the hectic wartime years. The Student Life Committee, begun with the two deans as advisers in 1941, was reconstituted in 1944 after the Air Forces Training Detachment had vacated Old Main and the barracks. W. Parker Clark, appointed by President Davies chairman of the Student Personnel Committee in 1943, made a report to the faculty in January 1945 which indicated a very close relationship between the two committees:

While the Student Personnel Committee has no desire to take credit for the accomplishments of the Student Life Committee, it is pleased to note some definite accomplishments during the first quarter . . .

1. Temporary adjustment of group and class representation during a time when the distribution of numbers in the various classes is unbalanced as compared to peacetime.

2. Promotion of "all-college" social events.

3. Setting up mechanics for checking convocation attendance and stating a policy with regard to attendance.

4. Re-opening the student lounges.

5. Taking action to improve the use of the Student Union with regulation of piano use and card playing.

The Student Personnel Committee turned to the president for clarification of the policy in regard to smoking in the buildings and found it was permitted on the campus south of Old Main only and not in the building. Enforcement of this rule, and

of attendance at convocations and classes, and all disciplinary matters the committee wished to leave to the administrators, namely, the president and the deans, but it did agree to assume responsibility for all recreational and cultural furnishings in the college. Its principal function, it felt, would be to improve educational guidance in the college, including advisement and development of a cumulative record card embracing areas of achievement, aptitude, intelligence, and personality characteristics.<sup>39</sup>

Laura Sutherland, adviser to the college's scholastic honor society, Amphietyon, since its founding in 1935, was instrumental in establishment of the Epsilon Omicron chapter of Kappa Delta Pi, national honorary society in education, in 1943 as an outgrowth of Amphietyon. Preparing the application took many hours, for student record keeping was incomplete and special clerical help not available at the college at that point in time. However, the national secretary of Kappa Delta Pi checked the reputation of the college and its faculty and found that the college produced most able alumni.<sup>40</sup>

Sigma Gamma Zeta, organized in 1940 by Lyla Flagler, was a unique group of older women students who had returned for further study after an interval away from the classroom or who were undertaking college work for the first time. It served the college in many ways and alumni members continued their fellowship.<sup>41</sup>

In the fall of 1944 there was an interview in President Davies' home with E. M. Hale, prominent Eau Claire businessman, who was again advancing his long-held view that the Eau Claire State Teachers College should be a two-year junior college of the University of Wisconsin. Leonard Haas, who was present, noted the anxiety with which Mr. Davies listened to this proposal once more, — a proposal which he had recently countered in a letter to President Clarence Dykstra of the University:

Regardless of the fact that our institutions are operating under separate boards, we owe it to the people of Wisconsin to cooperate in any program that will improve the education offering for our youth. In these ten institutions there are as many freshmen this year as there are on the campus of the University at Madison. At least half of these are definitely preparing to teach, but the others are in pre-professional courses, and are pointing toward the University. The first two years of college, in all professional fields, except possibly engineering and agriculture, and including teaching, is essentially liberal arts, and consequently there does not need to be a concentration of this work



at the University or at centers sponsored by the University.<sup>42</sup>

Mr. Rork, chairman of the Area Committee, proved to be the staunch supportive friend of the teachers college Mr. Davies had hoped for in establishing the committee. To Mr. Hale he wrote:

Someone in the educational field should determine the obvious limitations of a junior college. As a lay person I believe that such an institution is not desirable for Eau Claire.... It always would frustrate the plans of this city and community to develop and maintain a widely known, well-established and complete four-year degree institution.

It might very well be, then, that a new University such as, for instance, "Western Wisconsin" or any other identifying name, would be much better for the institution, the state and, most of all, our community.<sup>43</sup>

Both Leonard Haas and Bjarne Ullsvik made reports in 1944 on the need for a liberal arts degree at Eau Claire State Teachers College, pointing out that to implement the liberal arts status of the college would be neither difficult nor costly, since majors were offered in several liberal arts fields already. They, and President Davies, recognized that the outright opposition of Edward J. Dempsey, president of the Board of Regents of State Normal Schools, to the slightest diversion of the colleges from the primary purpose of teacher training, stood in the way. Mr. Davies knew well the strategies Mr. Dempsey could employ, as related by Delpha Davies, whom he married in the summer of 1944:

"W.R.," John Lindner, and William McIntyre, the latter two representatives of the Chamber of Commerce committee on the college, drove to Oshkosh to see Mr. Dempsey on an important matter. Mr. Dempsey entertained them charmingly for a two-hour luncheon, telling one amusing story after another, then at 2 p.m. announced regretfully that he had a client waiting for him. Driving out of town, the Eau Claire threesome waited until they were a mile and a half from the city limits, and then Mr. Lindner voiced his indignation: "We never had a chance to state our business! We will have to get someone else on the board of regents — McIntyre, if you won't be a candidate, I will!"

## CHAPTER IV — FOOTNOTES

<sup>1</sup> Sutherland, *op. cit.*, p. 92.

<sup>2</sup> Upon the retirement of Dr. Silas Evans as president of Ripon College, Mr. Davies wrote to him, May 5, 1943: "I

shall forever be grateful for the golden opportunity, as a farm boy, to sit at the other end of the log with you, and I want to assure you that those chapel talks have tempered my whole attitude toward life." President's Correspondence, Archives, UW-Eau Claire.

<sup>3</sup> Letter from William T. Hansen to Leonard Haas, September 14, 1970, Archives, UW-Eau Claire.

<sup>4</sup> Letter from W. R. Davies to John E. Waters of the Constitutional Educational League, February 8, 1941, Archives, UW-Eau Claire.

<sup>5</sup> *Spectator*, February 12 and March 26, 1941.

<sup>6</sup> "Facts and Figures on Eau Claire State Teachers College," dated February 11, 1941. Letter from Byron J. Loken, president of the Alumni Association, to the membership, February 19, 1941. Both in Archives, UW-Eau Claire.

<sup>7</sup> Letter from Edward J. Dempsey to W. R. Davies, February 11, 1941, Archives, UW-Eau Claire. Mr. Dempsey went on to say: "All of the reports that I receive on your performance at Eau Claire are very gratifying. Of course, I never had any doubt as to the outcome but you appear to be making good beyond my expectations."

<sup>8</sup> Letter from Frank E. Baker to W. R. Davies, March 26, 1941, Archives, UW-Eau Claire.

<sup>9</sup> Mr. Doudna was instructed by Mr. Dempsey to make an unanticipated appearance in favor of the amendment. Reporting to the regents and presidents by letter, April 2, 1941, Mr. Doudna wrote: "The regents of the University presented their big building bill and the chairman was asked by one of the members of the committee what they thought of this amendment. The chairman replied that they were not interested in it, but had no objection to its being reported to the Finance Committee with such recommendations as the Education Committee cared to make." Death of the building program, letter from Edward J. Dempsey to Peter J. Smith, June 11, 1941. Archives, UW-Eau Claire.

<sup>10</sup> Memorandum from W. R. Davies to the state planning board dated November 28, 1941. In an 11-page description of the college, apparently prepared at about the same time, Mr. Davies mentioned the September 1941 flood of the Chippewa River, which covered the athletic field to a depth of almost 5 feet and reached the ground floor of the new garage. In the fall of 1941 Mr. Davies had several other problems to contend with; in a letter to Mr. Dempsey dated September 8 he mentions that he broke both bones in his right arm two weeks before while changing a tire, and that the loss by death of Monroe Milliren was a severe blow, and on September 17 he asked Mr. Dempsey's support regarding the "Brophy matter," a suit for back pay brought by a cafeteria worker. Archives, UW-Eau Claire.

<sup>11</sup> Letter from W. R. Davies to Edward J. Dempsey, October 7, 1943, Archives, UW-Eau Claire.

<sup>12</sup> Confidential memorandum, E. G. Doudna to the presidents, October 1943, Archives, UW-Eau Claire.

<sup>13</sup> Report by W. R. Davies to E. G. Doudna, March 3, 1941. Freshman orientation described in Catalogue of Eau Claire State Teachers College, 1940-41, page 11, and in an undated memorandum by Hilda Belle Oxby, who pointed out that in the second semester the emphasis was on the cultural.

<sup>14</sup> "Comments on Survey of the Training of Secondary Graduates of Teachers College," W. R. Davies, President, Eau Claire State Teachers College, undated, Archives, UW-Eau Claire. This poll of the opinions of 80 school superintendents on which Mr. Davies based his comments should not be confused with a survey made by a sub-committee of the Association of Wisconsin Teachers Colleges, A. J. Fox, chairman, which was described as "lacking definition and substance," and which recommended further study of the preparation of secondary school teachers; Archives, UW-Eau Claire.

<sup>15</sup> The guidance plan was instituted in the fall of 1942 and was carried on in the form of a faculty committee for



each class for the next 12 years. The president made appointments of faculty advisers to student organizations also. President's Correspondence, Archives, UW-Eau Claire.

<sup>16</sup> "Freshman English," Dr. S. R. Davenport, Archives, UW-Eau Claire. One former faculty member recalls that Mr. Davies checked the academic records of all the faculty soon after he took office and discovered that Samuel R. Davenport was not a "Dr."

<sup>17</sup> Report from Thelma Hruza to President Davies, July 9, 1941. She added the comment, "I'll be hanged if I know, Mr. Davies, whether you or I had this vision, but I sho' was believing right then you had it." Archives, UW-Eau Claire. Dr. Hruza remained at Eau Claire through 1944.

<sup>18</sup> Bjarne Ullsvik to Mabel Chipman, May 29, 1942; Bjarne Ullsvik to President Davies, August 2, 1942. Archives, UW-Eau Claire.

<sup>19</sup> President's Correspondence, 1942, Archives, UW-Eau Claire.

<sup>20</sup> In a letter to Mayor Donald Barnes of Eau Claire, who had written to Mr. Davies expressing regret that John Matthiesen of Eau Claire, a native of Eau Claire of Norwegian ancestry, had not been hired in place of Mr. Lawton, Mr. Davies said: "The last two permanent teachers hired, Haas and Ullsvik, are of Norwegian descent. . . . There will be a rare opportunity from the standpoint of the defense committee of the city to have with us a man like Lawton who has come through the entire experience of defense activities in Britain." Letter, dated February 2, 1942, in President's Correspondence, Archives, UW-Eau Claire. Forum course described in letter from W. R. Davies to Dr. Roy Smith, Chicago, March 5, 1942, *loc. cit.*

<sup>21</sup> Twenty-three students from Eau Claire State Teachers College lost their lives in World War II. Their names are on a bronze plaque on the wall of the north landing in Schofield Hall: Captain Harold Gewald, '18; Lieutenant Barton Hewitt, '41; Ensign Kenneth Willmarth, '41; Lieutenant Oliver M. Ramsey, '33; Ensign Robert G. Smith, '42; Lieutenant Hugh W. Dorland, '41; S/Sgt. Dennis W. Anderson, '40; Lieutenant William C. Ritzinger, '41; Lieutenant Dallas O. Brooks, '40; Lieutenant Burton Boettcher, '33; S/Sgt. John S. Selmer, '36; Lieutenant David A. Kuehl, '42; S/Sgt. Duane Cornell, '41; T/Sgt. Kenneth Kottke, '34; Lieutenant Robert D. Guthrie, '40; Captain Earl L. Hammond, '38; Captain Robert L. Tweet, '39; Atty. Donald A. Kelley, '38; Captain Malcolm H. Rockwell, '37; Major David Rowe, '41; Lieutenant Robert H. Anderson, '37; Private John Naset, '43; Captain Eber Simpson, '40.

<sup>22</sup> Letter from W. R. Davies to Edward J. Dempsey, June 3, 1942, "Mr. Fox, Miss Chipman, and I felt we should submit the matter to you . . . can credit be earned without a fee charge?" In the same letter Mr. Davies expressed the hope that the four-quarter plan would be adopted by all the schools, with calendars as uniform as possible. A report, "Meeting the Emergency Situation," undated, and Summer Session announcements are in the Archives, UW-Eau Claire.

<sup>23</sup> The quarter plan was explained to the students in *Spectator*, September 14, 1942.

<sup>24</sup> Letter from William C. Hansen to Leonard Haas, September 14, 1970.

<sup>25</sup> E. G. Doudna to the presidents, December 3, 1942, Archives, UW-Eau Claire.

<sup>26</sup> Undated document, "War and Defense Work at Eau Claire State Teachers College," claimed a "Defense and War Program" begun "month before Pearl Harbor." Archives, UW-Eau Claire.

<sup>27</sup> The Civilian Pilot Training group was pictured in the 1941 *Periscope*. The program was arranged with the Civil Aeronautics Authority through the University of Wisconsin Extension Division. The CAA indicated in June 1941 that the program would be discontinued for that summer because of poor supervision and equipment at the air field

and failure of earlier enrollees to satisfactorily complete their work. Correspondence between J. M. Van Every, secretary of the Eau Claire Chamber of Commerce, and President Davies, June 16, 1941, Archives, UW-Eau Claire.

<sup>28</sup> *Spectator*, April 19, 1942, described V-1 Naval Program; records of other programs in Archives, UW-Eau Claire.

<sup>29</sup> There was even a proposal that the light court in the center of Old Main be converted to a diningroom; letter from Mr. Davies to Charles Halbert, state engineer, March 24, 1943. Complete records of the Army Air Forces Training Detachment are in the Archives, UW-Eau Claire.

<sup>30</sup> Letter from W. R. Davies to President R. C. Williams, Superior State College, April 11, 1944, Archives, UW-Eau Claire.

<sup>31</sup> Memorandum from Laura Sutherland to President Davies describing conference on USO services with Captain Ellingson, and recollections of Laura Sutherland, *op. cit.* An early group of the Army Air Forces cadets drilling on the east campus was pictured in the *Periscope* of 1943, pp. 132-33.

<sup>32</sup> Supplementary History, 301st College Training Detachment (Aircrew), Archives, UW-Eau Claire.

<sup>33</sup> Letter from Cpl. Harold Kessler, Co. D, 304 Infantry, Camp McCoy, Wisconsin, to President Davies, April 21, 1944, Archives, UW-Eau Claire.

<sup>34</sup> Letter from W. R. Davies to Senor Manuel Hinojos-Flores, editor of the *Rotarian*, September 17, 1943, President's Correspondence, Archives, UW-Eau Claire.

<sup>35</sup> The record of Mr. Davies' service is in a number of documents in President's Correspondence, Archives, UW-Eau Claire.

<sup>36</sup> The Forum at Eau Claire may be the oldest such continuous program in the United States. The original arrangement was later modified to provide more support from student activity fees, but community involvement has remained strong.

<sup>37</sup> Minutes of the Administrative Council, Archives, UW-Eau Claire.

<sup>38</sup> Records of the Area Committee, Archives, UW-Eau Claire. It became the custom for the Area Committee to be hosted by the faculty in the fall of the year and by student government in the spring. A short business meeting and program presenting some phase of college life or curriculum was followed by dinner and entertainment at the college theatre or at a performance by a college musical group.

<sup>39</sup> "Summary of Action of the Student Personnel Committee during the First Quarter of 1944-45," by W. P. Clark, chairman, dated January 10, 1945, Archives, UW-Eau Claire.

<sup>40</sup> Laura Sutherland, *op. cit.* One of the early activities of Kappa Delta Pi was raising a fund in memory of Pearl Risberg, '37, a president of Amphictyon, with which Brueghel's "The Dance of the Peasants" was purchased for Memorial Hall.

<sup>41</sup> Though there have always been "older students" at Eau Claire, this was the first recognition.

<sup>42</sup> Letter from W. R. Davies to C. A. Dykstra, October 28, 1944, President's Correspondence, Archives, UW-Eau Claire.

<sup>43</sup> Letter from G. V. Rork to E. M. Hale, February 16, 1945. Mr. Rork wrote to President Davies on the same date, enclosing a copy of his letter to Mr. Hale, and adding: "It is also my opinion that the Eau Claire institution is hampered in so far as attracting young men and women from our area is concerned by the limitations of its name. . . . I do not think an institution will get far if it pursues the philosophy of 'a good loser.' I feel very definitely certain that the institution will get much more in the way of physical equipment and attendance if it pursues the philosophy of being 'a good winner.'" President's Correspondence, Archives, UW-Eau Claire.



## CHAPTER V

### THE TEACHERS COLLEGE REDEFINED; THE LIBERAL ARTS ANTICIPATED

No one could foresee the exact date of the end of hostilities in World War II, for no government secret was ever better kept than the "Manhattan Project," carried on in prestigious universities with many scientists from academia participating in splitting the atom. The world learned of it on August 6, 1945, when an American warplane released its awesome energy in the form of a bomb over Hiroshima, Japan. By August 14 the Japanese had surrendered, and the demobilization of thousands of U.S. servicemen proceeded apace.

Among the regents and presidents of the Wisconsin State Teachers Colleges there was some awareness that many of the young men leaving the service would have the first opportunity in their lives to take advantage of higher education under the provisions of the G.I. Bill, and that there might be a demand among these more mature students for the liberal arts degree. William D. McIntyre of Eau Claire, an advocate of the liberal arts, was appointed to the board of regents by Governor Walter S. Goodland in 1945. He became one of the "woodchoppers," as the regents from the northern part of the state were called by their fellows: "The liberal arts opponents in the southern half of the state were multiple: you had a dozen colleges in Milwaukee, and Lawrence and Carroll and Ripon. So the push for multiple education came largely from the north, where there was only one very small liberal arts institution, Northland at Ashland."<sup>1</sup>

Superior was ahead of the other teachers colleges in pushing for the privilege of offering a four-year liberal arts degree, having gone directly to the legislature through Arthur Lenroot, state assemblyman, to get 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." The bill was watered down in the senate to merely permissive authority for the regents to implement such a course; but it was passed, over the veto of Governor Goodland, on September 6, 1946. Passed, but not implemented, for despite the pleas of President Jim Dan Hill of Superior for accommodation of war veterans, and the energetic pushing by Dr. George Sundquist, the Superior regent, the board of regents, dominated by Edward J. Dempsey, could not be moved. Though Superior did win its battle in April of 1947, under changed circumstances, the other colleges had to wait for a similar privilege until 1951.<sup>2</sup>

For Eau Claire State Teachers College, the period between 1946 and 1951 became one of redefining its mission as a teachers college. In 1946 the school was visited by a committee on accreditation of the North Central Association of Colleges and Secondary Schools. The "Morgan Report" which came out of the visitation stimulated self-study by the faculty during the next few years. Strenuous efforts were made, particularly in housing and student personnel services, to meet the standards of North Central. The year 1948 was a kind of "year of decision" when a number of changes took place among key administrators. Two of these were to have far-reaching effects: the appointment of Leonard Haas as dean of instruction at Eau Claire, and the assumption by Eugene McPhee of the secretaryship of the Board of Regents of State Normal Schools. Eau Claire reached its accreditation goal in 1950. Mr. McPhee and Mr. McIntyre guided the teachers colleges toward the status of colleges of liberal arts achieved in 1951.

#### *Postwar Enrollment at Eau Claire and the Housing Shortage*

Enrollment at Eau Claire State Teachers College in the fall of 1946 was more than double that of the year before. Of the 787 students, 303 were veterans studying on the G.I. Bill. There were almost twice as many men as women enrolled, and the preponderance of males continued throughout the rest of the 1940s.

The housing situation was acute. For single men the three barracks brought onto the campus for the Army Air Forces Training Detachment were remodeled with funds obtained through the Federal Housing Administration. Forty-eight men were accommodated in the barracks and another dozen in the "engineer's cottage," the small red brick house at the corner of Park and Garfield Avenues. Men in the barracks paid \$3.00 a week, and occupants of the engineer's cottage \$67.50 for a semester of 18 weeks. Married men, some with small children, found barely adequate housing in temporary structures on Birch Street, at some distance from the campus, rented through a city of Eau Claire housing authority. Twenty-four families could be accommodated at \$28 a month.

A Veterans Counseling Bureau was established at the college in 1945 in cooperation with the Veterans Administration to assist veterans from the 29 northern counties of the state in their readjustment to civilian life. Bjarne Ullsvik was initially in



charge of the veterans counseling. He left later that year to become associate professor of mathematics and assistant to the president at Illinois State Normal University. In 1947 Richard E. Hibbard, an alumnus, returned to Eau Claire as veterans counselor, hoping that a teaching position would open up for him in another year. Personnel of the veterans bureau advised on vocational and academic problems of veterans and the more personal concern of housing. Almost the only financial aid was that obtainable through the G.I. Bill.

The *Eau Claire Leader* of September 13, 1946, pictured men students enrolled for the fall semester living in the college's gymnasium until the barracks were remodeled. The article also called attention to the fact that 62 girl students were housed temporarily in Eau Claire homes until the women's dormitory, Memorial Hall, should be completed. In 1943 the Dulany mansion at the corner of Garfield Avenue and State Street, just a block and a half from Old Main, came on the market, and President Davies immediately envisioned it as appropriate for remodeling into a dormitory. The board of regents was not in a position to make a purchase, but three prominent Eau Claire citizens, L. G. Arnold, John Lindner, Sr., and Herman White, were willing to purchase the property and hold it until the board could come to a decision. When William D. McIntyre succeeded Peter J. Smith on the board of regents in 1945, he was instrumental in arranging that the state purchase the mansion from the funds allotted for the state teachers colleges under the postwar building program. In March of 1946 Governor Goodland released \$25,600 for the purchase of the property, and in April allotted \$30,000 for remodeling and equipment.<sup>3</sup>

With demolition of the coach house, enough yellow bricks were salvaged to construct a third floor of material matching the rest of the mansion. Completion of the dormitory was delayed by a shortage of timbers for the roof, but by January of 1947 the college had its first residence hall. In accordance with the wishes of the Wachendorfers, heirs of the Dulany estate, the parlors and mahogany paneled diningroom of the mansion were preserved along with some of the original furnishings, and the college thus acquired a handsome social setting for teas and receptions. The girls living in Memorial Hall paid \$67.50 for room rent per semester. The evening meal was provided at the dormitory at moderate cost; for breakfast and luncheon the girls could prepare their own food or eat at the cafeteria in Old Main.<sup>4</sup>

Also out of the postwar building fund for the state teachers colleges, Eau Claire was able to

acquire for \$9,600 a lot adjoining the college property on the west on which there were a steel pre-fabricated house and garage. With removal of the buildings, the land, which was on the bank of the Chippewa River, became a very valuable addition to the campus.<sup>5</sup>

Another acquisition of key importance in the future expansion of the school was the 1947 purchase of approximately 21 acres on top of the bluff of Putnam Park from Mr. and Mrs. Ralph W. Owen of Eau Claire. Mr. Owen visited President Davies making a very generous offer of the land for \$5,000.<sup>6</sup>

### *The "Morgan Report" of 1946*

"Student Housing" and "Prospectus of Building Program" were two of the reports that members of the faculty drew up as a result of the 1946 visit of Dr. Walter P. Morgan, president of the Western Illinois State Teachers College, to Eau Claire as a representative of the North Central Association of Colleges and Secondary Schools. Laura Sutherland took on responsibility for preparation of the housing report and two other studies, "Student Profile" and "Student Government"; Lester Emans, the prospectus of building program report; W. Parker Clark, a description of "Student Personnel Progress"; and Leonard Haas, an analysis of "The Role of the Academic Dean in American State Teachers Colleges." General chairman of the committee of faculty making the studies was James R. Wallin.

The objectives of the Eau Claire State Teachers College submitted to the study committee of the North Central Association in March 1946 were given as preparation of teachers for the rural, elementary, and high schools of Wisconsin, and the provision of:

- A. The fundamentals of a liberal education.
- B. A realistic understanding of, and belief in, democracy in this modern world.
- C. A refined, well-rounded personality geared for a life of service.
- D. Professional knowledge and skills that center around the child and his proper growth and development for an adult life of service.
- E. Opportunity to concentrate in academic fields consistent with thorough preparation for teaching in those fields in the public schools.<sup>7</sup>

Dr. Morgan in his pre-application survey of the college found no quarrel with the objectives, but he did make note of a number of weaknesses: inadequacy of library and laboratory space; the absence of a system of faculty rank; insufficiency of catalogue content, particularly in descriptions of courses in the liberal arts; and lack of concern for placing those who did not plan to teach upon graduation. The work of faculty committees, particularly curriculum,



he believed to be inadequate, and he could discover no clear departmental organization except in English. To the Morgan report criticism that too few faculty held the doctorate, Mr. Davies bravely made reply: "It would seem appropriate that public school teaching experience be considered in lieu of membership in learned societies, certain types of writing, or even the doctorate."<sup>8</sup>

Perhaps because he could see that a dormitory was under way, that a counseling service, though primarily for veterans, was functioning, and that the cafeteria served good meals at moderate prices, Dr. Morgan gave these areas of examination good marks. But his overall opinion that Eau Claire was a "borderline case" for accreditation mobilized the faculty to extraordinary efforts in the next three years.



Leonard Haas, Dean of Instruction

### *The Haas Study: "The Academic Dean in American Teachers Colleges"*

Leonard Haas, beginning graduate study at the School of Education, the University of Minnesota, in 1946, chose for his doctoral dissertation the topic "The Academic Dean in American Teachers Colleges," which was also the study he was to make for North Central Association accreditation. Dean Wesley Peik presided over a graduate program in education that was highly regarded throughout the United States, and among the faculty were Professor Fred Englehardt, author of an excellent book on school business administration and budgeting, and Dr. Ruth Eckert, with whom Leonard Haas undertook his dissertation. The educationists at Minne-

sota were "very strong on statistics, trying to make a science out of education, and they thought they should have a statistical base for any science that might develop," Eugene McPhee recalled in speaking of his own graduate work at the University of Minnesota, which he found of great value to him in public school work, in teaching and administration at Eau Claire, and in his later career as director of state colleges and universities.<sup>9</sup>

The premise for Leonard Haas's choice of the dissertation topic, "The Academic Dean in American Teachers Colleges," was that "the effectiveness of an institution of learning is seldom greater than its leadership":

The atmosphere created by the administration is a major factor contributing to the general morale of faculty and students. This, in turn, determines in a large measure the quality of teaching, the scholarly endeavor, and the degree of academic pioneering which a given faculty will undertake.<sup>10</sup>

The topic he chose was timely. The publication in 1947 of the report of the President's Commission on Higher Education, "Higher Education for American Democracy," stimulated further inquiry into administrative staffing, and in 1948 the Bowling Green Conference on "The Education of Teachers" emphasized the role of administrators in bringing "faculty into responsible participation in policy creation and review," and their ultimate responsibility, "to see that students are well taught."<sup>11</sup>

Mr. Haas already had the advantage of administrative experience gained in carrying out many duties beyond his teaching in the history classroom. During Eugene McPhee's leave of absence for service in World War II as commandant of the Yale University School of Military Government and as military governor of Sardinia, Brindisi, and Genoa, Leonard Haas was acting director of teacher training and placement.<sup>12</sup> For the Army Air Forces Training Detachment, he drew up with Bjarne Ullsvik and Ruth Johnson the final report on the academic program. In 1946 he became registrar, a position which also included the duties of a director of admissions, and worked closely with A. J. Fox, dean of instruction. Beyond all these experiences, Mr. Haas was becoming a kind of right-hand-man to President Davies, who, in the words of another administrator, had an "uncanny ability to select good people and give them responsibility in decision-making."<sup>13</sup> Using his own experience and observation, Mr. Haas could probably have written a very interesting dissertation, but in the mode of the times he undertook an objective study of the role of the academic dean in teachers colleges.



With the advice of Dr. Eckert, Mr. Haas drew up a questionnaire to be sent to officers of the 182 degree-granting teachers colleges accredited by the American Association of Teachers Colleges. He submitted his proposal for the study to the Committee of Studies and Surveys of the Association in September 1946. The official endorsement of the study by the committee, which provided a cover letter for the distribution of the questionnaire, promoted a high percentage of return. In addition to reliance on answers to his questionnaire, Mr. Haas visited 15 teachers colleges in the Midwest to conduct personal interviews with deans and other administrative personnel; three of the colleges visited were Milwaukee, Stevens Point, and Superior in Wisconsin, and three were Minnesota institutions.<sup>14</sup>

The first part of the questionnaire requested information about the particular college in order to classify the institution by size, location, accreditation, and administrative organization; the nature of the office of the academic dean, including salary, vacation periods, and clerical help provided; the education and professional preparation and associations of the person occupying the office of academic dean. The second part of the questionnaire examined the functions of the dean as related to curriculum, instruction, student personnel services, committee participation, and research activities. In drawing up this part of the questionnaire, Mr. Haas first analyzed two studies of the functions of academic deans in colleges of liberal arts.

Of the 182 questionnaires sent out, 170 were returned, but 41 of the responding institutions had not yet established the office of academic dean, and 14 had to be excluded from the study because they were multi-unit university components in which the office of dean of the teacher education division was not comparable with the office of a dean of a "unitary type" institution, which was the type in which the researcher himself was employed. In a sense, Mr. Haas was engaged in defining the role he would assume in 1948 as dean of instruction upon the retirement of Mr. Fox, and at the same time he was defining for his colleagues one aspect of the North Central accreditation study.

Among the interesting data gleaned from the questionnaire which gave Mr. Haas material for thought was the fact that only 28 percent of the respondents had come to their colleges as deans; almost all had been members of their institutions' faculties for 15 years or more. If the college had a system of academic rank, which existed in only one-third of the institutions surveyed, the academic dean held the rank of professor. He was considered the chief executive officer next to the president, and,

indeed, 92 percent had been appointed by the president without faculty consultation, with subsequent confirmation by the governing board. The salary of the academic dean was \$1,000 to \$1,200 above that of a full professor, and the respondents indicated that they could look forward to an increase in salary within a short time.

Almost half of the respondents did some teaching: 49 percent in education, 21 percent in social sciences, 12 percent in mathematics, and 10 percent in natural science. Three-fourths had taught previously at the high school level, and 83 percent also at the college level. Committees on which academic deans served, in the order of frequency of mention, were: the administrative council, catalogue, admissions, personnel, placement, and library. They felt that their presidents relied on them for administrative counsel. The professional organizations to which academic deans belonged and the numbers indicating memberships were: American Association of University Professors, 10; American Association of School Administrators, 20; Kappa Delta Pi, the honorary society in education, 25; Phi Delta Kappa, the schoolmasters' fraternity, 39; their own state education associations, 73; the National Education Association, 81. The academic deans reported attending four to five professional meetings outside their own institutions each year.

Some of the satisfactions of the academic deans were: the opportunity to work with young people, helping new faculty when they became discouraged, maintaining academic standards, supervising instruction through classroom visitation, developing new courses and curricula, the challenge of leadership, the exchange of ideas with professionally competent persons, and "bringing order out of chaos."

Among the usual duties were: recruitment of faculty, recommending faculty for promotion, scheduling classes and assigning faculty loads; promoting study and research on enrollment, grades, scholarship, and graduation requirements; reporting to the faculty on current curricular trends; service on committees, improvement of instruction, organizing in-service conferences; holding new faculty orientation, preparation of faculty handbook, editing the catalogue and summer session bulletin; directing an extension program.

One of the trends which came through strongly in the Haas study was the growing importance of the student personnel program in teachers colleges. The academic deans felt they had a role to play in student personnel. In many of the colleges the position of academic dean had evolved from that of registrar and director of admissions, and the role of counselor, though informal, became almost inherent as



students inquired about other aspects of their college experience. Thus the academic dean had a clear interest in the creation of the office of dean of students, or director of student personnel services, which was emerging on the teachers college scene.<sup>15</sup>

### *The Interests of a Postwar Student Body*

In addition to the three barracks for housing just to the west of Old Main, three other temporary structures were brought to the campus and installed between Old Main and the river, to serve as classrooms, offices, and the student union. Moved from its former location in Old Main, the student union in the barracks was a handier gathering place for men living on campus. With an older group, many of whom had been in the service, utilizing the facilities, the inevitable happened with worries on the part of the administration about gambling, cleanliness, and the fountain concession going "in the hole."<sup>16</sup>

In keeping with the objectives of the school as defined by the faculty committee in 1946, there was a great deal of emphasis on "democracy," both as an ideal for postwar society and for the smaller society of the Eau Claire State Teachers College. "All-college" picnics and dances were arranged by the Student Life Committee. Some students, however, felt that they should have the privilege, like their peers on other campuses, of forming closer social groupings, and through Hilda Belle Oxby they petitioned President Davies for the permission to organize fraternities and sororities. Mr. Davies remained concerned about democracy, and in his statement granting permission for the organizing of chapters in recognized fraternities or sororities for an experimental period of two years, he made it clear that "if the organization prove to be a non-democratic and destructive force in the school the President reserves the right to withdraw recognition of any or all at any time." He warned that "membership in most national fraternities or sororities may be beyond the means of the individual members," that members must maintain at least a 1.5 grade point average, and be "definitely interested in the life of the school." Neither fraternity nor sorority houses were to be considered, and the president would approve the constitutions of the clubs and appoint the faculty sponsors.<sup>17</sup>

With the return of men to the campus, athletic competition revived. Basketball was continued throughout the war years, often with newly arrived freshmen comprising the team, but football was suspended in 1943 and 1944 for lack of players. Clifford Fagan was at Eau Claire from 1943 to 1946 to work with Bill Zorn in physical education, intramural sports, and varsity teams, and Vera Fagan

carried on a modest program in women's athletics. After the football season of 1946, Cliff Fagan left Eau Claire to take the position of executive director of the Wisconsin Interscholastic Athletic Association. "Ade" Olson, the very popular Eau Claire athlete of the 1920s, who had been coaching at Eau Claire Senior High School for fourteen years, accepted a call to his alma mater in 1947, on his return from service as athletic officer in the Air Intelligence School. Floyd Krause, who had joined the faculty during the Air Forces training period, became assistant football coach. The 1948 team won the conference championship, captained by Sam Young. "Link" Walker, later to be football coach at his alma mater, was a team member. At the annual football banquet, held in Christ Church Guildhall, "Ade" Washburn was announced as the unanimous choice of teammates for captain in 1949. In 1946 the basketball team swept the conference and received a bid to the NAIA tournament in Kansas City.<sup>18</sup>

Early in 1947 there began to be discussion in the Eau Claire community about securing a fieldhouse for the teachers college. An approach was made to the Eau Claire county board for a tax levy for a combined fieldhouse-auditorium, but without positive result. Following the 1947 football season, in November, a "Booster" meeting of fifty people was held around the banquet table at the Elks Club, with Glen Rork, president of the Northern States Power Company, first chairman of the Area Committee, presiding. Representing the college were President Davies, Bill Zorn, Ade Olson, Floyd Krause, George Simpson, Eugene McPhee, and John Schneider. The proposal made to the group was to bring a surplus army aircraft hangar to Eau Claire to be erected as a fieldhouse just south of Old Main. The Boosters agreed to raise \$20,000 to guarantee to the Wisconsin Investment and Annuity Board that the community was behind the project and "the money would be returned in two to three years provided the fieldhouse doesn't fail." There was one dissenter, E. F. Klingler, Eau Claire architect, who held out for a more permanent structure.

The minutes of the Eau Claire State Teachers College athletic committee indicate that the committee voted \$500 from the athletic fund in January 1948 toward the fund of the Eau Claire State Fieldhouse Corporation. An army surplus hangar was procured for the cost of the freight, \$20,000, and for several years it remained in crates on the riverbank. With the promise of a gymnasium as part of the complex to be constructed at Eau Claire from the postwar state building fund, apparently secured by



President Davies and an Eau Claire delegation when they visited with Governor Rennebohm for 45 minutes on April 12, 1948, the hangar project was abandoned.<sup>19</sup>

Dr. John S. Schneider was appointed chairman of the college's athletic committee in 1942, succeeding Eugene McPhee. In earlier days F. W. Ackerman had held the post, which involved meeting with representatives of other schools in the conference, consulting about eligibility, advising the president, and taking charge of ticket sales for athletic events. In 1947, when minutes of the committee were first kept, the members of the athletic committee were Ade Olson, Bill Zorn, Floyd Krause, and Frank Klement. They spent a good deal of time on the determination of policy in the awarding of letters and sweaters to varsity players, in the giving out of passes to games, and in setting appropriate ticket charges. Dr. Schneider attended every varsity game and took full charge of ticket receipts, relishing having a policeman guard him as he took the money to the late deposit receptacle at the bank. The account rendered in March 1947 indicated receipts since July 1946 of \$12,409 and disbursements of \$9,466.<sup>20</sup>

The *Periscope* of 1949 was dedicated to the victorious football team of 1948, and to the influence of good sportsmanship in college life. Between 1943, when A. L. Murray retired, and 1949, when Lee Hench came to the college to teach journalism and assist with publications, both the *Periscope* and the *Spectator* staffs were almost entirely on their own. When Mr. Hench came, he insisted that the students be given the privilege of determining the content of their publications, sometimes to the distress of administrators.

From 1946 to 1951 an *Alumni News* double sheet edited by Mr. Haas was included in several issues of the *Spectator* each year. The Alumni Association constitution was revised in 1947 to define an alumnus as one who had earned 48 quarter credits toward graduation and had completed one year of resident work on campus. Membership was \$1.00 a year. Provision was made for regional chapters, and during the 1940s both President Davies and Mr. Haas met with groups in Wausau, Milwaukee, Beloit, Janesville, and other cities throughout the state, carrying the message of the needs of Eau Claire State Teachers College to the alumni.

### *An Alert Faculty: Participation in Professional Organizations*

The faculty at Eau Claire had a history of involvement in the state Association of Wisconsin Teachers College Faculties. Its predecessor, the

Wisconsin Normal School Teachers Association, was founded in 1920, and among the Eau Claire faculty who took an active role in it were B. W. Bridgman, who served as state president in 1926, J.W.T. Ames, C. J. Brewer, A. J. Fox, Ellen McIlquham, Hilda Belle Oxby, Katherine Ryan, W. E. Slagg, Laura Sutherland, and J. R. Wallin.

In 1944 Leonard Haas, Bjarne Ullsvik, and John Schneider attended the biennial AWTCF conference at Stevens Point. Dr. Schneider was elected state vice-president and member of the executive committee of the association, offices he held for the next four years, and Mr. Haas was named editor of the association's newsletter. From 1944 to 1948 he edited a publication consisting of items about individual faculty members sent to him by correspondents at the state teachers colleges. Gradually the editorials became more positive, suggesting that college salaries needed improvement and that "the problem of general education confronts all." In 1944 the Eau Claire group hosted an AWTCF conference on "Recent Trends in Teacher Training" with Wesley E. Peik, dean of education at the University of Minnesota, as the main speaker.<sup>21</sup> The Eau Claire chapter of the AWTCF also functioned as the local of WEA with committees on salary; tenure, academic freedom and working conditions; and public relations and legislation. Earl Kjer was elected state president of AWTCF in 1948.

The faculty, using the Morgan Report as a "springboard" toward improvement, realized that the North Central Association examiners looked for signs of "alertness" in terms of membership in professional organizations. Through the efforts of Dr. T. A. Barnhart and Hilda Belle Oxby, a chapter of the American Association of University Professors was founded at Eau Claire in 1946. The national purposes of the association were adopted: academic freedom, tenure rights, economic security, standards and ideals. For a number of years, joint meetings were held in rotation among chapters at Eau Claire, River Falls, and Stout, with members presenting scholarly accounts of work in progress.<sup>22</sup>

The American Federation of Teachers, Local 917, was organized at Eau Claire State Teachers College in October of 1946. Dr. John S. Schneider was the first president, Charles Hornback was vice president, Wilson Schwahn, secretary, Hazel Ramharter, treasurer, and Willis Zorn, sergeant at arms. The constitution committee consisted of Dr. Frank Klement, Earl Kjer, and Ruth Johnson, and the membership committee of Charles Hornback, Henry Kolka, and Lillian Bahr. Laura Sutherland, though a very conservative person in her views, stated that she joined AFT because she felt no one was doing



anything for the teachers colleges, and, moreover, she was disturbed by the constant moves to absorb the colleges into the University of Wisconsin.

The AFT Local concerned itself with such problems as sick leaves, summer school rights, secretarial help, study leaves, community relations, health and accident protection, as well as rank and salaries. In the first year of its existence, the Local came to the defense of its secretary, and many of the meetings were concerned with the "Schwahn case." Through the efforts of the AFT Wilson Schwahn was eventually reinstated to the faculty.

The case of Robert Brigham, instructor in English, who was considered far too liberal for Eau Claire by some community persons, occupied the AFT Local in 1948. Though Mr. Brigham did leave Eau Claire in 1951, the AFT was able to bring the case directly to the board of regents, opening up a new concept of due process of law as applied to the rights of faculty members. The Local also felt it aroused the interest of labor, a strong element of the Eau Claire community, in the college's programs and needs. From its inception, Local 917 was affiliated with the central and state bodies of the AFL-CIO.<sup>23</sup>

Miss Sutherland served as president of the Wisconsin Council for the Social Studies in 1947-48. Louis Slock was appointed secretary of the Northwestern Wisconsin Education Association in 1948, an office he held for the next twenty-five years; he was responsible for the arrangement and program of the convention, held every October in Eau Claire. Innumerable faculty participated in the roundtables discussing educational problems. Those Eau Claire faculty members who later served as NWEA president were Grace Walsh, in 1950-51, and Lawrence Wahlstrom, in 1957-58.<sup>24</sup>

The Milwaukee meetings of the Wisconsin Education Association drew a number of Eau Claire faculty. Charles J. Brewer was president of the state organization in 1932, and in 1949-50 Lester Emans presided over the 15,000 member WEA.

### *1948: The Year of Change at Eau Claire State Teachers College*

With the retirement of A. J. Fox, dean of instruction, in 1948, Leonard Haas was named to that post, which he assumed in addition to his position as registrar. Eugene McPhee had departed for the board office at Madison in March 1948 on temporary assignment, and Lester Emans had been named acting director of teacher training and placement in his place.

Dr. Emans had been hired by Eugene McPhee two years before as principal of the campus school

and director of elementary education. He was a 1925 graduate of Lawrence College with a major in history and Phi Beta Kappa honors, and a 1929 recipient of the master of arts in supervision and administration from the University of Wisconsin. When he agreed to join the Eau Claire faculty, Mr. Emans was principal at Maple Bluff, Madison, and before that he had been superintendent at Waupaca and Lancaster, Wisconsin. In 1947 he was awarded the doctorate in instruction and supervision by the University of Wisconsin.<sup>25</sup>

President Davies had discovered early that Lester Emans had a special knack for getting things done and in 1947 he named him chairman of two important committees: the building committee, which would make recommendations on further purchase of land and plan the long-desired campus school and physical education facilities for the college; and the committee on graduate studies, newly formed, with Dr. Lois Almon as secretary. The demand for graduate work was coming from teachers in northwestern Wisconsin who could hardly be expected to journey to Madison to take advanced courses.

Louis Slock succeeded Lester Emans as principal of the campus school. A specialist in rural education, Mr. Slock held the master's degree in curriculum, instruction, and administration from the University of Minnesota. At Eau Claire he was also the expert in the visual aids field. In 1945 a committee on visual aids was formed. Nearly all students majoring in education elected to take the audiovisual course, and dozens of teachers returned to take the course as in-service training in summer sessions. Mr. Slock had developed a former manual arts room into a classroom-laboratory accommodating 45 students for demonstration classes and practice with the equipment. A student from Japan, Michiaki Murai, of the teachers college at Tokushima University, used Mr. Slock's course in audiovisual aids as a basis for a guidebook on the topic prepared for the Ministry of Education of Japan.<sup>26</sup>

Another timely development was the offering of extension courses, authorized for Eau Claire and the other teachers colleges in 1947. Public school teachers were especially eager for the opportunity to attend courses in their towns, and during the first year courses were arranged at Black River Falls, Cameron, Chippewa Falls, Cornell, Neillsville, Stanley, and the next year, in addition to those places, at Alma, Augusta, Bloomer, Greenwood, Ladysmith, Mondovi, New Auburn, Phillips, Rice Lake, and Withee. The instructors received compensation only through a revolving fund derived from the fees paid by the people enrolled. George Simpson was given responsibility for organizing the



extension classes and procuring instructors until Louis Slock took over the work in 1950. Describing the early days, Mr. Slock said:

I would hardly characterize our faculty as circuit riders, but the teachers encountered similar hazards. One night Lester Gilbertson ran into a deer and badly damaged his car while driving back from a class in Black River Falls. Another time Earl Kjer was trapped overnight at Ladysmith when a sleet storm set in during the evening. One teacher drove her car into a ditch while attempting to retrieve an apple out of the back seat. She was half an hour late meeting her class at Barron.<sup>27</sup>

Alumni of Eau Claire who joined the faculty in 1946 included Delia Anderson in the library, Lester Gilbertson in English, and Robert Gunn in mechanical drawing and mathematics. Richard Hibbard, who returned in 1947 to take charge of the veterans counseling office, became an instructor in political science in 1948.

Dr. Lois Almon arrived in 1947 to share with Mr. Slagg all the instruction in biology. Anna Thurston joined the chemistry department in the same year. Also in 1947 Eldon McMullen came in foreign languages, succeeding Elizabeth Ayer on her retirement, and Caldwell Johnson in music succeeded Clara Mae Ward.

Dr. Frank Klement, instructor in history from 1945 to 1948, moved on to Marquette University, and William Cochrane joined the history department in 1948. Theron Barnhart was at Eau Claire in English from 1945 to 1947. In 1948 Robert Brigham joined the English department, and Lawrence Wahlstrom the mathematics department.

As dean of instruction, Leonard Haas initiated the Faculty Bulletin, in which he brought to the attention of the faculty matters with which they should be concerned. He recommended new course numberings according to the University of Wisconsin system; general education requirements for elementary education and secondary education, as suggested by the curriculum committee; new majors and course offerings. He also included reports on meetings and institutes which he and others attended, and news of the publications and other accomplishments of individual faculty members.<sup>28</sup> As registrar, Mr. Haas initiated better record keeping with the assistance of a "recorder," Dorothy Penn, and this made possible the awarding of magna cum laude and summa cum laude honors to graduates beginning in 1949.

The first Faculty Handbook, issued June 1, 1948, was edited by Leonard Haas. It listed the policy on class absence for both students and instructors,

the academic advisers, the faculty committees "as recommended by the North Central Association manual of accreditation," the administrative committees, and the educational committees. Fifteen hours was the standard teaching load. It was explicitly stated that "all members of the faculty are expected to participate in all college functions."

The faculty salary schedule, as passed by the board of regents in May 1944, was reproduced. All on tenure were classified on the schedule; those not tenured would be classified at the end of a three-year probationary period. Annual increments of \$100 were given in all classifications. The degree qualifications were:

B.A.	Classifications	A - C	\$2,000 - \$3,200
M.A.		D - G	3,200 - 4,800
M.A. and one year		E - H	3,600 - 5,200
Ph.D.		F - I	4,000 - 5,600

After three years in a classification, more rapid advancement or promotion might be granted upon written recommendation from the president to the board of regents on the basis of "marked classroom efficiency, administrative duties, evidence of continued growth, efficiency in committee and extra-curricular work, preparation and experience, social need." For each college, two administrative positions were classified as such and faculty members in such positions were paid \$500 above schedule.<sup>29</sup>

### *The Divisions: Education, Humanities, Natural and Social Sciences*

The faculty of 1948 was somewhat loosely organized into divisions and departments:

Division of Education and Psychology — Departments of Education and Psychology

Division of Humanities — Departments of Art, English Language and Literature, Foreign Languages (French, German, Spanish), Music, Speech

Division of Natural Sciences and Physical Education — Departments of Biology, Chemistry, Engineering Drawing, Geography, Home Economics, Mathematics, Physics, Health and Physical Education

Division of Social Sciences — Departments of Sociology, History, Economics, Geography, Political Science

In many "departments" there was only one instructor. The divisions elected a chairman every two years, but no reduction was made in teaching assignment for those taking a chairmanship and relatively little attention was paid to formal organization.<sup>30</sup>



The social sciences division at its first meeting in September 1948 elected Dr. John S. Schneider chairman and William Cochrane secretary. The chairman suggested that possible areas of study for the division might be problems in teaching, publications, materials and equipment, advising of social studies majors, and "needs outside the college." The divisional objectives were idealistic:

The social sciences should give the student a knowledge of things as they were, an understanding of things as they are, and an appreciation of things as they might be. They should prepare a student to be a better neighbor, a better citizen, and a better teacher. The social sciences are concerned with the relation of individuals and groups to their physical, economic, social, and political environment.

Practical matters which the chairman wished to accomplish were filing of syllabi of courses with Mr. Haas, obtaining adequate supplies for the division, and the submission by instructors of lists of books which he could, in turn, propose to the library staff as acquisitions for the social sciences under the 18 percent of total library funds allotted to the division in 1949.

Mr. Haas sought the advice of the division on patterns of requirements in general education. The preoccupation with general education was a national phenomenon in the postwar world on the premise that exposure to a spectrum of disciplines would lead to a more rational society. In November 1948 the division of social sciences invited Mr. Cooper of the University of Minnesota to describe to them approaches to curricular organization of courses "intended to develop social maturity among students who are not planning to major in the social sciences." Mr. Cooper explained the "Dartmouth technique," which gave equal time to American government, economics, sociology, and anthropology, and the "Colgate approach," which centered on a problem type of course treating unemployment or crime, or a similar topic.

The division of social sciences remained firm in its belief that 6 hours of history and 9 hours of social science, to consist of 3 hours each of political science, economics, and sociology, should be included among the requirements in the general education area of the secondary education curriculum.

The objectives of the history department, as recorded in the minutes of the social sciences division, were even more contemporary than those of the division:

The study of history should develop an appreciation of our social heritage, acquaint us with the evolution of our institutions and de-

velop an understanding of contemporary problems. Since a nation does not live in isolation, its people must know their neighbors and the neighbor-nations' policies and heritage. Our students should be prepared to teach that the experiences of a society in seeking its goals are the sign-posts of future action.

Among the most articulate members of the social sciences division faculty, which consisted of only nine people, was Laura Sutherland, who was concerned with stimulating interest among students in the United Nations and attendance at an institute on the U.N. sponsored by the American Association of University Women and the college, to be held on the college campus.

Beyond the educational objectives of the social sciences division were the occupational objectives. These were listed in material prepared for a 1950 "high school day" as: "civil service; business administration, social work; teaching history and other social studies; law, journalism, foreign service, forestry and many others."<sup>31</sup>

### *Stella Pedersen: Services to Students*

One of the areas to which Leonard Haas gave particular attention, both in his dissertation and as the faculty worked toward accreditation with the North Central Association, was that of student personnel services. The work of the Student Personnel Committee, chaired by W. Parker Clark, was both prelude and accompaniment to the work Stella Pedersen undertook as dean of women at Eau Claire State Teachers College in 1948. She and Mr. Haas had been colleagues at Wausau High School some years before; from there Miss Pedersen went to the high school at Northfield, Minnesota, as counselor, earned the master's degree in guidance at the University of Minnesota, and became dean of women at Winona State College, Minnesota, in 1946.

President Davies and Leonard Haas drove to Winona to see Miss Pedersen, and in their interview they did not minimize the scope of the task which lay ahead at Eau Claire. She not only accepted the challenge, but she agreed to live in Memorial Hall as head resident. Plunging into the milieu of college life, she saw that men visitors left the dormitory by 10 o'clock in the evening and she then conducted a bed check every night at 10:30. The out-of-town girls who could not be accommodated in the dormitory she placed in homes, which she inspected and supervised to make sure that the "housemothers" were following sign-out and sign-in procedures with their roomers. When the head of the cafeteria left in a huff, Miss Pedersen ran that operation for six





Stella Pedersen, Dean of Students (right)

weeks. She even taught a couple of English courses in the barracks.

At first she and Bill Zorn, dean of men, shared an office in the basement of Old Main; when they were dispossessed by expansion of the cafeteria, the entire student body and faculty turned out to celebrate their elevation to the first floor. Mrs. Zorn furnished 1,000 cookies and Mrs. Green, the housekeeper in Memorial Hall, produced another 1,000.

The minutes of the Student Personnel Committee, kept from 1948, indicate that rather early in her tenure Miss Pedersen suggested that the two deans, of women and men, might better be called "deans of students." As her responsibilities became defined, Stella Pedersen did become known as dean of students. One of her tasks was to build enrollment for the school, which had only 692 students in the fall of 1948, a drop of almost a hundred since the postwar doubling to 787 in 1946. Her effort was extended beyond the traditional Eau Claire territory to the Milwaukee area, where she stayed for a week each spring in a hotel, visiting many high schools in the area.

Miss Pedersen did not drive a car but had no difficulty in enlisting a corps of willing students to drive her to high school career days and evening meetings in high school auditoriums. Often she took with her the Square Steppers, a group formed by Ida Hinz, director of women's activities in the physical education department from 1949, to show

prospective students the lighter side of college life. Each year Dean Pedersen visited about 150 schools, and in addition she gave innumerable graduation speeches.

With parents she took a very positive approach, visiting in their homes and persuading them that they could somehow afford to send their young people to Eau Claire. Dean Pedersen prided herself on knowing the freshmen even before they arrived for their first days on campus. She had packets of information prepared for them and conducted a three-day freshman orientation. Freshman Forum was held once a week during the first semester, and table manners and proper dress were among the topics covered.

All social events sponsored by the college or student groups were cleared with Dean Pedersen. In hosting receptions for senior women, for new faculty, or for visitors to the campus, the Faculty Dames were very helpful. They purchased table linen for Memorial Hall, where they also held their monthly social gatherings.

Miss Pedersen had general oversight, as dean of students, of the college's health service. Alice Matz, college nurse, maintained office hours and visited sick students in dormitories or in homes where they roomed. In case of serious illness, she called upon the part-time college physician. Mrs. Matz also inspected sanitary conditions in Memorial Hall and the men's barracks and in the cafeteria.<sup>32</sup>



At the suggestion of the dean of instruction, the Student Personnel Committee directed its attention to the matter of counseling. In 1948 counseling was largely the province of the Veterans Administration office, staffed by Gordon Stien as counselor and Margaret O'Malley as psychometrist, and Mr. Stien, a member of the Student Personnel Committee, felt that the system was functioning in relation to the college without clear authority or support. The class advisory four-year plan adopted earlier in the decade still functioned, but Dean Pedersen advocated training for faculty assigned as academic advisers, a suggestion that was reinforced when the committee conferred with Dr. George Hill, coordinator for the North Central workshop at the University of Minnesota. In May of 1949 Dean Pedersen presented a counseling program for the next three-year period that would require full-time counselors, additional clerical help, rooms for counseling, and the beginning of centralized student files.<sup>33</sup>

Students felt very free to discuss family problems with "Dean Pete," and "dabs of money" were available for help in times of financial stringency. A faculty committee on scholarships, chaired by Grace Walsh, was able to accumulate modest sums from college organizations such as the Primary Club, Kappa Delta Pi, and Sigma Gamma Zeta, and from off-campus groups such as the D.A.R. and the Woman's Club of Eau Claire. For a limited number of students, legislative scholarships were available, and the state student loan fund could be tapped in emergencies. A January 1950 report which Dean Pedersen made to the Student Personnel Committee listed 14 students working for room and board, 34 working in the cafeteria, and 268 with jobs in various local businesses.

Miss Pedersen's efforts to recruit new students were successful in boosting enrollment to 905 in the fall of 1949. The next year, there were 25 fewer, and by 1951 and 1952 it was apparent that the Korean War was affecting enrollment and the college was once more heading toward crisis, with budget restrictions about to be imposed in Madison.

The Student Personnel Committee, and especially the chairman, Parker Clark, worked diligently on a new student government to replace the Student Life Committee, borrowing a "commonwealth" form used at the Milwaukee Teachers College, and drawing on the philosophies of the University of Chicago and the University of Minnesota.<sup>34</sup> The first "executive" of the new student government was Cletus Howard, the vice executive was Edmund Nix, and the chief justice of the student court was Clarence Imislund. All happened to be, also, stars of Grace

Walsh's 1950 forensics squad, along with Ronald Allen, Margine Frye, Marylou Baker, Dick Donaldson, and Ivor Rogers.<sup>35</sup>



Eugene McPhee

### *Mr. McPhee Goes to Madison*

Eugene McPhee's departure for Madison and the office of the board of regents in March 1948 was unexpected. E. G. Doudna, secretary since 1927,<sup>36</sup> had just died and W. D. McIntyre, a regent and neighbor of the McPhees, asked McPhee to take over on a temporary basis, with the idea that the board of regents would recruit someone for the position of secretary from the classified service. "I would like to tell you that I was invited to the board office through a nationwide search, but that would not be true," Mr. McPhee said some years later. "It came about because I had attended three or four board meetings as a stand-in for President Davies, who was ill, and the regents knew who McPhee was from Eau Claire."

The possibility of establishing a position of director of the state teachers colleges had been suggested for several years; one of the groups making such a proposal was the Association of Wisconsin Teachers



College Faculties, when Dr. John S. Schneider was vice president. As Mr. McPhee filled the acting appointment as secretary, the pressure for the director position grew and the board decided to establish such a post effective September 1, 1948, at a salary of \$8,000 a year, comparable to the salary of the presidents of the colleges. Eugene McPhee was elected director with the functions of representing the board in legislation and in working with academic programs. At the same time he would carry on the duties of secretary at a salary of \$1 a year.

The liberal arts controversy was "sizzling on the stove with a sharp division between the regents of the south and the regents of the north," Mr. McPhee recalled. At the spring board meeting in 1947, Edward J. Dempsey, still adamant against broadening the mission of teacher training, resigned from the board of regents which he had headed for 25 years in a surprise move. Perceiving that the "wood-choppers" from the north had enough votes to beat him for the presidency, when somebody called for the election of officers, he said, "We will do that after lunch." During the lunch hour he handed his resignation to the governor and then announced to the regents that he was not a candidate because he was no longer a board member. So the way was cleared for the liberal arts.<sup>37</sup>

Mr. McPhee's immediate problem was preparation of the budget for the biennium of 1949-51:

Doudna had done very little in finance. . . .

The way the budget was adopted was to get a big piece of paper with columns on it and then you had the various categories of expenditures. Each president would come in and say I would like this and this and this. When Schofield was president at Eau Claire, he was the most conservative. He would come in and make his requests and then all the liberal presidents would look bad because of his conservatism. Then they would add it all up and Dempsey would take it over to the governor. . . . So 1949 was the first time we really worked hard on the budget.

The new director followed a policy of bringing presidents to Madison for the budget conferences with the joint finance committee. Backed by Regent McIntyre and Dr. Schneider, he made a plea for higher faculty salaries in the new budget. In the areas of library appropriations, support personnel, space requirements, and maintenance money, the board office began to make comparative studies.<sup>38</sup>

Though Mr. McPhee remembered the University of Wisconsin as taking no position for or against the extension of liberal arts to the teachers colleges — "during that period they were swamped with G.I.s

from World War II, so that they had their own problems" — there were a number of studies being made in Madison that raised the question of the coordination of aspects of higher education in Wisconsin: a 1947 report, "Junior College Needs in Wisconsin," by John Guy Fowlkes and Henry Ahrnsbrak; "State Institutions of Higher Learning," 1948, by Kenneth Little, vice president of the University; and in the same year, publication of the recommendations of a committee on University of Wisconsin Functions and Policies chaired by Mark H. Ingraham, dean of the College of Letters and Science.<sup>39</sup>

A merger bill of 1949, 263S, excited faculty and alumni of Eau Claire State Teachers College, who voted to go on record against it. At the same time, according to minutes of the Alumni Association, it was decided to "support efforts of the faculty in keeping this a teacher training institution, to secure the right to offer liberal arts, and when it is expedient to offer a commercial course."<sup>40</sup>

Governor Rennebohm was an advocate of the merger, but the state teachers colleges were opposed and the board of regents was opposed, and merger was defeated. The legislation which gave the teachers colleges the right to offer liberal arts was introduced by Senator Arthur Padrutt, an Eau Claire graduate. Eugene McPhee recalled:

The bill passed both houses. Rennebohm was going to veto it. Then Anderson, president of the board, and myself and Bill Young, who was Rennebohm's secretary, had a conference in a room in the Loraine Hotel, and Rennebohm after discussion finally agreed he would sign the bill, but only if the liberal arts were not implemented until 1951. So we received the liberal arts statutory authority in 1949; and the reason that Rennebohm wouldn't sign it effective in 1949 was because we had not made any budgetary provision for this broadening of the base of the state teachers colleges. So in 1951 we did, and then changed the names of the institutions to Wisconsin State Colleges.<sup>41</sup>

### *Accreditation with the North Central Association*

Stella Pedersen remembered the reams and reams of reports that had to be collected in anticipation of the application for accreditation with North Central. Other faculty members had been engaged in preparation of "schedules," and several, W. Parker Clark, Leonard Haas, and Earl Kjer, had attended the North Central workshops. By the spring of 1949 the work was finished and the application filed.



The examiners, Paul V. Sangren, president of Western Michigan College of Education, and Martin J. Nelson, dean at Iowa State Teachers College, made a two-day visit to the college on January 19 and 20, 1950. In their report to the Board of Review of the Commission on Colleges and Universities of the North Central Association they acknowledged that much progress had been made at Eau Claire State Teachers College since the 1946 evaluation by Dr. Morgan. Yet they were still somewhat critical:

The basic programs offered by the institution are consistent with the original purposes of the college. The newer and broader purposes of the college, namely, to offer graduate work and grant the liberal arts degree, are not functioning very effectively at the present time. The Board of Control (board of regents) expects to delay action until there is a clear-cut readiness in each institution under its supervision, in terms of faculties and facilities, to present an effective liberal arts program or a graduate program. . . .

The administrative officers of the college appear to have at least an academic interest in good instruction, but not much has been done to make sure that effective instruction is secured. . . . The administration does reward those whose work is considered most effective by granting the most substantial salary increases to such persons. . . .

The faculty at Eau Claire State Teachers College appears to be friendly, cooperative, and reasonably alert. There appears to have been a commendable effort to secure teachers with desirable public school experience, but in former years sufficient attention has not been given to adequate training. As a result, very few of the faculty hold the doctor's degree. Attempts are now being made to improve this situation by employing persons with the doctorate for replacements and new positions and encouraging present staff members to pursue additional graduate work.

The general education program for the prospective secondary teacher, the examiners felt, consisted of unrelated courses, but for elementary teachers was more integrated, including full-year courses in general social science, physical science, and biological science survey. Student use of the library, as indicated by withdrawals, they found to be just under the average for teachers colleges, but they acknowledged the reading room was too small for the college enrollment.

Individuals came in for praise: the president had

achieved very fine relationships with the board of regents, the lay people of the state, and his own faculty. The academic dean was well-schooled and respected by the president and faculty, whose cooperation he had in bringing about improvements in the educational program. The director of student personnel was a "well prepared, understanding, vigorous person." The director of teacher training was a capable administrator. College finances were in good shape, as managed by Mabel Chipman, and the athletic program was "modest and sound," though understaffed.<sup>42</sup>

On March 19, 1950, President Davies and Dean of Instruction Haas met with the Board of Examiners of the North Central Association in Milwaukee. Accreditation was granted in April. When news reached the campus, there was jubilation. Regent McIntyre, bringing doughnuts enough for the student body and faculty, came to the all-school party celebrating the achievement of accreditation so long sought.<sup>43</sup>

### *A Select Group of Promising Graduates*

An unusual number of persons who were students at Eau Claire State Teachers College in the second half of the 1940s graduated into careers in the academic world. Kenneth Lindner, chancellor of the University of Wisconsin-La Crosse was one; Dr. Lindner also served on Eugene McPhee's staff in the board of regents office.

Members of the Eau Claire faculty in this group included Marshall Wick and James Benning, both winners of the Excellence in Teaching Award. Dr. Wick served as president of the Association of University of Wisconsin Faculties and was a member of the important implementation committee on merger of the University of Wisconsin and the Wisconsin State Universities. Others on the faculty of their alma mater were Marian Boatman, Elroy Condit, Richard McGregor, Paul Nagel, Lincoln Walker, Janice Vold Washburn, and Elmer Winters.

Moving near and far into the academic world away from Eau Claire were: Ronald Allen, University of Wisconsin-Madison; Robert Anderson, UW-Stevens Point; Daniel Brown, UW-River Falls; Mildred Anderson and Frank Brown, Wisconsin Department of Public Instruction; Patricia Denker, Ball State University; Donald Duncanson, University of Idaho; Marvin Foster, San Francisco State College; H. Robert Huntley, Washington and Lee University; Eugene Koplitz, Colorado State College; Grace Lund, UW-Milwaukee; Lyle D. Oleson, UW-River Falls; Norman Olson, University of Idaho; Roger Rickey, University of Guam; Thomas



Ritzinger, UW Center-Barron County; Walter Scheffer, University of Oklahoma; Ronald Schlieve, UW-Whitewater; Roy E. Smith, UW-Platteville; William D. Thompson, Racine-Kenosha County Teachers College; Norman Tlachac, Marquette University; Donald Trueblood, State University College, Buffalo, New York; and William E. White, UW-Oshkosh, former staff member of the Coordinating Council for Higher Education, Wisconsin.

Many other graduates of Eau Claire in the post World War II period became lawyers, bank presidents, clergymen, government officials, and public servants. The Alumni Association has bestowed its Distinguished Alumni Service Award on two women graduates of the 1940s decade, Veda Wright Stone and Ruth Chickering Clusen. Mrs. Stone, as community services consultant of the Division of Family Services, Wisconsin Department of Health and Social Services, became director of the Wisconsin Demonstration in Indian Education Opportunity. Adopted into the Bad River band of Lake Superior

Chippewa Indians, she was given the Chippewa name meaning "Thunderbird Sky Woman." Mrs. Clusen, a volunteer, was elected president of the 160,000-member national League of Women Voters in May 1974 after eight years of service on the national board as vice president, chairman of the environmental affairs committee, and public relations director. She has been a delegate to international conferences by appointment of the president of the United States.

To the many graduates of Eau Claire who dedicated their lives to careers carrying out the original purpose of the teachers college, there could be no greater tribute than the words of Lillian Porter Zahn, Wisconsin teacher-of-the-year in 1955, former president of the Eau Claire Alumni Association, and of the Wisconsin Education Association in 1964 when it reached a membership of 36,000: "I would rather teach than do anything else. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle: it is a passion."<sup>44</sup>



## CHAPTER V — FOOTNOTES

<sup>1</sup> Eugene McPhee, interview with Howard Fredricks, pp. 248-50, described William D. McIntyre as a veteran of World War I, graduate of the University of Minnesota in business administration, who came to Eau Claire from the Twin Cities as sales manager for an established bakery and later owner of his own bakery: "McIntyre was a doer. He was very heavily interested in civic affairs in Eau Claire in the form of city government. He was probably president of every civic group, Chamber of Commerce, etc., that came along just because he was the kind of a guy that if you wanted something done you gave it to McIntyre and he did it. He also became interested in Republican politics from the money-raising end and became interested in the finance committee and was appointed to the Board

by Governor Goodland. . . . He not only acted as president of this Board, but he was also coordinator of the formation of the coordinating committee and served on that group both as chairman and co-chairman for a number of years. He had tremendous respect and influence from governors and legislators, just because they knew that this was a contribution that he was making, and there was nothing in it for him personally. He was one of the very strong influences in the rise of the state university system. A tremendous man." The reference to the "woodchoppers," interviews, p. 239.

<sup>2</sup> "Wisconsin State University-Superior (1896-1966)" in Walker D. Wyman, ed., *History of the Wisconsin State Universities* (River Falls, Wisconsin: River Falls State University Press, 1968), pp. 220-21.



<sup>3</sup> Remodeling of the barracks and purchase of the Dulany mansion, Resolutions 48, 90, 110, and 111, *Proceedings of the Board of Regents of State Normal Schools*, 1945-46.

<sup>4</sup> The Memorial Hall diningroom was pictured in the *Periscope*, 1946, p. 45; recollections of Stella Pedersen, head resident in Memorial Hall, 1948-50.

<sup>5</sup> The "Sands purchase," *Proceedings of the Board of Regents*, 1945-46, Resolution 166. The right-of-way of Putnam Drive was reserved.

<sup>6</sup> The generosity of Mr. Owen was remarked on by Hilda Belle Oxby and Mabel Chipman in notes furnished the authors. The *Periscope* of 1947, p. 20, stated that the acquisition was intended for a future athletic field, field-house, and men's dormitory.

<sup>7</sup> "Objectives of the Eau Claire State Teachers College Submitted to the North Central Association Study Committee," March 1946, by Curriculum Committee, W. E. Slagg, chairman, Laura Sutherland, A. J. Fox, Leonard Haas, Inez Sparks, Charles Hornback, Ruth Johnson.

<sup>8</sup> Records on accreditation with the North Central Association of Colleges and Secondary Schools, Chancellor's Office, UW-Eau Claire.

<sup>9</sup> McPhee, interview with Fredricks, pp. 105-10.

<sup>10</sup> Leonard C. Haas, "The Academic Dean in American Teachers Colleges," A Thesis Submitted to the Graduate Faculty of the University of Minnesota in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy, June 1954. At the same time Leonard Haas was engaged in preparation of materials for his dissertation, Roger E. Guiles, administrative dean at Platteville State Teachers College, who became president of Oshkosh in 1959, was writing his dissertation for the doctorate at the University of Wisconsin on "A Study of Practices, Conditions and Trends in Relation to the Function of the Wisconsin State Teachers Colleges" (Madison, 1950), Wyman, *op. cit.*, pp. 122, 132. While working in the Burton Library at the University of Minnesota in the fall of 1946, Leonard Haas was approached by a man who initiated a conversation about teachers college education; he was E. H. Kleinpell, who was just beginning the presidency of River Falls. He has written a charming book: *In the Shadow: Reflections of a State College President* (River Falls, Wisconsin: UW-River Falls Press, 1975).

<sup>11</sup> Haas dissertation, p. 2 fn.

<sup>12</sup> Haas biographical statement, Office of Public Information, UW-Eau Claire.

<sup>13</sup> Lester Emans statement to authors, August 1974.

<sup>14</sup> Haas dissertation, p. 40. Other visits were made to colleges in Illinois, Indiana, Michigan, Iowa, Missouri, South Dakota, and Nebraska. Complete list of colleges participating in the study, pp. 187-91, includes 36 states.

<sup>15</sup> Haas dissertation, *passim*.

<sup>16</sup> Student-Faculty Committee, chaired by President Davies, which met in his office; minutes available for 1948-49, September 9 through May 31. Archives, UW-Eau Claire.

<sup>17</sup> Note, Hilda Belle Oxby to the authors, enclosing handwritten policy statement from President Davies to H. B. Oxby. Eta Phi, first social fraternity, a local, was formed in 1949.

<sup>18</sup> *Periscope*, 1946. The "Zornmen" on the team were Dennis Helixon, Bob Davies, Bill Babington, John Zeug, Merle Gullickson, and Fred Rockwell. At Kansas City they lost the initial game to West Texas State College.

<sup>19</sup> W. L. Zorn went to Beloit College to see a similar hangar fieldhouse and to St. Louis, Missouri, to obtain the hangar for Eau Claire. The hangar still in crates, was probably sold eventually to an Eau Claire contractor; recollection of W. L. Zorn. *Eau Claire Leader*, July 29, November 19, 1947, July 2, 1948; *Spectator*, November 24, 1947, with illustration, April 12, 1948.

<sup>20</sup> Minutes of the Athletic Committee, 1947-48, Archives, UW-Eau Claire.

<sup>21</sup> *Association News*, Association of Wisconsin Teachers College Faculties, October 1944 — April 1946, Vol. V, No. 1-4, Vol. VI, No. 1-4.

<sup>22</sup> Sutherland, unpublished ms.

<sup>23</sup> *Ibid.*, also recollections of Hilda Belle Oxby and Lawrence Wahlstrom.

<sup>24</sup> Records of the NWEA in files of Louis Stock.

<sup>25</sup> Lester Emans biographical statement, Office of Public Information, UW-Eau Claire. The training school became known as the "campus school" or "campus laboratory school" at this time; Dr. Emans preferred the latter term when speaking to parents, emphasizing the experimental role of the school.

<sup>26</sup> Louis Stock, "A Teachers College Gets Its A-V Program Started," *See and Hear*, 1947; the Murai guidebook in files of Louis Stock.

<sup>27</sup> "University Services to Area Documented," *Eau Claire Leader*, October 1969.

<sup>28</sup> *Faculty Bulletins*, September 1948-October 1949.

<sup>29</sup> *Faculty Handbook*, June 1, 1948, Archives, UW-Eau Claire.

<sup>30</sup> *Ibid.*, also Catalogue of the Eau Claire State Teachers College, 1949-50; also "Report to the Board of Review of the Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools," by Martin J. Nelson and Paul V. Sangren, 1950, p. 3.

<sup>31</sup> Minutes of the Social Sciences Division, 1948-50. These seem to be the only Division Minutes extant.

<sup>32</sup> Interview with Stella Pedersen, on tape, January 1975.

<sup>33</sup> Minutes of the Student Personnel Committee, January and May 1949, Archives, UW-Eau Claire.

<sup>34</sup> Interview, Hilda Carter with W. Parker Clark, December 15, 1967.

<sup>35</sup> *Periscope*, 1950. Edmund Nix was U.S. Attorney for Western Wisconsin during the Kennedy-Johnson administrations; Cletus Howard was president and editor of the *Wisconsin Law Review* and subsequently an Eau Claire attorney.

<sup>36</sup> McPhee, interview with Fredricks, pp. 240-41: "Doudna was an excellent public speaker. He gave speeches at national education meetings. I think he was also a fine historian. . . . If you want the history of Wisconsin you should get the book *The Thirtieth Star* which he wrote for the 100th anniversary of the State of Wisconsin just before he died. I don't think he had any major contributions as far as expansion of the system. He ran as part of his job the Normal School Bureau which was a place where any graduate of the Wisconsin Normal Schools could register and get assistance in attaining a position. . . . The Wisconsin Employment Service under the state government established a teacher placement agency so the Normal School Bureau was phased out as was the Parker Teachers Agency which was a private teachers agency in Madison up until about 1948. It would be hard to put your finger on Doudna. He was a good author; a good speaker; he gave a lot of speeches in the Normal Schools at commencements etc. He was much in demand."

<sup>37</sup> McPhee, interview with Fredricks, pp. 238-40.

<sup>38</sup> *Ibid.*, pp. 241-47.

<sup>39</sup> *Ibid.*, p. 273; various studies listed by Clara Penniman, "The University of Wisconsin System," Chapter 6 in *The University of Wisconsin: One Hundred and Twenty-Five Years*, Allen H. Bogue and Robert Taylor, eds., (Madison: The University of Wisconsin Press, 1975), p. 125 n.

<sup>40</sup> Minutes of the Eau Claire Alumni Association, March 19, 1949, in Archives, UW-Eau Claire.

<sup>41</sup> McPhee, interview with Fredricks, pp. 255-56.

<sup>42</sup> "Report to the Board of Review of the Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools," 1950, *passim*.

<sup>43</sup> Recollection of Stella Pedersen.

<sup>44</sup> *The View*, Winter 1965, p. 13.



## CHAPTER VI

### WISCONSIN STATE COLLEGE AT EAU CLAIRE: BOTH LIBERAL ARTS AND SPECIALIZATION

The snow had fallen on the cornices of Old Main, delicately relieving the solid appearance of the square brick building. The skeleton of a new structure was beginning to rise to the east on Garfield Avenue, across from the icy Chippewa River. Christmas vacation was over, and students and faculty members returned to face the first classes of the new year of 1951.

The opening assembly of the second semester marked the ten-year anniversary of William R. Davies in the presidency of Eau Claire State Teachers College, and he used the occasion to tell students and faculty his hopes for the school:

The goal is a college of education that will rank as one of the best in the Middlewest, with a wide enough offering to truly serve the needs of the college youth of northwest Wisconsin. With this objective in mind, we press on into the second decade, worried and depressed by the international turn of events, but confident in the ultimate triumph of the American way of life. In this venture, we wish you every happiness and good cheer. . . .<sup>1</sup>

President Davies, who had been "responsible for the Post-War Reconstruction Series which was trying to look at the wider world — how it was going to affect labor, how it was going to affect business, how it was going to affect international relations"<sup>2</sup> — could not help but be saddened by the outbreak of hostilities in Korea, so soon after the end of World War II. Moreover, there was the practical consideration of shortfalls in enrollment with students already withdrawing from school to join the military forces.<sup>3</sup>

#### *Four Interconnected Structures: the Complex at Park and Garfield*

The long-hoped-for educational facilities for campus school, teacher training, theatre, and physical education were designed by the respected Milwaukee architectural firm of Eschweiler and Eschweiler.<sup>4</sup> The groundbreaking which took place in October 1950 was the first of three ceremonies celebrating the complex. Governor Oscar Rennebohm turned the first shovelful of earth with a gilded implement. University of Wisconsin President E. B. Fred was the speaker:

I see this ceremony today as evidence of another good Wisconsin educational philosophy — that we continue to improve the institutions that we have rather than to let them deteriorate while we fly to unknown systems we know not of . . . . The University is always ready to sit down around the conference table and help chart a course toward maximum educational performance in Wisconsin.<sup>5</sup>

The importance of the event was emphasized by the presence of four college presidents — Rexford Mitchell of La Crosse, E. H. Kleinpell of River Falls, Jim Dan Hill of Superior, and Verne C. Frykland of Stout Institute — and of three regents, including William D. McIntyre, president of the board. Edmund Nix, president of the student government, was master of ceremonies, introducing John Walter, president of the Alumni Association; Dennis Danielson, representing the city council of Eau Claire; Corwin Guell, chairman of the Area Committee; John Lindner, chairman of the college committee of the Eau Claire Chamber of Commerce; Assemblyman John Pritchard; Senator Arthur Padrutt; Eugene McPhee, director of the Wisconsin State Colleges, and other distinguished guests. The members of the building committee of the complex, who represented the various teaching areas incorporated in the structure, were proud participants: Lester Emans, chairman of the committee, Gretchen Grimm, Leonard Haas, Ruth Hoard, Earl Kjer, and Willis Zorn. The one person who had worked hardest for the first permanent addition to instructional facilities since the founding of the school in 1916, W. R. Davies, was absent from the groundbreaking because of illness.<sup>6</sup> The cornerstone was set in place by him on September 19, 1951, and the complex was dedicated on October 8, 1952. The *Spectator* headed its editorial on the latter date: "\$1,500,000 is a Large Sum . . . But Look What It Bought!"

Actually, on the day of dedication, the new complex was not finished. According to the recollection of Dr. Emans, the building appropriation was \$100,000 short of the cost to finish the structure, and the state architect, "all powerful," would not complete it. So the basement under the campus school remained a sandy-floored space for some years. On the lower level under the education building, the art room, headquarters of Gretchen Grimm, was finished, and under the Little Theatre, the shop



area, shared by industrial arts, over which Robert Gunn presided, and the theatre, was completed.

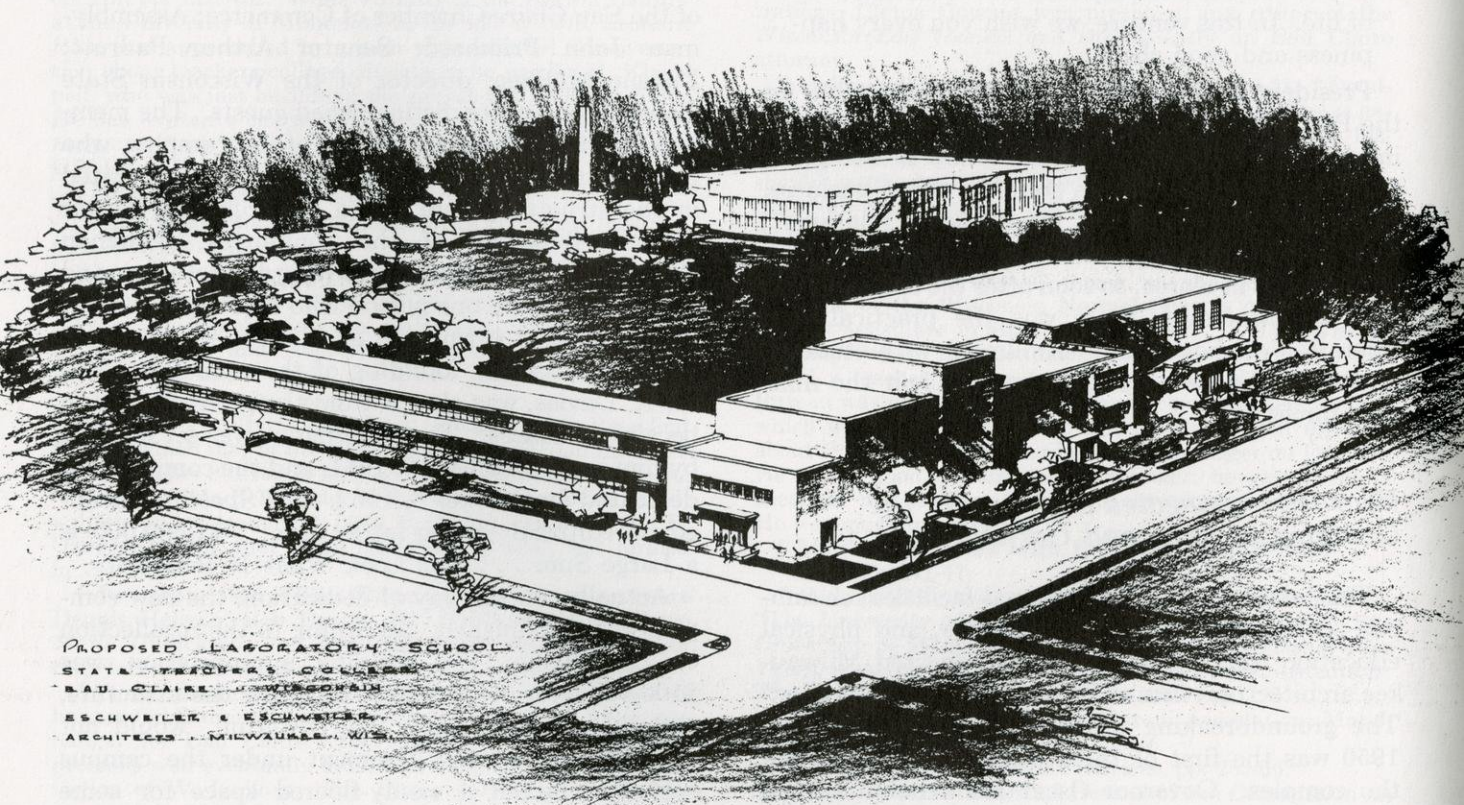
The Little Theatre, designed by a specialist in theatre architecture from Northwestern University, was one of the finest for stage, workroom, wardrobe and dressing areas in the country. Earl Kjer and Grace Walsh, who comprised the speech faculty, and the Collegiate Players had worked for a number of years to raise money to help equip the theatre.

The campus laboratory school was innovative in design and function. Each classroom suite had a large room with desks, chairs and tables that were movable, an activity room with sink, and an office for the supervising teacher, and each had a display window on the main corridor. The children's library contained books for younger pupils and adolescents, and the library staff also taught in this room. The Bookmen of Wisconsin praised the curriculum library and instructional materials center, housed in the education building from 1952 to 1959, and developed by Frances Baker, and later Mary Rowe. There was one great disappointment: the observation deck of the laboratory school, from which practice teachers could see into the classrooms below

through one-way glass, subject to the permission of the supervising teacher, had a sound system that did not work. The school was accepted from the architects under protest because of this deficiency, and it was some years later before it was fixed through the ingenuity of Richard Beckman and members of the college audiovisual staff.

The physical education building and gymnasium were the province of Bill Zorn, who arranged with the campus school principal hours in which the gym would be available for campus school programs. Both college and high school basketball competition took place in the gymnasium-fieldhouse, and it was also used for commencements and lectures. On the west side of the building was a suite of offices for the college health service.

Still needed were a library, a fine arts building, a natatorium, a student union, and dormitories; according to a report President Davies filed with the State Bureau of Engineering a month after the dedication of the new complex, he felt \$2.4 million would need to be spent on new buildings in the next five years.<sup>7</sup>





## *A Future in the Liberal Arts: Wisconsin State College at Eau Claire*

The privilege of offering the bachelor of arts and bachelor of science degrees was implemented for the teachers colleges in the summer of 1951. The institutions were renamed Wisconsin State College at the appropriate location, and the legislature followed by renaming the board of regents the Board of Regents of State Colleges. When the liberal arts programs were instituted at Eau Claire, there were majors offered in biology, English, French, Spanish, geography, history, mathematics, music, physical science, social science, and speech. In 1955, economics was added to the list, the first such major made available among the colleges; in 1956, chemistry; and in 1958, physics, political science, psychology, and sociology, and an interdepartmental concentration, Spanish American studies.

Requirements for the B.A. and B.S. degrees differed in that the B.A. demanded a foreign language and the B.S. substituted a second minor for the foreign language. In 1952 a program was authorized whereby the B.A. or B.S. could be obtained after three years of residency at Eau Claire and further completion of the requirements for a liberal arts degree accomplished after transfer to a professional school, with a maximum of 32 senior credits at the professional school counting toward the B.A. or B.S. Many students took advantage of this chance to shorten a combined college and professional education by one year, particularly by transfer to the University of Wisconsin law school.

The coveted accreditation with the North Central Association was won in 1950, but the faculty continued to send a member every summer to the North Central workshop at the University of Minnesota and their reports were made to the faculty in meetings of the whole.<sup>8</sup> Under the direction of Dr. Wallin, the accreditation committee continued its work and, on the basis of a favorable evaluation, the American Association of Colleges of Teacher Education renewed in 1953 the earlier accreditation granted in 1928.<sup>9</sup> National recognition of outstanding students through listing in "Who's Who Among American College Students" came about in 1952.

Increased cooperation with the University of Wisconsin on transfer of credits on the undergraduate course level took Leonard Haas, dean of instruction, to Madison for a series of conferences beginning in the fall of 1951. Deans of the schools of commerce, engineering, journalism, law, medicine, and the office of advanced standing met with representatives of the Wisconsin State Colleges to suggest areas where strengthening of offerings would be helpful.<sup>10</sup>

Talks were also going on with reference to graduate study at the colleges, and the graduate committee at Eau Claire, chaired by Dr. Axel Peterson, made some frank self-evaluations and surveys of library and laboratory facilities. The possibility of a joint program with the University of Wisconsin was discussed on the Madison campus in September 1956 with Dean Lindley Stiles and Professor Camella Lowe of the school of education and Dean Conrad Elvehjem of the graduate school, but further work was suspended for a time until the newly created Coordinating Committee for Higher Education could review the possibilities.<sup>11</sup>

At Eau Claire there was awareness on the part of the president and the dean of instruction that they should seek new faculty among Ph.D. holders, not only to satisfy the accrediting agencies but to become ready to offer graduate work. Thus a majority of the new people brought to Eau Claire in the decade of the fifties held the doctorate.

## *The College at Eau Claire: "A Warm Human Climate"*

The reminiscences of a "faculty wife" who came to Eau Claire in 1953 are better than any words the authors can summon to describe the atmosphere of the college in that time. Emily Stowell has written:

"In the late summer of 1953, when the Stowells made a quick decision to leave Illinois College in Jacksonville for Wisconsin State College at Eau Claire, our Jacksonville friends thought we were mad to leave Governor Adlai Stevenson's balmy state for the frigid land of Joe McCarthy. However, we found a human climate warm enough to make up for the unaccustomed winters and had the fascinating experience of seeing the political climate change rather quickly.

"When we left Illinois, we bought a used bread truck and moved ourselves. Scarcely had we arrived at our newly purchased but ancient home at 420 Garfield Avenue when the warm human climate began to express itself. The friendly Kolkas next door greeted us with, 'You'll have to eat with us until you can get things unpacked,' and we did. Next to greet us was Bill Zorn, who sent a group of football players around to help unload the furniture, saying it was good exercise for their early practice and getting in shape.

"There was an auction that first week at the last house on Garfield across from the campus. A heavy rain frightened off the buyers and Ernest responded when the auctioneer said, 'Won't somebody bid \$2.50 on this sofa, just to get it going?' The result was a very nice sofa added to the family furniture



for \$2.50. President Davies dropped in to give us a hospitable greeting. He started to leave, then paused to say, 'Where is that \$2.50 davenport? I'll have to try that out.' He came back in and stretched out full length on the new acquisition. This incident is typical of the easy family feeling that pervaded the campus in that year when there were just 800 students — up greatly, as I recall, from the previous year.

"Another incident a few years later comes to mind. The faculty wives were meeting at that beautiful old house on the corner of State and Garfield, and those of us who were entertaining arrived to find smoke pouring out all the doors. Did we call the head maintenance man? Yes and no. Nobody but me seemed to think it strange that someone dashed to the phone and called Bill Davies, who came rushing over to fix the malfunctioning furnace.

"There were eight new faculty members that fall, a record number in those days, and among the couples were the Bakkens, Fays, Lehmans, Lees, and Stowells. Later in the year the Robert Weekses were added to the new crop. The Gil Tanners had a group in for bridge one night, and this same group, with changes as people left and others came in, continued to get together as the spirit moved for fellowship and bridge, in that order, for all our years in Eau Claire.

"The next year we were away in Spain on a Ford Foundation grant, and when we returned we became even more involved in faculty, community, and church youth activities, which gradually became interdenominational. The American Association for the United Nations was formed to create support for that 'last best hope,' and Ernest served as president and I as secretary at different times. For me, it was a high point when Eleanor Roosevelt came to speak on the campus, and Eau Claire attorney Edwin Larkin, chairman of the United Nations Day, did a masterful job of diplomacy in overcoming the hostility of ultra-conservatives in the area.

"During the next few years I taught part-time at the college, either in freshman English or in Spanish. Together, Ernest and I directed various study programs abroad: at the United Nations Center in Patzcuaro, Mexico; in South America; in Jalapa, Mexico; and the 1960 summer tour of Europe with Howard Lutz and Gil Tanner cooperating. One year we had a 'winter session' for young Mexican university students on the Eau Claire campus. Wisconsin-Michigan Language Center Abroad, which Ernest founded in those years, is still providing foreign study experiences for many young people each year.<sup>12</sup>

"The late Fifties were the days when two or three faculty members could not sit down together without having the conversation turn to their concern for the lack of social concern among the student body. The Second World War followed so closely by the disturbing Korean 'unwar' had produced a generation of bright young people who were dedicated solely to a search for security — it was the 'play-the-game, don't-make-waves, fight-for-safety-and-security, conformity-rather-than-ideals generation.' . . .

"Both our children had happy and rewarding years at the campus school, where they received an excellent foundation in their educations. We gave both of them the choice of where they could continue higher education, and neither we nor they have ever regretted that they chose to stay at Wisconsin State College/University-Eau Claire."

### *General Education and Interdisciplinary Studies*

The basic work on a general education program at Eau Claire was accomplished between 1947 and 1951, and for twenty years thereafter the college and university required an ideal distribution of courses in communication, history, social science, science, humanities, psychology, and philosophy. It had the distinction of being the first of the state colleges to require three semester hours of philosophy. There was opportunity, within this framework, to develop interdisciplinary studies, and a beginning was made in the 1950s in natural science, physical science, and the humanities. Ironically, according to Leonard Haas,

Most of these efforts fell by the wayside. Largely because we did not have faculty who were dedicated to that particular approach, and of course we were fighting a losing battle in the '50s because instead of taking an interdisciplinary approach, what was happening in higher education was a greater and greater emphasis upon the particular specialization because specialization was taking over. . . . We couldn't find people who had the general studies point of view as we were growing in population.<sup>13</sup>

The minutes of the social sciences division reveal some carry-over of the idealism of the immediate postwar planning into the next decade. A four-page document, "Some Statements about General Education," distributed to all the divisions for study, quotes Kirtley F. Mather of Harvard University: "Only a new type of education for citizenship in a world society, as well as for the technical ability to earn a living, can hope to succeed."<sup>14</sup> Dr. Schneider wished to introduce a new course in comparative



economics, and Dr. Wallin suggested adding courses in marketing and consumer economics, international politics, and recent world history. But advanced courses for liberal arts majors were almost impossible to develop and offer because the staffing of the departments was insufficient. Dr. Hibbard told his colleagues in 1953 that his student hour load was 431 at the "junior college" level compared to 26 at the "senior college" level, and that he regretted that his course in the politics of Eastern Europe had had to be cut. Also eliminated was Miss Miller's course in the age of imperialism. Appeals to the dean of instruction for help were fruitless, and at the meeting of May 4, 1954, Dr. Schneider announced that Dean Haas had informed him that he had put in all the pleas he could for additional staff and he had received only one more instructor for the college — "it appeared that the new teacher would not work in the social sciences."

Members of the division felt that working with prospective teachers in the broadfield social science major took a great deal of their time. In 1955 they were considering the requirements for a social science major with concentration in political science, a Latin American studies major that would cross departmental lines, and the regulations for honors courses as proposed in the Faculty Bulletin.

From 1951 the social sciences division was keenly interested in the reports of Erna Buchholz, the librarian, on the naming of the college library as a Central Depository of Federal Documents. The materials were transferred from the Eau Claire Public Library, but for a number of years had to be stored in the unfinished area under the campus school while plans for space in the new library took shape. The division's allotment for purchase of library books at the end of 1954 was \$1,300, of which \$800 remained unspent: it was suggested that \$500 be spent for standard works and \$300 for current works next semester. The division's share of the \$500 the college had for travel of faculty to national meetings at which the college should be represented, or a member of the faculty was to appear on a program, was \$58.33.<sup>15</sup>

Several of the Eau Claire faculty went abroad on exchange programs during the 1950s decade. Dr. Lois Almon, in biology, exchanged posts with Margaret Sterry of Bishop Otter College, Chichester, Sussex, England, through the Committee for the Interchange of Teachers of the U.S. Office of Education, in 1949-50. Ruth Hoard, supervising teacher in the campus school, was on leave of absence for 1953-54 as a Fulbright exchange teacher in New Zealand with Joyce Nagle of the Auckland, New Zealand, schools taking the sixth grade class

at the campus school. Another supervising teacher, Ruth Thompson, taught in 1957-58 in the school for children of United States Air Force and Navy personnel in Ankara, Turkey.

Dr. Lester Emans, director of teacher training and placement, was on leave of absence from 1953 to 1955 while he served in Paraguay, South America, as chief of the educational field party with the Technical Assistance Program in Teacher Education under the Department of State, United States Government. Upon completion of his tour of duty Dr. Emans was awarded the medal of honor by the government of Paraguay, and Mrs. Emans was also honored by the minister of education of Paraguay.

Hilda Belle Oxby took a group of students to Mexico in 1950 for the first "study abroad" the college attempted, and the Stowells conducted a seminar in Mexico in 1954. The reverse, interest in attracting foreign students to the Eau Claire campus, accelerated and the 1951 *Periscope* devoted two pages to portraits of students from other lands: Peter Pappas, from Greece; Yasu Suzuki, from Japan; Esperanza Cabrera, from Mexico; and Annemarie Juhlcke, Klaus Toma, and Annemarie Biehlmaier, from Germany. Thereafter, students from abroad increased in numbers each year and were so popular as speakers and guests in the community that their time sometimes had to be protected for them.

A North Central Association coordinator visiting Eau Claire in 1956 commented: "It was particularly significant on this campus to see and feel the interest in the international understanding. This is certainly a tribute to the leadership of President Davies in this field and to his staff, many of whom have been or are now actively engaged in projects or activities directly related to extending the horizons of teachers."<sup>16</sup>

### *The Wisconsin State Colleges: Legitimation and Coordination*

The legitimation of the Wisconsin State Colleges as colleges of liberal arts proceeded, step by step, through accreditation, additions of major programs, and granting of academic rank. At Eau Claire, 294 degrees in the liberal arts were granted at commencements from 1952 through 1960. Four times as many were granted to teacher education graduates, and in mid-decade President Davies was still defining the school as "a strong regional undergraduate college, primarily concerned with the preparation of teachers, and secondarily, with meeting the other needs of the area."<sup>17</sup>



One important point was reached in the legitimization process when the board of regents in 1954 adopted a faculty rank system for the Wisconsin State Colleges. Four ranks were established — 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.<sup>18</sup>

Governor Walter Kohler, who served the state in the chief executive office from January 1951 to 1957, revived the persistent idea of integration of the University of Wisconsin and the state colleges:

Again in 1953 bills were presented dealing with the subject of integration. A single board of regents would have been appointed with powers to enact rules and regulations for the university system which would include the state colleges, the University, Stout, and the Wisconsin Institute of Technology. A chancellor with powers over the general administration of the system was to be appointed to whom the president of each geographic unit of the system would be responsible. A major point of controversy in this plan was that it provided that all degrees issued by the schools were required to be uniform, which was interpreted to mean that all of the institutions would be entitled simply "University of Wisconsin" with no distinction as to which school granted the degree. Since the policy-formulating power would still rest with the individual college head, this provision drew a storm of protest from those who believed it would seriously impair the value of a university degree. The bills failed to pass.<sup>19</sup>

Authorized by the 1953 legislature were committees to study higher education in Wisconsin, and bills were introduced into the 1955 session which provided for a single board of regents, but controversial features such as uniformity of degrees and the employment of an overall administrator were omitted. The bills were supported by the state college regents, but regents, alumni, and faculty of the University were opposed. The grassroots feeling in the state was that as the state colleges moved into the liberal arts field and into the graduate field, there was less reason to keep them separate and apart. Mr. McPhee recalled the compromise:

The Coordinating Committee was a compromise between Charlie Gelatt and Bill McIntyre even though Governor Kohler is given the

credit for it. Gelatt and McIntyre as presidents of their respective boards spent about a week in the state capitol lobbying both sides of this question. They met and decided that they would work out a compromise that they would present to Kohler and then to their boards, and if they didn't accept it, they would both resign. . . . in all these efforts there is a goal for control of the academic programs in order to prevent duplication, control of the building programs in order to balance the building needs of public higher education, and control of finance.<sup>20</sup>

The new act, providing for a coordinating committee of fifteen, composed of four members from the regents of the University, four from the state colleges board of regents, the presidents of the two boards, the state superintendent of public instruction, and four citizens, passed late in the 1955 session. By prior legislative action, Stout Institute and the Wisconsin Institute of Technology were attached to the state colleges, and the 1955 legislature instructed the new Coordinating Committee for Higher Education to merge the facilities and programs in Milwaukee, bringing them into merger with the University of Wisconsin as the University of Wisconsin-Milwaukee.

### *The Enrollment Increase and the Building Boom*

On September 14, 1954, Francis Sand, of Phillips, Wisconsin, set a new record for registration at Wisconsin State College at Eau Claire when he was the 918th student to register. The previous record was 917 in 1949-50, and the Eau Claire *Daily Telegram* thought the occasion merited a photo of Sand with the 916th and 917th students, and with Lawrence Ziehme, college finance assistant, and Mrs. Frank Yuhas, clerk. Later registrations boosted the fall 1954 figure to 1,050. Each year thereafter, enrollment climbed until it reached 1,708 in 1959, a 70 percent increase. Other Wisconsin colleges had a similar growth pattern, which was attributed to the end of the Korean War with some students taking advantage of the G.I. Bill, to a national feeling of stability and belief in the future, and to prosperity and affluence.<sup>21</sup>

Already under way was a women's dormitory, and in September 1954 President Davies sent Eugene McPhee a list of four buildings which "should be sufficient for the next twenty years": a men's dormitory to complement the women's hall, and a student union, both of these to be built with funds obtained from the Wisconsin State College



Building Corporation, and a classroom building and a library.<sup>22</sup>

The building of residence halls represented the entering of the college upon a business enterprise and assuming the risks and responsibilities of a landlord. Projects of this kind in which the state, through the board of regents, could make or lose money were discouraged by the Constitution of Wisconsin.<sup>23</sup> In 1953, however, the legislature began to clear the way for the establishment of non-stock companies, known as "dummy corporations," to finance and build such income-producing facilities as dormitories and college centers. Under a 1953 law, such a corporation could lease land and buildings to the regents. The corporation's holdings would be tax-exempt, mortgaged by loans from the Wisconsin Investment Board.<sup>24</sup>

The logical outgrowth was the Wisconsin State College Building Corporation. Its directors were the regents themselves, and its meetings were held in the board of regents meeting rooms in the capitol, immediately after the formal regents' meeting. The two Eau Claireans, William McIntyre and Eugene McPhee, served as the corporation's president and secretary respectively, the same posts they held with the board of regents.<sup>25</sup>

The plan was that the Wisconsin State College Building Corporation would adopt the building projects proposed in the regents' meetings and finance them through loans from the federal Housing and Home Finance Administration and large Midwestern banks. Agreements would be arranged with the aid of the corporation's trustee, the First Wisconsin Trust Company of Milwaukee. In the case of dormitories, the corporation would issue Wisconsin State College Building Corporation "Dorm Bonds." The regents would lease the completed structure from the corporation for a rent payment that would decrease over a period of time, not more than 50, often only 10, years, until the title was assumed by the regents and the structure had, in effect, paid for itself through user fees, for, under Wisconsin law, legislative appropriations to the regents could not be used to pay rent to the corporation.<sup>26</sup>

The women's residence hall at Eau Claire was encountering setbacks: in the spring of 1954 the site was flooded when Little Niagara Creek overflowed its banks, and in August construction workers refused to work with the non-union employees of a local flooring contractor. Not until December 1955 was the building opened, and it cost well over the \$580,000 estimated. However, housing 140 women, it was the largest dormitory in the state colleges, and it contained recreational facilities for

both hall residents and commuting students.<sup>27</sup> The spacious lounge on the south side, whose tall windows gave a view of the Putnam Park bluff, became a very attractive center for college social gatherings, and it was the scene of the reception for delegates from all the state colleges when the Association of Wisconsin State College Faculties held its biennial meeting at Eau Claire in 1956.<sup>28</sup>

In 1954, land just to the west of the women's residence hall was acquired from the Putnam family through a quitclaim deed offered by Katherine Putnam Schrauff. Two years later, funds for a men's dormitory, budgeted at \$545,000, were included in the \$3 million loan obtained by the Wisconsin State College Building Corporation from the federal government to build dormitories on all nine campuses. Ground was broken at the site of the men's hall on May 2, 1957, and 240 men moved into the new building at the beginning of the 1958-59 school year.<sup>29</sup>

### *The College's Acquisition of Putnam Park*

If the campus of Wisconsin State College at Eau Claire were to expand further, the direction would be to the west and south, for the Chippewa River was the northern boundary and on the east was the quiet residential neighborhood of Eau Claire's Third Ward. With the Owen purchase on top of the bluff and plans for athletic fields in that location, it became natural to think of the college's acquiring Putnam Park, the strip of wooded land between the college's existing and proposed facilities. Indeed, the "200 acres more or less" which Henry Putnam had given to the city of Eau Claire in 1909 had figured as a major consideration in choosing a site for the Eau Claire Normal School in 1916.<sup>30</sup>

In the late 1940s, William McIntyre and Eugene McPhee, whose wife was a Putnam relative, began quietly working with their friend, Eau Claire attorney James Riley, on acquisition for the college of the woodlands abutting the campus. In 1948, the principal Putnam heirs, Cleaveland Putnam and Katherine Putnam Schrauff, signed an agreement officially naming the college, with the city, as a party responsible for the administration of the park. The agreement was not made public until eight years later, when Regent McIntyre and Director McPhee appeared at a meeting of the Eau Claire city council to propose that the city cede the park to the college. The Putnam heirs quitclaimed their interest in the park to the board of regents in July 1956, setting off a controversy between town and gown, neighbor and neighbor.<sup>31</sup>

Battles over Putnam Park were fought on doorsteps of homes, in the papers, and at a public hear-



ing. Opponents of the transfer reminded their neighbors of the value of the park; they quoted the original Putnam deed to the city, "... you have a park that is unique . . . none like it in the state." Some homeowners in the vicinity feared an uncontrolled expansion of the college that might lower property values. Cynics suggested that the city give away all the parks to expansion-minded industries and agencies.<sup>32</sup>

The conflict reached a climax in the crowded auditorium of the city library on February 12, 1957, at a long public hearing presided over by Leonard Haas in his role as president of the city council. Presentations, carefully planned and rehearsed, were made by Regent McIntyre, members of the college administration and faculty, the state planner Henry M. Ford, the director of the board of regents Eugene McPhee, attorneys James Riley and Victor Wahl. Resistance to the transfer was eroded, and the city offered to the board of regents a formal agreement which was accepted by the latter at their meeting of April 26, 1957. The city retained certain rights, including continued public use of Garfield Avenue and Putnam Drive through the park, while the college, through the board of regents, obtained ownership and promised to maintain the land as a public natural park and laboratory.<sup>33</sup>

Within a year of the Putnam Park transfer, the college acquired the 28-acre Wilson property above the west bluff. Eugene McPhee asserted that the college "had enough land to last for a hundred years." In an interview with the authors in 1973, Mr. McPhee acknowledged that his prediction had been off by 94 years, for in 1964 the university began acquiring land on the north bank of the Chippewa River.

### *"One of the Finest College Unions in the United States"*

The student union was moved from the barracks to the old gymnasium in 1952, next to the cafeteria on the lower floor of Old Main. "Such a union," Mr. Davies wrote to Mr. McPhee, "would always be substandard because of limitation of space and the impossibility of the proper arrangements of expanded food services." A separate building would be necessary.<sup>34</sup>

In the *Spectator* of September 19, 1956, the formation of a union committee was announced: Lester Emans, chairman, Leonard Haas, Ida Hinz, Erna Buchholz, Charles Hornback, Robert Gantner, Lester Gilbertson, and Carroll Rusch. Members of the committee toured the union facilities of other colleges in Wisconsin during the winter, and

President Davies took time off from his vacation to compare unions on several Midwestern campuses. The Building Corporation was able to arrange a loan of \$645,000 from the federal home loan agency, to be paid off over the succeeding forty years. After a sampling of student opinion, a site was chosen for the union just south of Old Main, bordered by a relocated Little Niagara Creek.<sup>35</sup>

Even before the building was finished, Clayton Anderson, an alumnus who was director of recreation at the Eau Claire Y.M.C.A., was hired to be in charge of the student union and its programs. The \$750,000 structure was completed in June 1959. "One of the finest college unions in the United States" was the proud boast both of students and of the college administrators who entertained the Area Committee and community service clubs in the new facility. The mode of financing the union through the dummy corporation, and the fact that the building cost less than a mile of new highway construction, were brought to the attention of members of the public who were present at the first functions held in the building.<sup>36</sup>

The 1950s student body produced many champions. For the dedication of the new gymnasium in 1952, Bill Zorn invited the basketball team from his alma mater, the University of Chicago, and before 2,000 fans the Eau Claire team, with stars Roger Hanson and Stan DuFrane, won the game. Mr. Zorn was president of the NAIA in 1953-54. In 1955 the basketball team won the conference championship with a strong team consisting of men like Carl Glocke, Bob Morgan, Jim Bollinger, and Roger "Jet" Johnson, and in 1956 the team won the privilege of attending the NAIA tournament for the fifth time. Coach Zorn was elected in 1958 to the Helms Hall of Fame for his outstanding contribution to the sport of basketball.

In football Eau Claire won the state conference championship in 1956 with Don Pierce and Jim Bollinger as co-captains. Don Pierce was selected as "Little All-American" member of NAIA and Jim Bollinger ranked in the top 15 in the nation in total offense and passing. The next year Ade Olson yielded the position of head coach of football to James Rice, who came to Eau Claire to succeed Jerry Person in the department of physical education.

In addition to basketball and football, varsity athletics included baseball, tennis, track, golf, wrestling, and skiing. Early in the '50s the Vann Klar Ski Club was organized.

Forensic competition also produced champions like Joan Reidy, who was named 1953 outstanding debater in the National Debate Tournament.





**WISCONSIN STATE COLLEGE CONFERENCE CHAMPS:** Front, left to right: Coach Bill Zorn, Vic Bundgaard, Assistant Coach Gerry Persons. Back, left to right: Jim Bollinger, Tom Webster, Bob Morgan, Jet Johnson, Jim Schrantz, Keith Bartig, Darrel Fitch, Carl Glocke, Roger Hanson, Skip Lord, Jim Leary, Roland Moy, Bernard Abrahamson, Mike Faldet, Loren Benson, Bob Hessler, and Kirk Milligan.

With Patricia Litsheim, Richard Bennett, George Gerner, and William Larson, Joan Reidy won the national discussion contest of the Speech Association of America on the topic, "How Can We Most Effectively Combat the Threat of Communism?" The judges commended them for handling the McCarthy issue "intellectually," for original and clear thinking, and for excellent delivery. The year 1954 was the coming of age of television as a medium of public information when the Army-McCarthy hearings were broadcast.<sup>37</sup> The International Debates, often with teams from Oxford and Cambridge, England, became an annual event from 1952. The speech fraternity, Pi Kappa Delta, was established at Eau Claire in 1951.

Interest in journalism grew following the establishment of the minor in 1954, and Pi Delta Epsilon, journalism fraternity, was formed in 1956. Two years later, the Eau Claire Press Company scholarships were established and Eau Claire hosted the first annual Wisconsin State College Press conference. The *Spectator* continued to garner top honors in various categories of national competition.

In 1955 honor students in English founded the *Tatler*, a magazine of original prose and poetry. Ruth Foster's art students formed a club in 1954 called the Art Club, and in 1956 fifteen members qualified for membership in the national art fraternity, Kappa Pi. The first exhibit, May Fair, included work of both students and faculty.

Delta Zeta, a women's social and service sorority, was organized in 1956, and their first project was the hostessing of the reception for the Association of Wisconsin State Teachers College Faculties in the lounge of the women's residence hall in the spring of that year. A second sorority, Gamma Sigma Sigma, was founded in 1959.

Compulsory convocations made some students restless, but in 1953 the Student Government emphasized their importance: "Convocations do provide one means of broadening outlook and knowledge." By 1955 the convocation requirement was merged with the Forum except for freshman meetings once a week. Discipline problems were minor, amounting to vodka drinking on a field trip or a rash of hubcap stealing. President Davies remained conservative, enlisting alumni, legislators, and citizens in an effort to defeat the "dangerous precedent" of allowing beer in the Marquette University union.<sup>38</sup>

### *The Library: "Heart of the College"*

In 1955, the instructional and activities requirements of the department of music were brought together "under one roof" in a two-story addition to the earlier rehearsal room adjoining the heating plant. The next academic building project, it was determined, should be the library, and in 1955 a committee was formed with Leonard Haas, chair-



man; Josephine Schneider, Erna Buchholz, and Delia Anderson, for the library; and Laura Sutherland, Eldon McMullen, and Louis Slock, for the faculty. Not only had the North Central Association examiners found deficiencies in the library in 1950, but the emphasis on the liberal arts and the growth of new academic programs and enrollment convinced the holders of the state purse strings that a separate library building was essential at Wisconsin State College at Eau Claire.

Erna Buchholz, head librarian, visited libraries wherever she traveled, and had literally surveyed them from "coast to coast," including Harvard's Widener Library. President Davies was particularly interested in reviewing the plans of the new Wartburg College library at Waterloo, Iowa, and the Wartburg concept of limited-access stacks and a third-floor penthouse documents area was adopted for Eau Claire's building. Over the objections of Erna Buchholz, classrooms were provided on the south side of the library. Used primarily by the history department, which had offices nearby, the inclusion of these rooms in the plans postponed for a while the inevitable demand for a separate classroom building at Eau Claire.<sup>39</sup>

At the groundbreaking ceremony on May 20, 1959, for which classes were dismissed, Erna Buchholz turned the first shovelful of earth. President Davies was present, but before the placing of historical materials in the cornerstone, a quiet ceremony held on February 15, 1960, he had died. The four-day dedication was held October 27 through 30, 1960, and both the council of presidents and the board of regents arranged to meet in Eau Claire at the same time. At the formal dedication on October 28, Eugene McPhee, the principal speaker, spoke of the library as the "heart" of the college, from which "all intellectual activities radiate. . . the repository of man's knowledge, of his hopes for progress and betterment." Regent W. D. McIntyre said that he would be less than human and less than honest if he were not especially pleased with the development of the Eau Claire campus. Dr. Edward C. Blackorby of the history department chaired the committee arranging the dedication, which included tours open to the public, a special brochure, and a dinner for the Area Committee and honored guests.

The library, built at a cost of \$1,140,000, was a three-story building facing Garfield Avenue and the Chippewa River, just to the west of Old Main. Walls in the entrance lobby were of Italian marble; the reserve library and reading room and curriculum library, moved from the campus school, were on the first floor; the main reading room, library desk, and

browsing room on the second floor, with workrooms for the library staff and a classroom for courses in library science. The third floor housed government documents and the Area Research Center of the State Historical Society of Wisconsin. The new building was connected to Old Main, named in 1960 Schofield Hall, by a two-story glass-enclosed walkway, from which vistas of Putnam Park on one side and the river on the other were revealed.<sup>40</sup>

### *Specialization: The Introduction of New Programs*

In a letter to Eugene McPhee written in July 1955, President Davies reported a demand in northwestern Wisconsin for "many commercial graduates with more education than can be secured in the vocational school. Certainly there is the opportunity to prepare many young people for public administration." Though Whitewater had a specialty in business education, it was a common saying that its graduates would teach anywhere except "north of the Baraboo hills." The proposal for academic work in business, when put to the social sciences division in 1956, was a dual one, advocating a teaching major in business education and a liberal arts major in business administration. The business education curriculum was developed with the department of education and offered in 1959 as an "opportunity to obtain a broad liberal arts college education combined with the professional education necessary for teaching." Courses in accounting, business law, and finance were introduced into the economics department beginning in 1957, and the major in business administration was approved in 1960.<sup>41</sup>

Leonard Haas, dean of instruction, accompanied by John Gerberich, assistant professor of biology, appeared before the board of regents in 1955 to obtain approval of a program in medical technology. As no other state college was interested in such a program at the time, they met with no opposition and Eau Claire became the first state college to offer the degree in medical technology.<sup>42</sup> Requirements for the degree were that three years and one summer session of study be completed at the college, with a fourth year of internship in an affiliated hospital, the degree and certification as a medical technologist to be awarded after passing an examination successfully at the end of the clinical year.<sup>43</sup>

The degree program in nursing, though not approved for Eau Claire until 1965, grew out of relationships established in the 1950s with the school of nursing of Luther Hospital, Eau Claire. In September 1953, students of the Luther Hospital school began to take regular college courses at Wis-



consin State College at Eau Claire in sociology, general psychology, and English 1. Taught at the hospital by college faculty were courses designed especially for nurses in microbiology, chemistry, and anatomy. Beginning in 1954, nursing students were enrolled at the college as regular college students for the first two semesters and the summer session of their first year, paying tuition directly to the college, and a coordinator of nursing education, who was paid partly by the college and partly by the hospital, was named. This arrangement continued for a number of years.<sup>44</sup>

Under the guidance of Dr. Lester Emans, the curriculum in education was greatly strengthened in the 1950s. Many of the older 2-credit courses were combined into an 8-credit practicum and professional semester program, which required that prospective teachers devote most of the senior year to on-the-job experience and to college courses related directly to that experience. This was the first such program in the state colleges. Dr. Axel Peterson was supervisor of secondary student teaching and adviser to the Student Wisconsin Education Association chapter formed in 1951. Recently graduated teachers from Eau Claire and other colleges were encouraged to come to the annual inservice conferences scheduled to coincide with fall Homecoming.

Dr. Emans served as president of the Wisconsin Association for Student Teaching in 1957, and as chairman of the Wisconsin Commission on Teacher Education and Professional Standards from 1960 to 1965, representing the state organizations at many national conventions. Louis Slock, director of extended services, represented the college at the annual meetings of the Association for Field Services in Teacher Education, and in 1959 served as president of that organization and brought its annual conference to Eau Claire.

From contacts with public school teachers it became apparent that there was a need for preparation of teachers of retarded children, and in 1958, with the approval of the Coordinating Committee for Higher Education, a special education program to train teachers of the mentally retarded and physically handicapped was begun at Eau Claire. In the same year the coordinating committee recommended to both boards of regents that cooperative programs in teacher education be organized at the master's degree level. At Eau Claire, President Davies appointed a graduate council of "graduate faculty," defined as those holding the doctorate, to establish regulations covering graduate work at the college and determine the readiness of the departments to offer it. Dr. Melvin

Rigg was appointed Eau Claire's representative on the joint Standing Committee on Graduate Education composed of one faculty member from each of the state colleges and four from the University of Wisconsin. In the summer of 1960, the program was inaugurated at Eau Claire with six courses offered in liberal arts and education foundations.<sup>45</sup>

Following the development of the atomic bomb in the Second World War, the interest in science and particularly the peaceful uses of the atom grew enormously.<sup>46</sup> The National Science Foundation, created in 1950, provided support for students of science and for institutes in the sciences. In 1956 Eau Claire succeeded in attracting the first effort of NSF to improve the teaching of astronomy by means of a summer institute. The institute's student body consisted of 50 teachers and supervisors of science and astronomy selected from small colleges and a few from high schools. William A. Calder of Bradley Observatory at Agnes Scott College was the director, and Charles Koelsche of Wisconsin State College at Eau Claire was assistant director. Faculty were drawn from the Massachusetts Institute of Technology, Indiana University, Cornell University, the University of Michigan, and Vanderbilt. Edward M. Palmquist, NSF program director for education in the sciences, was the introductory speaker on the first day of the institute. Several lectures were given for the public. A local amateur maker of telescopes, S. W. Casey, assisted with the night observing programs, lending his own handiwork, a 4 1/2-inch refractor.<sup>47</sup>

The interest in the teaching of science, though real, did not prepare either the colleges or the public for the tremendous impact of the first satellite, launched by the Soviets in November 1957. There was an immediate demand for upgrading science courses from the junior high school level up, in order to produce technicians, engineers, and scientists who could beat the Communists at this new game. It was the campus school that initiated a formal discussion of the impact of the Soviet achievement on the schooling of young people. The *Minneapolis Tribune* education editor, Richard Kleeman, was persuaded by the parent-teachers association to hold one of his series of symposiums on the challenge of Sputnik in Schofield Auditorium, Eau Claire. Dr. Rufus W. Lumry of the University of Minnesota, professor of physical chemistry, was consultant to the panel, which consisted of Stephen Andrews, president of the Eau Claire board of education; Dr. Harold Conlon, parent, physician, and member of the Eau Claire Central PTA Council; Dr. Alan Lehman, associate professor of English at Eau Claire; and C. P. Olson, science teacher in the



campus junior high school. More hard study was urged, "watered" courses and "too little enrichment" were deplored, and it was suggested that imaginative teachers should get merit pay; parents, though interested, were not alarmed by the challenge.<sup>48</sup>

### *The Organization of the Foundation: Its Purposes*

The slogan of the Eau Claire Chamber of Commerce, "Green Light for the Fifties," expressed the optimism that pervaded the city of 36,000 as it entered the decade, hoping to grow to 50,000 in population before it had ended. Appreciation of the college as an asset grew and was fostered by the series of Sunday evening radio broadcasts about the college and its programs which began in 1956 and lasted until 1961, when Dr. Haas began the regular television weekly presentations. The Eau Claire College Committee was one of Mr. Davies' devices for increasing interest in the school, and in 1957 he invited 30 citizens, the area assemblymen, the state senator, the regent, the city manager, the city council president, Leonard Haas, and the Chamber of Commerce committee on the college, to become members of such a group and meet twice a year. Mr. Davies also organized a college public relations committee of ten faculty members, three students, and two directors of the Alumni Association.

The scholarship committee of the faculty administered small amounts of loan money contributed by the AAUP, AFT, PEO, BPW, women's clubs, sororities, and individuals, and the Kathryn Davies Memorial Award fund, but the amount available seldom reached \$1,000. One of the most active of the subcommittees of the College Committee was the Scholarship and Loan Committee headed by Richard J. Lewis, president of the American National Bank and Trust Company, and the report of that committee led to the creation of the Wisconsin State College at Eau Claire Foundation, Inc. The committee perceived in May 1958 that the National Defense Education Act providing student loans would require local funds to match the federal grants on a one to nine basis, and further study led to the incorporation on November 5, 1958, of the Foundation. At the first meeting on November 25, Louis Weinberg was elected president; Edwin Larkin, vice president; Bruce Pannier, treasurer; and Mrs. R. R. Richards, secretary.

The following May, the Foundation board took the initial action to match the first federal loan allocation with \$1,600. Members and directors conducted the fund raising activities, and in

February 1960 the Foundation was able to match an additional \$41,693 federal appropriation by providing \$4,632. The idea of a memorial fund for W. R. Davies was originated immediately after his death in December 1959, and the Foundation undertook a goal of \$15,000 with Albert Larson heading the drive, which was successfully completed between May and September of 1960. Soon after the Foundation's incorporation as a legal depository for gifts and bequests, the existing Thorson fund was put under the umbrella of the Foundation and other funds were deposited as the Foundation's capability became known. In March 1961 President Haas suggested that the Eau Claire College Committee be abolished and the board of directors of the Foundation be enlarged. William R. Peters was hired as part-time executive secretary of the Foundation, to plan its expansion and conduct fund drives, in July 1962.<sup>49</sup>

### *Faculty Members as Servants of the Community*

Leonard Haas was elected to the Eau Claire city council in 1949 and served for four consecutive two-year terms and as president of the council in 1955-57. When the city manager form of government came under attack in 1957, Dr. Haas defended it as chief spokesman before a number of community meetings. He was active in the affairs of the Kiwanis Club, as president of the Eau Claire group, lieutenant governor of the Wisconsin-Upper Michigan District, and a member of the Kiwanis International Committee on Education and Fellowship, and in 1957 he was given the Kiwanis Achievement Award for Civic Service. For his church, Dr. Haas served on the Board of College Education of the American Lutheran Church, which had oversight of eleven small denominational colleges, and as superintendent of Grace Lutheran Sunday School in Eau Claire; in 1957 he was the recipient of the Lutheran Layman's Award. He was also a member of the boards of the Eau Claire Public Library, the Eau Claire Community Chest, and the Eau Claire County Guidance Clinic, which was given quarters on the campus of the college for several years.

Richard Hibbard, on leave of absence for government service in Washington, D.C., from 1953 to 1955, returned to Eau Claire to resume teaching and take on the office of director of admissions at the college. Dr. Hibbard was elected to the Eau Claire city council in 1957 and served four consecutive terms and as president of the council in 1963-65. Chosen by the council a member of the first Eau Claire city plan commission, he also served his church, the First Presbyterian of Eau Claire, as



chairman of its planning and expansion committee and as historian. He was active in the Rotary Club.

Already having served two terms in the Wisconsin legislature as assemblyman from Pierce County, Arthur Peterson became an instructor in political science at Wisconsin State College at Eau Claire in 1954. At the 1952 state Republican convention, delegate Peterson had been "booed, heckled, and physically threatened" when he rose to speak against a resolution praising U.S. Senator Joseph McCarthy. He was on leave from the college in the first semester of 1956-57 to run for Congress against Lester Johnson, Democratic incumbent of the Ninth District; though he lost, Peterson gave Johnson the closest race he ever had.<sup>50</sup>

Another Republican on the faculty, Charles Hornback, principal of the campus school, tried for Congress in 1958 against Lester Johnson without success. Mr. Hornback ran into opposition from members of his own profession when the AFT Local 917, headed by Robert Weeks of the English department, passed a resolution condemning Mr. Hornback for his criticism of Walter Reuther, the great labor apostle of the day. Arthur Peterson defended Mr. Hornback in the local press. While exposing a division along political lines among the faculty, the Hornback incident also brought out prominent members of the community to criticize Mr. Weeks and other members of AFT.<sup>51</sup>

### *President Davies: His Views of the Larger World*

As president, W. R. Davies must be counted as a force which shaped Wisconsin State College at Eau Claire into a more sophisticated institution in the decade of the 1950s. His concept of the college and his interest in the world beyond the campus rank with accreditation, faculty rank, curricular developments, the new buildings, and the Foundation as elements of the legitimating process. "You showed him a hornet's nest and he'd go in there," Mrs. Davies recalled. "If he thought he was right, you couldn't budge him." A faculty member of the fifties described Mr. Davies as a dedicated administrator who was willing to do anything "politically possible" for the college.<sup>52</sup>

Wisconsin as a state was far from the liberal center of the nation, and Eau Claire was an isolationist area of the state; often Mr. Davies would find the beliefs held by those with whom he came in contact in disharmony with the role he was attempting to build, the role of educator. To his credit, he tried to enlarge the thinking of students, citizens, and government officials, exerting influence whenever the opportunity arose.

A charter member of the Wisconsin branch of the American Legion, Mr. Davies was the recipient of 1953 Legion propaganda which, in a "Back-to-God" movement, attacked "higher education and worldly culture" as well as UNESCO, the education arm of the United Nations. Labeling the material "tommyrot," and "a little more than I can swallow," Mr. Davies asked the state commander, "Have the rabble-rousers taken over?"<sup>53</sup>

President Davies was a leader in the formation of an Eau Claire chapter of the United Nations Association, a national organization devoted to support of the work and ideals of the UN, and he became president of the state group in 1955. On April 20, 1954, Eleanor Roosevelt, the former First Lady, was the honored guest and main speaker at a United Nations Day in Eau Claire. The college's gymnasium was the location of the afternoon rally which drew over 2,000 people to hear Mrs. Roosevelt.<sup>54</sup>



Eleanor Roosevelt, W. R. Davies, Delpha Davies

Inviting William O. Douglas, the Supreme Court Justice, to speak at commencement in 1956, President Davies wrote: "We are still in an isolationist area of the state and the expression of the kind of sound thinking you do on things international is needed not only for the graduates but for the parents and friends . . . even though they refuse to take the time to read an article." When Justice Douglas was unable to accept the invitation, President Davies turned to Norman Cousins, editor of the *Saturday Review of Literature*, who was eventually the speaker at the 1957 commencement.<sup>55</sup>

The Forum which he originated continued to bring to the campus and the community many famous speakers from the outside world. The highest paid of the lecturers in the 1951-52 series was Arthur



Schlesinger, Jr., the Harvard historian, who received \$500. Others included Margaret Bourke-White, the photo-journalist; Dorothy Thompson and Louis Fischer, journalists; William Lawrence and Farrington Daniels, scientists; and Carlos Romulo, of the Philippines, and Jarmila Novotna, the opera singer, both of whom were entertained in the Davies home. Following the November 1957 appearance of journalist Roscoe Drummond, Mr. Davies scolded the student body for a three percent turnout:

I hoped that we had a large group of *thinking* students, but perhaps they are quite willing not to face the issues of the world that we hope they will live in tomorrow.

The science faculty he chided for their conspicuous absence from a lecture by Ralph E. Lapp, the renowned nuclear scientist. Forum speakers were often saved from total embarrassment by the participation of the community. "Don't sell the community short," Mr. Davies said to a student government leader after one speech, "without them last night we really would have looked foolish."<sup>56</sup>

When many were building fallout shelters, Mr. Davies voiced his opinion that "there is no longer any adequate defense against disaster, except through all-out efforts in mutual understanding and disarmament. In that direction we should concentrate all our efforts." He believed in an active citizenry: "The apathy of the adult voter sets the pattern for the young Americans," he wrote. When Joseph McCarthy died in 1957, Mr. Davies urged upon Governor Vernon Thomson thoughtful consideration of ways by which the vacancy in the Senate might be filled. He strongly supported the state president of the League of Women Voters when she visited Eau Claire to interest women in a local chapter, offering to circularize his own women teachers and the faculty wives.<sup>57</sup>

Wisconsin State College at Eau Claire joined the AAUP list of institutions protesting the loyalty oath required of students receiving loans or grants under the National Defense Education Act of 1958. Of this requirement, U.S. Senator John F. Kennedy said, "it acts as a barrier to prospective students . . . it is distasteful, humiliating, and unworkable to those who must administer it."<sup>58</sup>

The influence of President Davies on the members of the faculty and the administrators who learned so much by working closely with him was incalculable. Three young teachers — David Bowman, Karl Meyer, and Harry Bangsberg — went from Eau Claire to the office of Eugene McPhee, both to assist with central office curricular planning for the system, and to learn more of the administrator's skills. As his retirement drew near, Mr. Davies told

a friend that the college presidency was "a wonderful experience and a very busy one," and that retirement brought one problem he was trying to solve, "the problem of leisure — a new experience for me."<sup>59</sup>

On September 8, 1959, President Davies wrote to Director McPhee:

I want to thank you and the members of the board for naming Dean Haas as acting president, thus relieving me of the countless details of administration, pending my retirement as president on January 5, 1960.

I would also be remiss if I did not tell you that, in my opinion, Dean Haas has to a very high degree all the qualifications for the position as president. He has been my colleague for eighteen years, both in the role of a most excellent history teacher, and since then the leader of the administrative group of the college. In every capacity his performance has been top-flight. I believe he has the undivided confidence of the citizens of the area and the faculty and student body, and is just a sort of "natural" for the position.

Meanwhile he has found time for real civic leadership, and he is also on the National Board of Christian Education of his church. He is young in years and spirit, and yet seasoned and ready to assume the heavy responsibilities of the office of the president. I commend him to you with no reservations.

In an unprecedented move for a college faculty, the Wisconsin State College at Eau Claire faculty voted unanimously for a resolution to the Board of Regents of State Colleges requesting that Dr. Haas be named president-elect. This the board did on November 16, 1959. Contrary to expectation, Dr. Haas succeeded to the presidency before the end of the decade, when William R. Davies died on December 10, 1959. At the memorial service held in the auditorium of Old Main, Dr. Haas gave tribute to President Davies' "abiding faith in his fellowman, his belief in the essential dignity and integrity of all men, and his effort to apply his philosophy in the management of the college."<sup>60</sup>

## CHAPTER VI — FOOTNOTES

<sup>1</sup> W. R. Davies, text of speech, January 3, 1951, President's Correspondence, Archives, UW-Eau Claire.

<sup>2</sup> Interview, John Jenswold with Leonard Haas, February 12, 1975.

<sup>3</sup> During the 1950-51 school year, 29 students withdrew to enter military service. Perhaps a number of young men had an experience similar to that related by alumnus Ted Wyman in the *Whitehall Times*, December 26, 1974: "In



1951 I saved up \$28 over the summer and matriculated at Minnie Creek, as the institution was nicknamed . . . it took about three months for me to fully realize that college didn't agree with me, and Uncle Sam was snapping up 19-year-olds like sixty, to send to Korea. So on December 9, 1951, I unmatriculated from Minnie Creek and matriculated in the Air Force. . . . After four years I still hadn't found myself, but, spurred on by that girl in the Blugold Room and encouraged by the G.I. Bill, I rematriculated at Wisconsin State College at Eau Claire. . . . This time, college agreed with me, and, in 1960, all that matriculating finally paid off."

<sup>4</sup> Alexander C. Eschweiler is referred to as "one of Milwaukee's most distinguished architects" in Richard W. E. Perrin, *The Architecture of Wisconsin* (Madison, the State Historical Society of Wisconsin, 1967), p. 84, and commended for his church designs and buildings at Milwaukee-Downer College.

<sup>5</sup> E. B. Fred, speech text, October 31, 1950, Archives, UW-Eau Claire. The gilded shovel used in the groundbreaking, which bears the signatures of the dignitaries present, is preserved in the Area Research Center, UW-Eau Claire.

<sup>6</sup> Letter, E. B. Fred to W. R. Davies, November 1, 1950, regretting the latter's absence from the groundbreaking, President's Correspondence, Archives, UW-Eau Claire.

<sup>7</sup> It was assumed that the barracks used for classroom, college union, and housing could be removed soon after completion of the new complex, but they continued in use until 1955, when the regents provided the \$24,000 needed to raze them. Local real estate interests proposed renting two old mansions near the business district to the college for student housing, but President Davies rejected the offers, noting that remodeling costs would not justify their use; letters, L. G. Arnold to W. R. Davies, June 26, 1950, and Davies to Arnold, August 9, 1950; Julius J. Dinger to W. R. Davies, December 2, 1954, President's Correspondence, Archives, UW-Eau Claire.

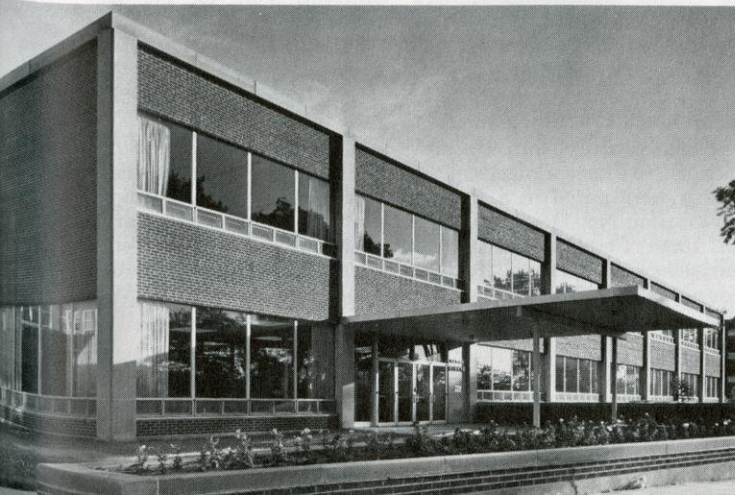
<sup>8</sup> Those who attended the workshops, beginning in 1948, were: W. Parker Clark, Leonard Haas, J. R. Wallin, Earl Kjer, Hilda Belle Oxby, Robert Gunn, Louis Slock, and Henry Kolka.

<sup>9</sup> Accreditation Report of the AACTE, Archives, UW-Eau Claire. In 1954, on motion of J. R. Wallin, the accreditation committee was dissolved in favor of centering studies in the North Central committee. The college was visited by a North Central coordinator in 1956.

<sup>10</sup> Sutherland, unpublished ms., chapter on "The Graduate Program."

<sup>11</sup> Minutes of the graduate study committee, office of the Dean of Graduate Studies, UW-Eau Claire.

<sup>12</sup> Letter Emily Stowell to Hilda Carter, November 1974. Dr. and Mrs. Ernest Stowell left Eau Claire in 1965; "Gradually this work in foreign exchange seemed to offer us a larger scope for our personal efforts toward creating a climate of peace in a world which badly needs it, so we finally left the faculty to devote ourselves to Amity Institute, located at Del Mar, California, which brings some 150 young people from overseas and Mexico to teach in schools in the United States each year."



<sup>13</sup> Interview, Jenswold with Haas, May 28, 1975.

<sup>14</sup> Distributed March 12, 1951.

<sup>15</sup> Minutes of the Social Sciences Division, November 11, 1954.

<sup>16</sup> Report of visit of North Central coordinator to Eau Claire, in *Faculty Bulletin* March 30, 1955.

<sup>17</sup> Letter, Davies to McPhee, July 9, 1955, President's Correspondence, Archives, UW-Eau Claire.

<sup>18</sup> Resolution 1063, Proceedings of the Board of Regents of State Colleges, 1953-55.

<sup>19</sup> Caryl A. Regan, "Higher Education in Wisconsin" (Madison: League of Women Voters of Wisconsin, 1956), pp. 3-4.

<sup>20</sup> McPhee, interview with Fredricks, pp. 286-7.

<sup>21</sup> Wyman, *op. cit.*, p. 16; M. Janette Bohi, *A History of Wisconsin State University-Whitewater, 1868-1968* (Whitewater, Wisconsin: Whitewater State University Foundation, 1967), p. 201; Richard D. Gamble, *From Academy to University, 1866-1966: A History of Wisconsin State University-Platteville* (Platteville, Wisconsin: Wisconsin State University, 1966), p. 263.

<sup>22</sup> Letter, Davies to McPhee, September 7, 1954, President's Correspondence, Archives, UW-Eau Claire.

<sup>23</sup> The fear of bankrupt government was with the framers of the Wisconsin Constitution (1848), who stipulated that the state could go into debt only for public defense and extraordinary expense to be covered by increased taxes. Even then the debt could not exceed \$100,000.

<sup>24</sup> Senate Bills 26, 27, and 28, *Senate Journal*, 1953. Dummy building corporations were simultaneously authorized for the University of Wisconsin and the Wisconsin State Colleges. Sanctioned projects were defined as "all dormitories, commons, field houses, stadia, indoor practice buildings, memorial unions, and all equipment therefor . . . and all improvements." (*Wisconsin Statutes*, Ch. 36.06 (6) (a) 2. Approval for State Colleges established in Ch. 37.02 (3). 1955 edition.)

<sup>25</sup> Wisconsin State College Building Corporation, Proceedings, April 29, 1953.

<sup>26</sup> Senate Bill 28, *Senate Journal*, 1953.

<sup>27</sup> The building of the women's dormitory is traced in *Spectator*, May 5 and June 5, 1954; February 16, September 29, and November 23, 1955. The labor dispute is recorded in a series of letters between Davies, McPhee, the general contractor, and the flooring contractor, President's Correspondence, Archives, UW-Eau Claire.

<sup>28</sup> The newly formed Delta Zeta sorority was asked by Stella Pedersen to plan and hostess the reception; faculty adviser to the sorority was Mary Rowe; community representative, Hilda Carter.

<sup>29</sup> *Spectator*, March 1, 1956; February 28 and May 9, 1957; September 25, 1958. The first dormitory was officially known as "Women's Residence Hall" until March 1960, when it was renamed Katharine Thomas Hall, honoring a member of the first faculty of the Eau Claire State Normal School (*Spectator*, March 17, 1960). "Men's Residence Hall" retained its original name until January 1960, when it was named Emmet Horan Hall after the Eau Claire businessman who as a regent was instrumental in the establishment of a state normal school at Eau Claire (*Spectator*, January 14, 1960). In 1962, the first residence hall was completed on upper campus, and, opened to men, it was given the name "Emmet Horan Hall." The 1957 dormitory then became a women's residence hall and was given its third name, Katherine Putnam Hall, honoring Mrs. Katherine Putnam Schrauff, who had quitclaimed her interest in the piece of land on which it stood.

<sup>30</sup> Henry C. Putnam, Quitclaim Deed, February 17, 1909. Prospects for normal school use were noted in *Eau Claire Leader*, February 1 and 2, 1910.

<sup>31</sup> A precedent for quitclaiming by the Putnam heirs was their 1954 action in making possible the building of the dormitory adjacent to the park. Documentation of the steps



leading to the college's acquisition of Putnam Park and the controversy surrounding it is contained in Victor T. Wahl, "Review and Analysis of Putnam Park Land Use," May 18, 1967, pp. 8, 9, 23-27, Archives, UW-Eau Claire.

<sup>32</sup> *Eau Claire Leader*, February 1 through 12, 1957, news accounts of the proposed hearing and a series of advertisements sponsored by the "Citizens Committee for Keeping Our Parks," with Wahl, *op. cit.*, in folder, Archives, UW-Eau Claire.

<sup>33</sup> Wahl, *op. cit.*, correspondence and notes on the hearing, including outlines of the presentations of Messrs. Riley, McPhee, McIntyre, the state planner, Henry M. Ford, and biology professor Mark Fay. Agreement and provisions of the transfer in Wahl, *op. cit.*, pp. 10-12, 34-37.

<sup>34</sup> Letter, Davies to McPhee, December 29, 1955, President's Correspondence. The public relations drive of the College Unions International (see "College Unions: Year Fifty," 1964, and "The College Union Idea," 1967), rising enrollments in the 1950s, the creation of the Wisconsin State College Building Corporation, and the success of the student union on the University of Wisconsin campus in Madison probably influenced the state college regents in their decision to initiate unions on the nine campuses.

<sup>35</sup> Plans for the building were illustrated in the *Spectator* of March 14, 1957. Other references on the progress of the union were contained in *Spectator*, May 17, October 21, December 6, 1956; March 1 and December 12, 1957.

<sup>36</sup> Recollection of Hilda Carter, present at several of the early functions.

<sup>37</sup> Joan Reidy Heggen, '52, became mayor of Tallahassee, Florida, in 1973, and the following year was honored at the Eau Claire Chamber of Commerce annual banquet with a certificate of merit for bringing fame and favorable publicity to Eau Claire. The late Patricia Litsheim Irgens, '56, was a teacher in high schools and at Moorhead State Teachers College, Minnesota. Bennett, Gerner, and Larson did not graduate from Eau Claire. This discussion award was Eau Claire's first national title in forensics, as described in *Eau Claire Leader*, article undated. A description of the atmosphere of the period is found in Wallace Stegner, *The Uneasy Chair, A Biography of Bernard DeVoto* (Garden City, New York: Doubleday & Company, Inc., 1974), p. 358: "It is difficult even for people who lived through it to bring back the atmosphere of oppression, fear, and silence that hung over the McCarthy period. But it was real and frightening and bewildering at the same time, a smog that tainted all American life. . . . Too few had the courage to fight back and call McCarthy the liar he was. The President sat on his hands, the Congress did nothing to control the member whom many of them deplored and despised. The public, for all one could tell, was apathetic, scared, or actively behind the witch hunt."

<sup>38</sup> Letter, Davies to John Pritchard, Assemblyman, July 5, 1957, President's Correspondence, Archives, UW-Eau Claire.

<sup>39</sup> Architect's plans of the Wartburg Library are in President's Correspondence, 1959. The federal documents stored in the campus school basement were moved to the new library, and the campus school lower floor was finished in 1958-59 to provide for the ninth grade of junior high school, initiated in order to conform with the city's 6-3-3 plan.

<sup>40</sup> The library architects were Foeller, Schober, Berners, Safford and Jahn of Green Bay, Wisconsin.

<sup>41</sup> Letter, Davies to McPhee, July 9, 1955; Davies, circular letter to faculty, October 27, 1958; Leonard Haas, circular letter to faculty, September 1959; President's Correspondence, Archives, UW-Eau Claire. Interview with Dr. Donald Ellickson, chairman of the department of economics, UW-Eau Claire, February 21, 1974; Dr. Ellickson joined the department in 1958.

<sup>42</sup> Leonard Haas was acting president for several months in 1954 while Mr. Davies was ill; he often represented Mr.

Davies at the council of presidents and at board of regents meetings. Dr. John Gerberich joined the biology faculty in 1954; in an interview, February 19, 1974, Dr. Gerberich stated that the curriculum in medical technology was designed to meet the requirements as prescribed by the Committee of Medical Technology of the American Society of Clinical Pathologists.

<sup>43</sup> Affiliation was made with Swedish Hospital in Minneapolis in 1955; with Sacred Heart Hospital, Eau Claire, in 1957; and with four other hospitals between 1961 and 1967, as the number of students in medical technology increased. A Med Tech Club was formed in 1956.

<sup>44</sup> Helen Brunclik was the first coordinator of nursing education, appointed in 1954. Members of the Eau Claire college faculty served continuously on the advisory board to the Luther Hospital school of nursing from 1934 when Katharine Thomas was appointed. Others were Eugene McPhee and W. R. Davies, 1941-59, who was succeeded by Leonard Haas.

<sup>45</sup> Records, School of Graduate Studies, UW-Eau Claire.

<sup>46</sup> James B. Conant, *On Understanding Science* (New York: Mentor Books, 1951), pp. xii-xiii.

<sup>47</sup> *Sky and Telescope*, November 1956, pp. 15-16, has a good description of the institute.

<sup>48</sup> *Minneapolis Tribune*, February 13, 1958.

<sup>49</sup> "Historical Development of the Wisconsin State College at Eau Claire Foundation, Inc.," undated, Archives, UW-Eau Claire.

<sup>50</sup> The 1952 incident is noted by Michael O'Brien, "The Anti-McCarthy Campaign in Wisconsin, 1951-52," *Wisconsin Magazine of History*, Vol. 56, No. 2, winter 1972-73, p. 97. Dr. Peterson later had a distinguished career in Republican politics: see *Daily Telegram*, March 18, 1966, and *Milwaukee Journal*, August 6, 1968.

<sup>51</sup> *Daily Telegram*, October 16 and 17, 1958; letters: Wilder Crane to Robert Weeks, John Lindner to Weeks, Weeks to Lindner, October 1958, in President's Correspondence, Archives, UW-Eau Claire.

<sup>52</sup> Impressions of W. R. Davies as given by Mrs. W. R. Davies and Dr. Arnold Bakken in interviews, winter and spring 1974.

<sup>53</sup> Davies' clashes with the Legion are documented in letters, Davies to editor of *American Legion Magazine*, December 1, 1953, and Davies to G. I. Sipple, October 29, 1955, both in President's Correspondence.

<sup>54</sup> *Daily Telegram*, April 21, 1954.

<sup>55</sup> Cousins caused Mr. Davies worry by arriving very late in Eau Claire; his excuse was that he had become lost in Minneapolis. There followed an extensive correspondence with the editor and his agent regarding his fee; Davies to Lee Keedrick, June 10, 1957; Cousins to Davies, June 13, 1957; Davies to Cousins, June 18, 1957, all in President's Correspondence.

<sup>56</sup> Davies to Robert Southard, November 8, 1957; Davies to Lawrence F. Wahlstrom, February 23, 1956; President's Correspondence.

<sup>57</sup> Recollection of Hilda Carter, who met with the state president and Mr. Davies.

<sup>58</sup> John F. Kennedy, "The Loyalty Oath — An Obstacle to Better Education," *AAUP Bulletin*, Vol. 45, No. 1, March 1959, p. 25. Eau Claire was included in the list of protesting institutions in *AAUP Bulletin*, Vol. 46, No. 1, March 1960, p. 58.

<sup>59</sup> Letter, Davies to T. J. Litsheim, September 16, 1959, President's Correspondence.

<sup>60</sup> The accomplishments of W. R. Davies as president of Wisconsin State College at Eau Claire, his retirement and death were noted in a Resolution of Commendation, Joint Resolution No. 118 S, Wisconsin State Legislature, January 21, 1960. The board of regents had adopted a similar resolution on December 16, 1959, No. 1645. Both may be found in the President's Correspondence, Archives, UW-Eau Claire.



## CHAPTER VII

### "THE HIGHER LEARNING," 1960-1966

#### *The Inauguration of President Leonard Haas*

His inauguration on May 25, 1960, Leonard Haas would note fifteen years later, was a "party," a formal ceremony demanded by the etiquette and protocol of academia. It was an event after the fact of his taking office when, as president-elect, he succeeded William R. Davies on December 10, 1959. Inauguration day, sunny and warm, brought out faculty, townsfolk, and some forty representatives of Midwestern colleges and universities. The faculty in academic garb and platform party processed from Old Main to the college gymnasium, entering to the music of the college orchestra. Following the singing of the National Anthem and the invocation by the Reverend Axel T. Blum of Grace Lutheran Church, Eau Claire, the master of ceremonies, W. Parker Clark, chairman of the Faculty Council, gave the formal welcome.

Mr. Clark called upon William White, president of the Student Council, to give the first greeting addressed to the new college president: "The recent three-hour telecast of this college was launched with these words, 'Colleges are not impersonal institutions; they are people,'" Mr. White said, "and today we are paying tribute to a man who has brought meaning to these words on campus."

The state superintendent of public instruction, who by statute was a member of the Board of Regents of State Colleges, was represented by his deputy, A. R. Page, who speculated on the aspects of the task which Leonard Haas was undertaking which related particularly to the flow of high school graduates coming to the state colleges: "You as a college president will wrestle with the problem of who shall attend this and other state colleges. . . . Shall this institution be a small university? Shall it be all things for all people, or shall it attempt to find excellence in chosen areas of higher education?"

Attorney General John W. Reynolds, representing Governor Gaylord Nelson, commended Leonard Haas as an outstanding leader and scholar and then spoke of the establishment by the people of Wisconsin of the two great universities at Madison and Milwaukee and the nine liberal arts colleges throughout the state. Voicing a preoccupation much on the minds of thoughtful persons in 1960, he said: "There is a real danger that civilization itself may be destroyed by increased technology and scientific knowledge in areas of the world where the spiritual and ennobling wisdom of the humanities

have been disregarded in the realm of higher education. Liberal arts in this country must receive our encouragement and support so that America will be able to keep the light burning in a world which is threatened with darkness."

Next, Eugene R. McPhee, executive director of the Wisconsin State Colleges, and William D. McIntyre, president of the board of regents, the indefatigable pair of Eau Claire neighbors who had guided statewide policy through the growth and reforms of the 1950s, were given their turn. Mr. McPhee, a former faculty colleague of Leonard Haas at Eau Claire, spoke of the selection of Dr. Haas as president with great pride. Characteristically, he launched into a lighter vein as he welcomed Dr. Haas into the council of presidents, describing that body as "discussing matters with serious and sedate air until some member injects the adrenalin of athletics — at that point, all calmness ceases." Recalling board of regents rules adopted in the early 1900s as the only specific guides to the conduct of presidents, Mr. McPhee remarked: "One of these specified that presidents report monthly to the secretary precisely how much of their time they have devoted to their teaching and supervision — we have not been in receipt of these reports for some years." In 1957, the board resolved that each president should visit two other state colleges each year: "This stipulation is apparently complied with during the athletic season." In a serious vein, the director of the state colleges pointed out that the lack of resolutions setting forth the presidents' responsibilities in precise detail is a compliment to the men who have held the office in the past and who hold it today, "men of wisdom and prudence, like Leonard Haas."

William D. McIntyre recalled that not only had he and Leonard Haas been friends for many years in educational circles, but that they had served together as elected members of the city council of Eau Claire. Commending the "vigor and commonsense" of the new president, he suggested two problems that the latter would confront: where to put more students "hammering at the academic gates," and where to secure additional faculty when "the academic market is definitely a professors' market."

In his inaugural address, Dr. Leonard Haas offered facts, reviews, pleas, and aspirations to an attentive assembly. The youngest president of the youngest state college in Wisconsin saw his own institution as a microcosm of the history of higher



education during the last half-century: "From a state normal school it has grown to a college of 1,700 campus students, 400 extension students, a faculty of 115, with graduates holding degrees numbering more than 3,000, and registrar's records of almost 20,000 who have earned credits. From a diploma-granting institution it has grown to a multi-purpose college offering a liberal arts degree and two professional degrees, with majors in 22 departments. From a physical plant consisting of one building valued at some \$300,000, the campus has expanded to 250 acres with buildings valued at nearly \$7,000,000."

Facing the decade ahead, the new president named four ideals: the opportunity for all who are able to benefit from a higher education to obtain it; diversification in the character of our colleges and universities; provision of curricula that satisfy both the needs of society and the challenge of the student; the establishment of a basic standard of quality. Specifically, Dr. Haas pointed with pride to the establishment by the state of Wisconsin in the late 19th and early 20th century of nine state colleges so located that 91.1 percent of all high school graduates live within forty miles of a college-level liberal arts program. By unusual effort, he stated, the number of faculty at Eau Claire with the earned doctoral degree had grown to 40 percent, but he speculated whether this ratio of earned doctorates to total faculty could be maintained, citing the Science Foundation estimate of 1956 that the nation must have 300,000 new college teachers by the year 1970. Quoting the President's Commission on Education Beyond the High School, Dr. Haas asserted that the highest priority should be given to raising faculty salaries, doubling the average level in five to ten years: "Including the raises provided for the academic year 1960-61, state college salaries have reached approximately 25 percent of this goal." For physical plant expansion, the Wisconsin State Colleges and the University of Wisconsin estimated the immediate need at \$72,900,000 to take care of increased enrollment: "Capital funds are nowhere in sight at the present time; this is a crisis to be confronted by every citizen of the state of Wisconsin."

Dr. Haas noted that "at this moment the Soviet Union is spending 3 percent of its gross national product annually for higher education, while the higher education bill in the United States represents from 1 to 1½ percent of its gross national product, and might be 1.7 to 2 percent by 1970." Referring to the influential book by John Kenneth Galbraith, *The Affluent Society*, published in 1958, Dr. Haas suggested that in present-day America

preoccupation with high production for private consumption had resulted in a serious social imbalance whereby the production of public services, such as education, remained much too low.

Cooperation between public and private institutions of higher learning in Wisconsin; between the colleges and vocational schools; a common front in interpreting higher education to the public, to business and industry, to the legislature; coordination substituted for competition: these were the benefits Dr. Haas saw as stemming from new forms of communication among institutions and especially in the formation in 1955 of the Coordinating Committee for Higher Education. However, he came out strongly for diversification of institutions and the "uniqueness" of colleges and universities. Though he pled for more financial support on the federal level, he asserted, "Let us beware of national controls; higher education in America must continue to be pluralistic, not monolithic."

Concluding with his philosophical approach to "the higher learning," President Haas explored the seeming gulf between the humanities and the sciences which was the preoccupation of scholars on both sides of the Atlantic in 1960: "We must deal in college with the spirits of men, not with their fortunes — history, philosophy, and science, these are the experiences of the world summed up." Though venturing the opinion that the antithesis between a liberal and a technical education is fallacious, Dr. Haas expressed concern for the development of a scheme of values for an anxious society and saw goals to be realized through higher education: "The specific power to predict and control must be matched by discrimination in judgment and wisdom in decision. Above all, there must be a striving for excellence in every human activity — excellence belongs to the whole community and all members have a responsibility for its nurture."

The ceremony of inauguration concluded with Dr. Mark Fay, president of the Eau Claire Chapter of the Wisconsin State College Faculties, congratulating the new president: "We know it will be a bright and productive era, — we know the college is in good hands." Fr. John Rossiter of Regis High School, Eau Claire, gave the benediction. Social events, always important at Eau Claire, preceded and followed the ceremony, with Regent and Mrs. McIntyre giving the noontime luncheon, and the faculty, faculty wives, student government officers, and college center board hosting the reception following in the Walnut Room of the Center.<sup>1</sup> At the inaugural dinner, Dr. Ruth Eckert, Leonard Haas's mentor at the University of Minnesota, was present.





"WE HAVE TO CARE FOR THE UNIVERSITY  
AND ITS BALANCE . . ."

Chancellor Leonard Haas  
University of Wisconsin-Eau Claire





"MOST VISIBLE, ALWAYS,  
IS A UNIVERSITY'S  
BUILDING PROGRAM"



The Dulany Mansion, later Memorial Hall



Fine Arts Center



L. E. Phillips Science Hall

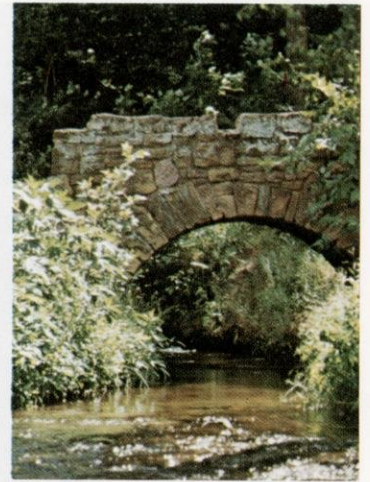


Towers Residence Hall



Schneider Social Science Hall

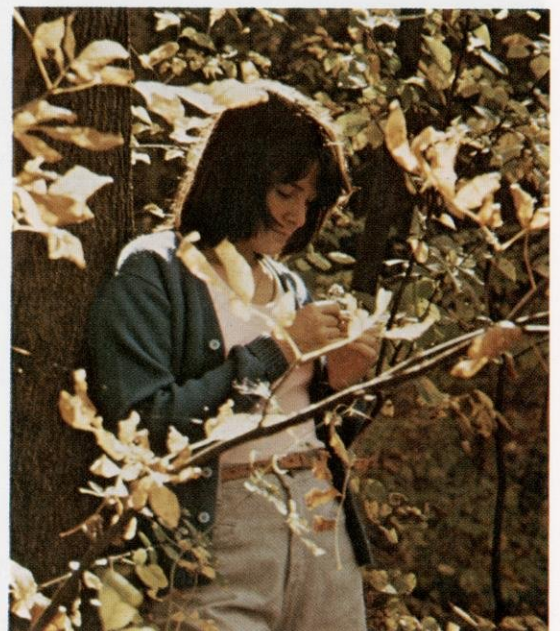




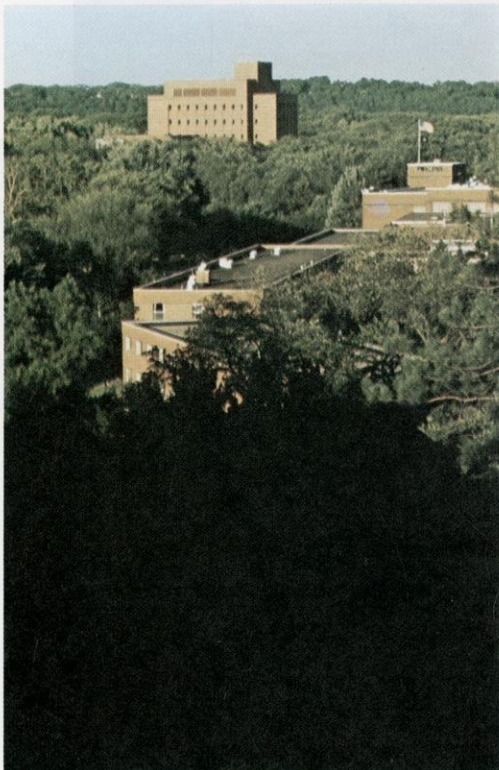
The falls of Little Niagara, Putnam Drive, overlooks along the Chippewa River — campus landmarks encompassed within a natural arboretum.



"PUTNAM PARK,  
AN EDUCATION  
FOR ANY STUDENT"







"WISCONSIN'S  
MOST  
BEAUTIFUL  
CAMPUS"



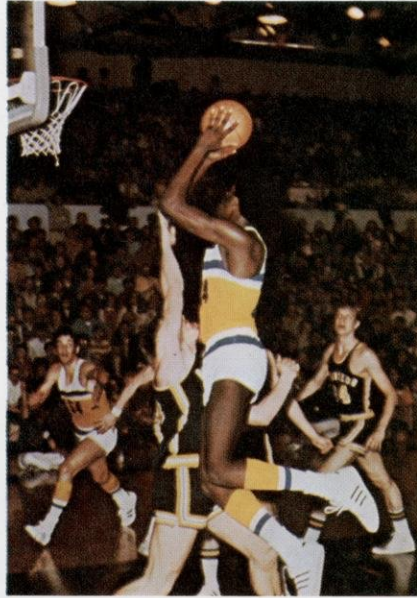


Freshman beanies were once worn — bicycles, snow sculptures, and all-school picnics are still in vogue.

## "UW-EAU CLAIRE IS PEOPLE . . .







On campus and abroad, as in the Monterrey, Mexico, program, students do more than listen to lectures — they get involved.

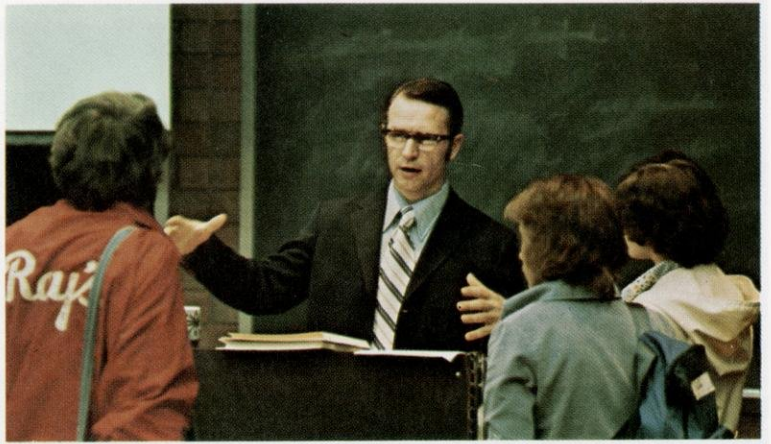


... INTERESTED IN  
ONE ANOTHER ...





Classrooms, studios, laboratories — the search for knowledge takes many forms, and at the heart is the library.



... AS WELL AS  
IN THE PURSUIT OF  
LEARNING"





## "THESE THINGS WILL NOT PASS AWAY . . .



Professor Emeritus Adolph Olson and Chancellor Leonard Haas

They will live as long as this land of Wisconsin — its forests and its mighty rivers. May they live on in your memories — memories of friends and teachers, of laboratories and books, of warm spring afternoons, of radiant colors of autumn, of icy winds and sparkling snows — memories, too, of new insights, new hopes, new aspirations, of all that make life rich and rewarding."

Commencement Message  
President JOHN C. WEAVER  
University of Wisconsin System



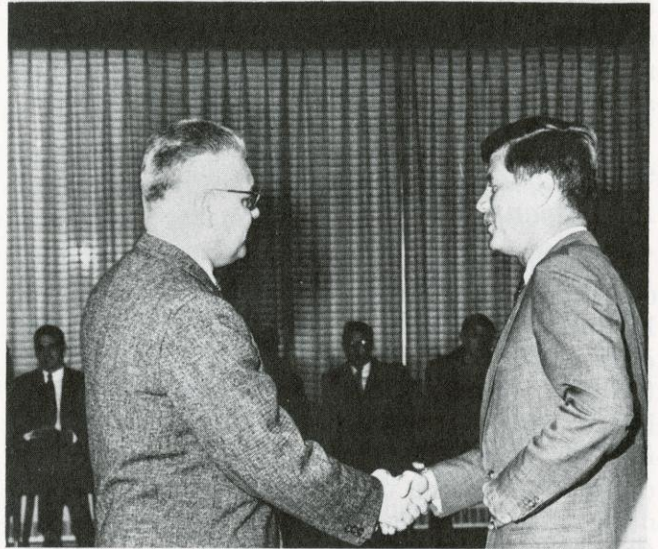
A week later, on the second annual Alumni Day, Leonard Haas celebrated with his classmates of 1935 their 25th reunion. The Alumni Banquet was an appropriate occasion for the official naming of several college buildings: Old Main, newly remodeled, became Harvey A. Schofield Hall; the Center, William R. Davies College Center; and the two residence halls on lower campus, Katharine Thomas and Emmet Horan Residence Halls. Present were the near relatives of those so honored in the naming. President Haas gave the banquet address, challenging alumni, students, and friends of the college to "Excellence" as the theme of the intervening years between the present and the Golden Jubilee of 1965-66.<sup>2</sup>

### *"A Glittering Time": John F. Kennedy and the New Frontier*

Campaigning in the Wisconsin presidential primary in March and April of 1960, John F. Kennedy launched his first foray into northern Wisconsin's 10th Congressional District from Eau Claire. Accompanied by his glamorous wife, he met Democrats and curious voters in the auditorium of the Eau Claire Elks Club just a few days before his primary rival, Hubert Humphrey, appeared in the same place. The handsome Irishman from the East spoke of the presidency as the key office in American life, advancing the thesis that "the president alone can shape, create, revive and protect the nation." Talent for the Wisconsin campaign was supplied by Kennedy's Ivy League classmates and his sisters and brothers, who established district offices and organizations of volunteers. On April 5, Kennedy won 56 percent of the popular vote in the crucial Wisconsin primary and was on the path to becoming the nominee of his party on July 13, 1960, in Los Angeles.<sup>3</sup> There followed the famous series of four televised debates with the Republican candidate, Richard Nixon, and on November 6, by a narrow margin, John F. Kennedy was elected president of the United States.

The image of progress — clean-cut, dynamic, pragmatic, ruthless — remains the image of the young president and the country in the 1960s. President Kennedy told the nation that it possessed both the energy and the expertise to send a man to the moon and to create, at the same time, a better life on earth. A renaissance of the arts, an ambitious plan for the conquest of space, a social program which would harness human purpose for good, a "New Frontier" — it seemed a moment of rebirth in American politics and national life.<sup>4</sup> A brain trust of intelligentsia moved into the White House, bringing the influence of the universities into the

## PRESIDENTS ROOM



Leonard Haas and John F. Kennedy

charmed inner circle of Washington political life. Among them were Theodore Sorensen, master speechwriter and strategist, once editor of the *Nebraska Law Review*; Richard Goodwin, special counsel to the president, number one man in his Harvard Law School class; Arthur Schlesinger, Harvard history professor and Pulitzer Prize winning author; John Kenneth Galbraith, Harvard economist and writer; McGeorge Bundy, special assistant for national security affairs, brought to Washington from the deanship of Harvard's faculty; Walt Rostow, professor of economic history from the Massachusetts Institute of Technology; Robert S. McNamara, secretary of defense, management specialist out of Berkeley, Harvard Business School, and the Ford Motor Company; Dean Rusk, secretary of state, former Rhodes Scholar and president of the Rockefeller Foundation; and Jerome Wiesner, special assistant to the president for science and technology, from the directorship of the research laboratory in electronics at the Massachusetts Institute of Technology.<sup>5</sup>

Though, in the words of David Halberstam, "it began as a glittering time," the Kennedy administration was soon enmeshed in the Bay of Pigs fiasco, a confrontation with Khrushchev in Vienna, anxiety over the Berlin Wall, and a growing commitment in Southeast Asia. The "finest hours" were the orbital flight of John Glenn, the resolution of the Cuban missile crisis, and the signing of the nuclear testing ban. The Kennedy domestic programs calling for federal aids to education and a department of urban affairs were defeated. But through the



Peace Corps the youthful president inspired the youth of the nation to look beyond its borders. His own education, which was conceded to be superb, and the backgrounds of "the best and the brightest," well described in such publications as *Life* magazine, may have had an influence upon the aspirations of those of college age in the early 1960s.

### *"A Radical Revision": The Enrollment Avalanche*

In his inaugural statement, President Haas drew on studies of the Council for Financial Aid to Higher Education to predict the impact of increased student enrollment in the near future. Foreseen was the boom which would come in 1963 when the front line of 1945 war babies would reach college age, the need for doubling faculties, and "for as much plant construction during these ten years as took place during the preceding 300 years of higher education." Unanticipated when Dr. Haas spoke in 1960 was the preference of young men for college over the draft and service in the armed forces as involvement in Vietnam overtook the United States.

There were other reasons for burgeoning enrollments, as Robert Havighurst of the University of Chicago pointed out in 1960: "The decision of many young people to take the extra time and to spend the extra money on further education was encouraged partly by the high salaries industries and professions offered for people with college training and partly by the American ideology of achieving social mobility through education. . . . The real income of lower-status families is rising more rapidly than the cost of education in public-supported colleges."<sup>6</sup> The active recruiting program of Wisconsin State College at Eau Claire led to increased enrollment. No occasion was lost to remind alumni and Area Committee members that they should constantly seek "quality" students in their home communities and persuade them to come to Eau Claire.<sup>7</sup>

Dr. Richard E. Hibbard, dean of instruction, wrote in February 1963: "The next change may reflect a radical revision, if size forces us into an organization somewhat of a university nature."<sup>8</sup> Actual fall enrollment numbers for the college at Eau Claire were: 1,818 in 1960, 2,217 in 1961, a 22 percent increase over the year before; 2,480 in 1962, a 12 percent increase; 2,909 in 1963, a 17 percent increase; 3,573 in 1964, a 22 percent increase; and 4,513 in 1965, a 26 percent increase. By the 50th anniversary of Wisconsin State College at Eau Claire, with a fall 1966 enrollment of 5,326, the numbers of students would be almost triple the 1960 figure.

On the platform on the day of the May inauguration were the four key people who comprised President Haas's administrative staff: Stella Pedersen, introduced as dean of women, though she carried the responsibilities of a dean of students; Willis Zorn, dean of men; Dr. Richard Hibbard, dean of instruction, advanced to the post which Leonard Haas had occupied from 1948 and about which he had written his 1954 University of Minnesota doctoral dissertation, "The Role of the Academic Dean in the Teachers College"; and Dr. Lester Emans, dean of administration. Between his taking over the presidency and the formal inauguration, Dr. Haas had made adjustments in the duties of Dr. Hibbard and Dr. Emans. In January 1960, James Dean was hired from Berea College to take over the duties of registrar, director of admissions, and foreign student adviser which Dr. Hibbard was carrying in addition to his promotion to dean of instruction. As dean of administration as of December 21, 1959, Lester Emans was to carry on his functions as chairman of the department of education and director of teacher education and placement and, in addition, to assist the president in long-range college development, stimulate and advise the Alumni Association, coordinate all in-service education, campus conferences, seminars, and institutes, oversee the director of extension, the director of audio-visual aids, and serve on ten different councils and committees.

Personal plans for study in Madison led Dean Stella Pedersen to leave the Eau Claire faculty in 1960. James Benning, a 1950 graduate of Eau Claire and instructor in psychology, was named dean of students, a post which he filled until he returned to full-time teaching in 1963. The position of dean of women was held by Margaret Nolte in 1960-61 and by Adelyn Hollis from 1961 to 1964.

### *Toward University Status: the Elaboration of Administrative Structure*

By the fall of 1963, the "radical revision" which Dr. Hibbard spoke of earlier in the year was well under way. Dr. Lester Hunt came to Eau Claire as director of business affairs from a similar position at Kearney State College, Nebraska, his duties to assist the president in preparing the budget, to supervise the business office procedures, all construction on campus, the maintenance of buildings and grounds, and classified personnel, and to engage in long-range planning for the college. Dr. Hunt was also soon engaged in developing with the new dean of students procedures for the operation of dormitories, food services, the college bookstore, and recreational facilities.



Dr. Ormsby L. Harry, from Shepherd College, West Virginia, was named to the post of dean of students in the fall of 1963. To him the dean of women and the dean of men reported, as did the head residents of dormitories, the college nurse, and the director of the Davies Center operation. One of his most important relationships was with student government and the cultural and social events of the school year, from freshman orientation to Homecoming, Winter Carnival, May prom, and Commencement festivities. The admissions function was transferred to Student Personnel, and John L. Kearney, a 1954 graduate of Eau Claire, was hired to devise and carry on an aggressive statewide program of recruitment.<sup>9</sup>

As of January 1, 1964, the titles of Dr. Hunt and Dr. Harry were converted to vice president for business affairs and vice president for student affairs, respectively. Dr. Richard E. Hibbard was named vice president for academic affairs, and in this position he was the official designated to act for the president in the latter's absence from the campus. Overseeing the entire teaching and learning process of the college, the vice president for academic affairs had the responsibility of finding enough faculty to teach the burgeoning numbers of students, of assigning classrooms, and approving textbook purchases.<sup>10</sup> Registrar James Dean, now possessor of the first unit record computer equipment on campus, continued to report to the vice president for academic affairs, but his former functions of admissions and adviser to foreign students were transferred to Student Personnel.

Coincident with the announcement of the vice presidential appointments was the administrative creation of three schools within the college: the School of Arts and Sciences, with Dr. Robert Gibbon, professor of political science, as dean; the School of Education and the School of Graduate Studies, with Dr. Lester Emans, relieved of his multiplicity of duties as dean of administration, wearing two hats as dean for both schools. The cooperative graduate program in education with the University of Wisconsin was growing rapidly toward the granting of the master of science in teaching degree by Eau Claire autonomously. Hired in 1963 to supervise the Teacher Intern Program, also a cooperative venture with the University of Wisconsin, and to assist with placement was Dr. Wayne C. Puttmann, who came to Eau Claire from South Dakota State College.

Reporting directly to President Leonard Haas were William Peters, since 1962 assistant to the president for public affairs; Wilmer Pautz, since September 1963 coordinator of institutional re-

search; Willis Zorn, director of athletics; and Louis L. Slock, director of extension services and executive secretary of the Alumni Association.<sup>11</sup>

### *Political Drama in Madison: An Incumbent Regent Reaffirmed*

During the fall and winter of 1963-64, a curious political drama was taking place in Madison. Governor John W. Reynolds, Democrat, appointed Ray J. Theisen, general manager of the Consumers Cooperative Association in Eau Claire, a regent to replace William D. McIntyre upon expiration of his term in February 1964. As was customary, Mr. Theisen attended the September and October meetings as a voting member of the board of regents following his appointment, and when the Republican controlled senate refused to confirm his appointment on November 15, the governor reappointed him the next day. Mr. Theisen was one of 28 appointees of the governor who became trapped in political struggle. The State Supreme Court ruled that while the legislature is in session a governor cannot install new candidates in jobs where hold-overs have not stepped down unless the senate confirms his action. Though the legislature was not meeting, it claimed to be in recess rather than adjourned. Mr. Theisen received no notice of the January 1964 meeting of the board of regents, and the matter was in suspension until April 1964, when the attorney general ruled that William D. McIntyre was entitled to continue as a member of the board since the state senate had failed to confirm the man chosen by the governor to replace him.

The controversy over the seating of the "Eau Claire regent" was a test case of the governor's appointive powers. Following the decision of the attorney general, the board of regents at its May meeting refused a seat on the board for Ray Theisen by a 11-1 vote. The motion to turn him away was offered by Elizabeth Hawkes, a regent from Washburn in far northern Wisconsin and a prominent Democrat, who explained that she made the motion in order to facilitate the governor's test case. The governor's legal counsel stated that Ray Theisen was chosen for a test because "the regents meet every month and we wanted to get this before the court at the earliest opportunity."<sup>12</sup>

### *The Evolutionary Process Realized: the Year of the University*

In April 1963, William D. McIntyre proposed to the Board of Regents of State Colleges that the nine institutions under its jurisdiction be known as Wisconsin State Universities. There ensued some



discussion of the name change during the following year, with the *Spectator* commenting that "a degree from a university does in fact carry more prestige than a degree from a college." Some of the communities where colleges were located pushed for the change, but primarily it came about because of the regents, who had the prerogative to name the colleges "universities." As of July 1, 1964, Wisconsin State College at Eau Claire became Wisconsin State University-Eau Claire.<sup>13</sup> Representatives of business, labor, and the city government participated in a ceremony in Schofield Auditorium marking the new title.

According to Dr. Haas, the name "university" signified still another stage in an evolutionary process: from normal school, to a state teachers college granting a degree, to a state college recognizing liberal arts work, to the development of professional programs. In 1964, medical technology had been offered for eight years, and there were those who were looking forward to the establishment of a School of Nursing. Others foresaw a School of Business emerging out of the department of business and economics. With the reorganization of January 1964, which created Schools of Arts and Sciences, Education, and Graduate Studies, Wisconsin State University-Eau Claire now met "the classical, traditional definition of a university," according to Dr. Haas, which he defined as "an institution of higher learning which is made up of a school of liberal arts and two or more professional schools, which may or may not include graduate study."<sup>14</sup>

Essentially, the state organization did not change with the assumption of the name "Wisconsin State Universities System," but the image did. President Haas undertook for his institution an extensive public relations effort under the title "The Year of the University." Speaking to dozens of groups in Eau Claire and the surrounding area, he described the role of a university in society, and particularly in the community in which it is located, and emphasized that substantive change was taking place in point of view and organization of the school. "This meant, of course, that we would become more and more involved in professional schools associated with a university, that we would continue to give very significant emphasis to the School of Arts and Sciences, developing that field even more broadly, that we would develop our graduate program," Dr. Haas recalled, "and that we would recognize two other characteristics of a university, namely, public service and research. We began to set aside some small sums of money in our budget to provide some research dollars and, though we have never been

able to do what we have felt we would like to do in this area, there came to be a new recognition that there was a place for the discovery of new knowledge in our type of institution as well as in the major research institutions in the country."<sup>15</sup>

### *"A Great Boost": the Science Hall and the L. E. Phillips Gift*

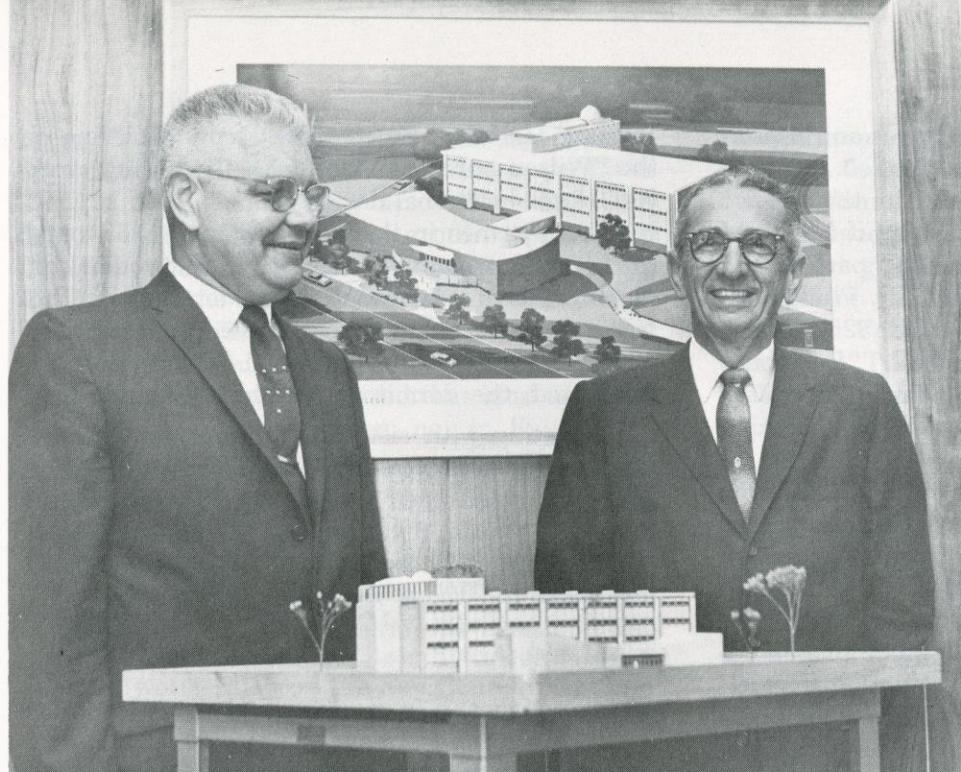
"Attempts to divide anything into two ought to be regarded with great suspicion," C. P. Snow acknowledged in his Rede Lecture which became *The Two Cultures and the Scientific Revolution*, the essay in which he explored the polarization he perceived between the disciplines of the sciences and the humanities. Sir Charles went on to describe the common bond among scientists as follows:

"At one pole, the scientific culture really is a culture, not only in an intellectual but also in an anthropological sense. That is, its members need not, and of course often do not, always completely understand each other; biologists more often than not will have a pretty hazy idea of contemporary physics; but there are common attitudes, common standards and patterns of behavior, common approaches and assumptions."<sup>16</sup>

The commonality of interests and needs among the sciences at Eau Claire had been recognized by President William R. Davies as early as 1952, when, with Regent McIntyre, he recommended to the board of regents that a science hall be built at Eau Claire. He envisioned a structure erected near his Roosevelt Avenue home on Little Niagara Creek. The national arousal of interest in the study of science in the 1950s, and the initiation of programs in medical technology and cooperative nursing education with Luther Hospital at Eau Claire, reinforced the urgency of adequate facilities for the sciences. In 1958 Dr. Haas labeled such a building a "must," proposing that \$2,000,000 be allocated for its construction.<sup>17</sup>

A New Science Hall Committee, appointed in 1958, was composed of representatives of the five departments to be housed in the structure: J. Oliver Collins, chemistry, chairman of the committee; Mark Fay, biology, secretary; W. Parker Clark, physics and natural science; Lawrence Wahlstrom, mathematics; and Henry Kolka, geography. Lester Emans and Leonard Haas were members representing the administration. The committee reviewed the "dire need," describing in its report the dangerous situations existing in Schofield Hall which could conceivably result in injury or loss of life. Moreover, the inadequacy of space was resulting in turning away from science classes students whose pre-professional training required enrollment: "In





Leonard Haas and  
L. E. Phillips

this day of emphasis on science the prestige of the college will suffer if course offerings in science and facilities are not modern . . . it will be difficult to attract the highest qualified staff in science if teaching conditions, office space, laboratories and equipment are not of the best.”

In 1956, and again in 1959 and 1960, attempts were made in the remodeling of Old Main to improve the facilities for science teaching. A small greenhouse was erected on the west side of the heating plant in 1959, which not only provided specimens for plant morphology but created a delightful spot of greenery on campus, particularly amid winter snows. A small animal house was incorporated in this structure. However, these were stop-gap measures, and the committee presented detailed plans of space requirements for the five departments in a building which “would be erected to care for the science needs of a student body of 3000 in 1967, double that of 1958, with provision for an addition at some future date to accommodate a still larger student body.”<sup>18</sup>

The Science Hall committee was enlarged consequent to acceptance of bids and the breaking of ground in the summer of 1963, with Floyd Krause of the chemistry department, Dr. Richard E. Hibbard, and Dr. Lester Hunt joining in the work with the architects, Durant, Deininger, Dommer, Kramer and Gordon, of Watertown, Wisconsin. The building was designed to bridge Little Niagara Creek, the forepart containing an auditorium/lecture room, and space for a planetarium and museum for the J. N. Clark Bird Collection, acquired in 1959. The scenic enclosed walkway over the creek would connect with the main classroom and laboratory four-

story section, accommodating mathematics and geography/geology on the first floor, chemistry on the second, physics and natural science on the third, and biology on the fourth. A five-story wing of the main section would provide offices and private preparation and research laboratory space for faculty members. It was recommended that a concrete slab be poured on the top to support an animal room, a greenhouse, and an observatory, to be reached by the elevator provided for the wing.

No sooner had ground been broken than college officials realized that the state appropriation of \$2,500,000 was not sufficient to provide the several features the building committee considered essential. It then became necessary to seek gifts and grants. Radiation laboratory equipment was procured from the Atomic Energy Commission, biology and chemistry equipment through the National Science Foundation, and a 12½-inch reflecting telescope was given by its maker, amateur astronomer S. W. Casey of Eau Claire, who had worked closely with W. Parker Clark and participated in the NSF Institute in Astronomy on campus in 1956. The building still lacked a planetarium, greenhouse, dome for the observatory, an air-cooling system, and research equipment. It was estimated that a quarter of a million dollars was needed beyond the state appropriation.

Through Mr. Louis Weinberg, a firm friend and neighbor of the college, who was then serving as president of the Wisconsin State College at Eau Claire Foundation, Inc., President Haas approached Mr. L. E. Phillips, chairman of the board of National Presto Industries, an Eau Claire-based manufacturer of electrical appliances. “I presented



to Mr. Phillips some of my own hopes and aspirations for the college," Dr. Haas recalled. "I conveyed the concerns of the people in the science departments and concluded by asking if he would give some consideration to providing part of the cost." In the very first encounter, Mr. Phillips offered to give the entire sum requested, \$250,000, to properly equip the new science hall. "I suppose that was one of the most exciting days of my life," Dr. Haas has said, "the gift was a great boost to everybody."<sup>19</sup>

Announcement of the gift of Mr. and Mrs. L. E. Phillips was made at a November 1963 convocation when they were especially honored by the entire student body, along with the college's conference championship football team of that season. The name L. E. Phillips Science Hall was immediately attached to the building under construction. Though it was ready for partial use in 1964, the formal dedication was held in October 1965 as the initial event of the Golden Jubilee Year, when a fine bronze plaque bearing the likenesses of Mr. and Mrs. Phillips, an original sculpture by Professor Kenneth Campbell of the department of art, was mounted in the first floor walkway.<sup>20</sup>

#### *"Wisconsin's Most Beautiful Campus": Expansion on Two Levels*

Placement of the science building in the lowland of the college's athletic field caused much head-shaking in the Eau Claire community, even though assurance was given that a special foundation could be created by inserting concrete pillars into the soggy soil near Little Niagara Creek. Dr. Haas also pointed out that the athletic field would be relocated on top of the Putnam Park bluff adjacent to the site of a future physical education building. To alumni he explained that the development along Highway 12 was proceeding in concert with other institutions, whose new buildings west of college-owned land would be the Vocational-Technical Institute, the State Office Building, and Sacred Heart Hospital.<sup>21</sup>

Neighbors of the school, perceiving that construction was proceeding apace as two dormitories took form on the upper level campus, began to fear the directions of expansion. The ramp to the top of the bluff overlooking the place where Little Niagara flows into the Chippewa cut a wide swath, surprising some townspeople who had supposed that a rustic stairway or winding gravel road would suffice for access to "upper campus." Opened in the fall of 1962 was a men's dormitory housing 210; the name Emmet Horan was transferred to it, with the hall previously so named becoming Katherine

Putnam Hall for women. The second building on the "Wilson purchase" land was a two-wing structure of coeducational design which opened in 1963, housing 184 men in the west wing and 126 women in the north wing, with common public rooms connecting, which was named Schneider Hall for Professor John L. Schneider, who died on March 29, 1962; when the Schneider Social Science Hall was completed, the dormitory became Governors Hall.

Competing with sister institutions for the new markets of prospective students, Eau Claire had begun to proclaim itself "Wisconsin's Most Beautiful Campus," a claim reinforced for the undecided high school senior by photographs of low red-brick buildings set in the woods of Putnam Park and the meadow that was the original campus. A 1963 poet rhapsodized:

Through and from a shady glen  
A charming streamlet hies  
And rippling along its picturesque way  
A campus glorifies . . .  
Grandly, from river to tree-clad hills  
Nature's beauty abounds,  
Affording a beautiful, picturesque setting  
For college and campus grounds.<sup>22</sup>

Into this idyllic picture there was introduced the concept of a "high rise" residence hall of nine or ten stories. Such a dormitory was planned at Oshkosh, but Eau Claire campus planners felt that a structure of this kind on the developing upper campus might give too urban an appearance. Consideration was given to the erection of such a building on the lower campus, perhaps on the Memorial Hall corner at State Street and Garfield Avenue where it would constitute a dramatic entrance to the college. When the State College Building Corporation purchased two homes west of Memorial Hall, at the corner of Garfield and Park Avenues at a cost of \$77,000, it was rumored that the "high rise" might be located there. Though Eugene McPhee told the Eau Claire *Daily Telegram* that a ten-story dormitory on that site would be too costly, and though both Dr. Haas and Mr. McPhee attempted to reassure apprehensive neighbors that the site would be reserved either for a social science building or a conventional 300-bed dormitory, and that in any case construction could be years away, homeowners of the area banded together in protest. Increased traffic, the city's loss of taxable land and residences, and lowering of property values in the Third Ward were reasons for urging that the properties be resold to private owners and that the college should do its expanding across Highway 12, south of the upper level campus.



On March 12, 1964, town and gown met at an open meeting called by President Haas in the Little Theatre, located diagonally across Park and Garfield Avenues from the newly acquired properties. Dr. Hibbard made the first presentation, outlining the growth of the college's academic offerings. Then in a 95-minute illustrated talk Dr. Haas described the enrollment bulge and the necessary building program. Specifically he stated that land use decisions were made in Madison, not in Eau Claire, and that state planners had specified the newly bought site for a classroom building. According to the Eau Claire *Daily Telegram*, though the president stressed the benefits of a harmonious town-gown relationship, the homeowners were "unmoved." An exception was Mrs. Winifred German, an alumna and resident of State Street, who spoke eloquently of her debt to the Eau Claire college and declared that she would be delighted to look out of her kitchen window toward a ten-story residence hall.<sup>23</sup>

Looking back on the incident from the vantage point of a decade later, Dr. Haas commented: "This was the first time we laid out in diagrams, charts, and pictures where we were going. In other words, this was the turning point of a small college that had been nestling here for years, making no great impact on the surrounding community . . . now we had to outline what was really going to happen with a building program."<sup>24</sup>

In the spring issue of *The View*, the president set the record straight for alumni, describing the projects ready for implementation in 1964: "Bids will be let in June for a residence hall for 240 men, a residence hall for 420 women, an addition to Thomas Hall for 60 women, and a new hilltop center including dining facilities for upper campus residents." In the summer of 1964 the Davies Center was closed while it underwent enlargement, with a 600-seat Blugold Room and a Davies Theater among the amenities added. The president described further plans: "In early April the Board of Regents approved the building priority list for the 1965-67 biennium including a fine arts building, a physical education building, a major addition to the library, a new heating plant, and a maintenance building. To provide space for the future social science building, the college has acquired the properties at 1511 and 1521 Park Avenue. Until the new building is erected, 1511 Park will be the music annex and 1521 will be an education annex."<sup>25</sup>

The concept of a high rise was laid aside while Bridgman Hall and Sutherland Hall, in the form of four-story cubes, were built, and Murray Hall and Crest Commons were completed on upper campus.

Rededication of the older residence halls and dedication of the new became an event of the Golden Jubilee Year, when, on May 14, 1966, a program was arranged by Student Personnel Services. Distinguished guests included Mr. William Schrauff, husband of the late Katherine Putnam Schrauff, from New York, and Cleaveland Putnam, her brother, from Tucson, Arizona; Mr. and Mrs. J. C. Sutherland, brother and sister-in-law of the late Laura E. Sutherland, from New York, and her sister, Mrs. V. C. Hamister of Lakewood Ohio, and her nieces, the Misses Elizabeth and Ruth Alcott of Palatine, Illinois; Mrs. A. L. Murray, widow of Professor Murray, from Long Beach, California; nieces of Miss Katharine Thomas, Mrs. H. E. Johns and Mrs. T. J. Perpich of Edina, Minnesota; the son and grandson of the late Professor Benjamin W. Bridgman, Professor Wilbur Bridgman of Worcester Polytechnic Institute, and his son from Worcester, Massachusetts; and Mrs. Josephine Schneider, widow of Professor John S. Schneider.<sup>26</sup>

The dedication address was given by Dr. Walter F. Johnson, professor of education at Michigan State University, who stressed the importance of residence hall living as part of the total educational experience for college students. This emphasis seemed indeed appropriate, for those teachers for whom the residence halls were named had exercised tremendous influence on the total educational experience of their students in an earlier time when the college, though just beginning to become residential, had nevertheless maintained the warmth and close relationships of a small, cohesive community of higher learning.

### *"Excellence on the Campus": Faculty and Forum*

In addition to those great teachers who were called to mind in the naming of buildings, other faculty members retiring during the first half of the 1960s were honored with traditional dinners and receptions, and greeted annually thereafter at the Alumni Day emeriti receptions. Two supervising teachers in the campus school retired in 1961 and 1962: Lillian Bahr, whose love of foreign travel opened the eyes of her fifth grade pupils to a wider world, and Anna Nash, whose gentle thoroughness influenced the lifelong study habits of hundreds of fourth-graders. In 1963 Charles Hornback, principal of the campus school during the years when it had a full-fledged program through the ninth grade, retired.

Erna Buchholz, member of the library staff since 1920 and head librarian since 1930 — the faculty



member who, with Ruth Foster, had longest service and, since she was one of Eau Claire's original student body, had been present at the dedication of every building, including Old Main — retired in 1962. One of her recent achievements, working with Mrs. Leonard Haas and Eau Claire clubwomen, was the establishment of Friends of the Library, a group which would make an annual gift of rare books to the library collection. Erna Buchholz still spoke of the dedication day of the William D. McIntyre Library, October 28, 1960, as "the greatest day of my life."

In 1964 Lee O. Hensch, chairman of the journalism department, retired. In 12 years he had developed the journalism program from one three-credit course to a minor, and it would become a major in 1965. He had organized the Chippewa Valley Press Association, and during his years with the college he also wrote the press releases and assisted with publications.

Earl S. Kjer, chairman of the department of speech, made known his intention to retire from play directing in the spring of 1964, notifying theatre-goers in a modest statement included in the program of the last play he directed, "The Miracle Worker." Not only had Mr. Kjer built a reputation for fine theatre productions, but he had been responsible for Freshman Forum for many years. To him President Haas wrote: "'The Miracle Worker' presents a fitting climax to 21 years of production as a director. May we take this opportunity to thank you for the prestige you have created and the contributions you have made to the cultural life of this campus." In his honor, the Little Theatre, which he had designed with such loving care, was renamed the Earl S. Kjer University Theatre.

Mabel Chipman, business manager for 32 years, retired in 1965, having served with all three presidents as budget planner as well as taking charge of all accounting procedures, making all necessary reports to the board office, and dispensing student financial aids as these programs developed.

With almost all faculty administrative personnel teaching and working in Schofield Hall, or having occasion to traverse the corridors daily, there remained a close identification with one another and among diverse fields of interest. The opening of Phillips Hall was, in this sense, a watershed event, since the geographical dispersion of faculty inevitably created a different ambience in university life.

Located in the complex at the corner of Garfield and Park Avenues were some art, speech, and education faculty, but there were constant interchanges with Schofield Hall, especially as the report for the reaccreditation with the National Association for

Colleges of Teacher Education was in preparation. Comprising 121 pages, it covered not only teacher education but the total programs of the college. In 1963 reaccreditation was granted for elementary and secondary education programs which led to the bachelor's degree.

Often the corridors of Schofield Hall resounded with the sound of music groups rehearsing in the auditorium, a more adequate facility for such purpose than the department's headquarters in the music annex adjoining the heating plant. In the spring of 1964 the College Choir sang on tour in New York City and Washington, D.C., and in the summer of 1964 the 74-voice group toured Europe under the auspices of People to People with Caldwell Johnson, their director, and Dr. L. Rhodes Lewis, chairman of the department.

New York City was also the destination of the annual theatre trip in the spring of '64, when students who had been very much involved in theatre were rewarded with what was almost an annual trek to Broadway escorted by Mr. Kjer.

Professor Grace Walsh, from her forensic headquarters, repeatedly sent winning teams to such prestigious invitational tournaments as West Point, "Heart of America" at the University of Kansas, and the Kentucky Thoroughbred. With Pi Kappa Delta members, she organized the annual summer speech institute for high-schoolers, the first in Wisconsin, and debate and forensic tournaments on campus during the academic year for both high schools and colleges of the Midwest.

In the fieldhouse, all athletic and physical education programs had their base. In the fall of 1964, the college rejoiced over the second straight conference football championship in two seasons. Coach Jim Rice was voted coach-of-the-year in NAIA's District 14, and quarterback Jim Van Gorden became the first football star in the history of the school to gain NAIA All-American honors. In the same season he established 19 individual Blue-gold records. Playing a large part in the team's drive to the top were Ade Olson, who had stepped down from the head coaching post in 1956 following an unbeaten season, and Frank Wrigglesworth, former assistant coach at the University of Wisconsin, and the five "Rice-men" named to the all-conference team.

These years represented a flowering of excellence on the campus, both in the warm communication among faculty across disciplines and activities, and in the quality of programs imported from outside. Perhaps the most notable Forum among many was held on March 29, 1962, when the Reverend Martin Luther King, Jr., called on President Kennedy to



issue a second Emancipation Proclamation: "The first proclamation freed us from slavery — the second will free us from segregation, which is actually nothing more than slavery." It was an emotional speech, recalled later in 1968 by the *Milwaukee Sentinel* in an article summarizing Mr. King's appearances in Wisconsin.<sup>27</sup>

For the college faculty, the appearance of the Reverend Martin Luther King, Jr., held a special poignancy, for just a few minutes after listening to the man he so much admired, and whose civil rights cause he had advanced so many years in the classroom, Dr. John S. Schneider was struck by a fatal heart attack. The beloved teacher of history and sociology, professor emeritus, was with two close colleagues, Bill Zorn and Leonard Haas, and his wife when he died.

Another notable figure, Norman Thomas, the respected Socialist and perennial candidate for president of the United States, spoke on the 1962 Forum series. Dr. Haas recalls Mr. Thomas's visit to Eau Claire: "Although advanced in years, Mr. Thomas was still a very forceful character. His schedule was to meet students in the afternoon, then have time to rest at our house before the Forum lecture in the evening. He was wearing an old serge suit — I don't think he had too many dollars, but it also just was his nature to wear something like that — and in the afternoon those who were taking him around discovered that he had a big hole right in the seat of his pants. They didn't quite know how to handle the situation, so they called my wife and said, 'We don't know what to do, but we can't let him go on the platform tonight with a hole in the seat of his pants.' 'Well,' she said, 'I guess the only thing you can do is to tell him to come over to the house and

he can lie down and rest and throw his pants out, and I'll patch them.' And she did. We have a lovely memento of it; after he returned home, he sent a copy of his latest book inscribed to the lady who was 'his benefactor.' "

The Norman Thomas anecdote expresses the generous, outgoing, personal relationship between the president's wife and the college's visitors, students, and faculty. Dorellen Haas, like Delpha Davies before her, entertained innumerable notables, welcomed students, especially those from far-away lands, and participated in faculty wives and other organizations, including the Eau Claire Woman's Club, of which they were both past-presidents.

From about 1953 until 1965, prospective faculty members were entertained for meals, and often overnight, in the president's home. Dr. Haas has pointed out: "There were no entertainment budgets at that time, and between the first of February and the first of August entertainment of candidates was continuous because for every person we hired we usually interviewed about three people. So if we had 50 positions open, we probably had 150 people here on campus. I recall that when we had train service into Eau Claire, and candidates were to arrive in the middle of the night from Chicago, Dorellen and I would get up at 2:30 in the morning and go out to Altoona to meet the train there, because it remained there for 40 minutes, and we could pick up our guests earlier. We often entertained them at our home, and my wife was up at seven o'clock to get breakfast for them. She did the cooking for breakfast, lunch, and dinner; there were no servants, she took care of it all." Dorellen Haas's "uncanny memory for people" — because "she likes people

**FORUM COMMITTEE OF 1967:**  
Left to right: Nina Macheel, Dr. W. C. Puttmann, Mrs. Estelle Fletcher, Professor Grace Walsh, Dr. Robert Fossland, Standing: Richard Steinke, Mrs. Winifred German, Johannes Dahle.





so much," in the words of her husband — has been of inestimable help to him, he avers, as she in her role of social hostess for college and university has created a true sense of community.<sup>28</sup>

In April of 1965, President and Mrs. Haas journeyed to Bemidji, Minnesota, for the inauguration of Dr. Harry Bangsberg as president of Bemidji State College. Dr. Bangsberg, a member of the history faculty at Eau Claire from 1956 to 1959, left Eau Claire to become assistant to Eugene McPhee in the board office. When he was selected to be president of Bemidji, he became the fourth faculty member from Eau Claire to be chosen for such an office; the others were Dr. Bjarne Ullsvik, president of WSU-Platteville; Dr. Karl Meyer, president of WSU-Superior; and Dr. Leonard Haas, WSU-Eau Claire. In the inaugural address which he gave for Dr. Bangsberg, Leonard Haas took as part of his theme the role and contribution to an institution's morale of the president's wife.<sup>29</sup>

These years brought forth an unusual cross-fertilization of ideas on campus. Dr. Richard E. Hibbard, vice president for academic affairs, arranged a symposium for Alumni Day 1963 entitled "Magic Case-ments," in which W. Parker Clark, chairman of the physics department, made the first presentation on developments in science, with Dr. T. A. Barnhart, chairman of English, and Dr. Robert O. Gibbon, chairman of political science, responding to the report of new discoveries in science with their view from their "windows" of the humanities and the social sciences. The following year, Dr. Hibbard arranged a symposium on "The Three Freedoms," with Dr. Helen Sampson, professor of English, discussing "Freedom to Communicate," Dr. Mark Fay, professor of biology, "Freedom to Learn," and Dr. Wilmer Pautz, associate professor of education, "Freedom to Persuade."

All these addresses, subsequently printed in the university's magazine, *The View*, provided alumni with insights from alma mater. But not neglected were matters ranging into view from other parts of the country. The spring 1964 issue of *The View* carried an article by Dr. Clare Marquette, formerly of the Eau Claire faculty, professor of history at the University of Mississippi, describing in detail the violence with which the entrance of James Meredith into "Ole Miss" was met.<sup>30</sup>

"Excellence on the Campus" was the title of a booklet published in anticipation of the Fiftieth Year observance. It contained the Honors Day addresses given between 1959 and 1963. Two of the six speakers were historians, Laura Sutherland, and Howard Lutz; two, Robert Gibbon, and Richard Hibbard, political scientists; one, Lester Emans,

an educator of teachers; and one, Mark Fay, a biologist. Though all contained much wisdom, the most contemporary statement seems in retrospect to be that which Dr. Fay made in his 1963 address:

"We today are poised to venture away from this planet and travel afar. For those who would say we are ready to sponsor a hysterically happy, care-free expedition to yonder stars, I have this sobering admonition. If we visit beings on distant planets, might they not say 'and how are things at home?' . . . One gregarious member of our expedition is inviting our gracious host to return to earth with us and see the sights. What sights? Who will have the fortitude to take these star-inhabitants on the \$10 guided tour — through Berlin, through Southeast Asia, through Mississippi and Alabama, and across scarred wastelands from the Atlantic to the Pacific where once great natural resources prevailed?"<sup>31</sup>

### *Celebration: The Fiftieth Year*

The Golden Jubilee Year, 1965-66, began for Wisconsin State University-Eau Claire with the dedication of the L. E. Phillips Science Hall. On October 19, 1965, the exact anniversary date of Governor Emanuel Philipp's appearance in Eau Claire in 1916 to dedicate the normal school building, Governor Warren Knowles presented the L. E. Phillips Science Hall in a dedication address. President Haas made the acceptance speech, and Professor Floyd O. Krause expressed the formal appreciation of the science faculty. The president of the Student Senate, Graham P. Olson, presented the plaque honoring Mr. and Mrs. L. E. Phillips. Appropriately recognized were Mr. S. W. Casey, maker and donor of the telescope, and the family of J. N. Clark, 19th-century collector of birds of the Chipewa Valley.<sup>32</sup>

"Science as a Human Endeavor" was the title chosen by the distinguished scientist, Dr. James Van Allen, chairman of the physics department at the State University of Iowa, in the evening address on October 19. The discoverer of the Van Allen radiation belt around the earth, Dr. Van Allen, began by saying: "I belong to that great generation of physicists who fully expected that their lives would be ones of obscurity, and, at the most, modest comfort, but ones which might possibly contain an element of intellectual adventure and excitement shared perhaps by, at most, a few dozen kindred spirits. The events of the past 30 years have shown how wrong we were. Science has exploded in scope, in scale, and in diversity. It has been literally engulfed by practical, sociological, and political considerations." Referring to the famous essay of C. P. Snow, Dr. Van Allen stated that he did not take



nearly as gloomy a view as Sir Charles of a gulf between humanities and the sciences: "But science, as I am using the term here this evening, is the body of understanding and of interpretation which results from human investigation. It contains a fine mixture of observational knowledge, calculation, analysis and aesthetic appeal. Thus science is a thoroughly human enterprise."<sup>33</sup>

The Fiftieth Anniversary Year, thus launched, continued with a succession of seven nationally known authorities as Forum lecturers in as many diverse fields: Dr. Charles Malik, former president of the United Nations General Assembly; Dr. Arthur Coons, president of the Coordinating Council for Higher Education of the State of California; Dr. James W. Silver, former history professor at the University of Mississippi and author of *Mississippi, the Closed Society*; Robert Taft, Jr., prominent Ohio attorney and spokesman for the Republican Party; Dr. Stringfellow Barr, former president of St. John's College, Annapolis, Maryland, where he introduced "The Great Books Program"; Dr. H. W. Kloefer, anatomist and geneticist from Tulane University; Charles (Bud) Wilkinson, former University of Oklahoma football coach and President Kennedy's consultant on physical fitness; and Dr. Walter W. Heller, economics professor from the University of Minnesota, former chairman of President Kennedy's Council of Economic Advisors.<sup>34</sup>

Inspired by President Haas, whose vision of the ideal college campus was, step by step, becoming a reality, a Carillon Committee was formed to procure Westminster chimes. The Alumni Association, together with student leaders from Gamma Sigma Sigma sorority, the Student Senate, the Interfraternity Council, the Lettermen's Club, and a committee headed by campus school faculty member Ruth Hoard which included alumni and parents of pupils of the campus school, carried out a successful drive for the carillon, which was installed in the tower of Schofield Hall before the end of the year, in May 1966.<sup>35</sup>

Recipients of the first Excellence in Teaching Award, established by the board of regents and the Johnson Foundation of Racine, Wisconsin, were determined by alumni of the classes of 1963, 1964, and 1965, asked to vote among all those faculty members they had known while on campus. When the result was a tie between Dr. Wilmer Pautz, professor of education, and Dr. Frederick Armstrong, professor of economics, the Wisconsin State University-Eau Claire Foundation, Inc. offered a second prize of \$500 to match the Johnson Foundation cash award.<sup>36</sup>

The School of Nursing welcomed its first class

in the fall of 1965, and early in 1966 it was announced that the School of Business would open its doors in the fall. Assured was a leap across the Chippewa River when, in December 1965, it was made known that the city of Eau Claire, agreeing that a site on the opposite bank of the river from Schofield Hall would be ideal for the proposed fine arts building, was willing to transfer a seven-acre playground located there to the university. Douglas Weiford, the city manager, commenting on the agreement, said: "We recognize that the university has not only developed our biggest industry, but has riches that far surpass the economic benefits. The university serves the region as a cultural and educational center."<sup>37</sup> Construction began on upper campus of the high rise residence hall, and funds were released by the State Building Commission for a social science and business classroom and office building to be erected alongside Roosevelt Avenue across from the Haas, Davies, and Kjer residences.

Art flourished on the campus, with a metal sculpture of Daedalus, an original work by James La Malfa of the art faculty, given by Mrs. Stella Kobilka of the class of 1917.<sup>38</sup> Professor Kenneth Campbell arranged a retrospective show of the work of the Wisconsin-born painter Karl Knaths for the Skylite Lounge of Davies Center, with the artist and the New York City art collector, Emil Arnold, attending the gala opening in May.<sup>39</sup> Also for the Golden Jubilee observance, Mr. Campbell designed a seal of the University showing the "Council Oak" in the center with the lamp of learning and the word "Excellence." The tradition of the "Council Oak," a handsome tree on the south lawn of the lower campus, was that over a hundred years ago it was the meeting place for pow-wows of the Sioux and the Chippewa tribes. The tradition was revived in the anniversary year, and the tree was floodlit during the spring and summer of 1966.<sup>40</sup>

On Alumni Day, June 4, 1966, the emeriti faculty welcomed to their ranks Dr. Melvin Rigg, professor at Eau Claire since 1952 of both philosophy and psychology. Holder of doctorates in both fields, he exemplified the kind of versatile teacher whose wisdom and wit marked "the higher learning" at Eau Claire during the years of liberal arts emphasis. Also feted at this time was Miss Delia Anderson, retiring at the end of the 1966 summer session after serving her alma mater as reference and periodicals librarian since 1946. Miss Anderson was also the gracious lady who headed the Golden Jubilee committee through years of careful planning.<sup>41</sup>

The alumni banquet was attended by 500 people honoring the anniversary, with President David



Wiltrout of the Alumni Association presiding over the necessary business affairs, and Alden Losby, class of '22, as master of ceremonies. The speaker of the evening was Professor Wilmer Pautz, who in his capacity as coordinator of institutional research had made a survey of Eau Claire alumni by questionnaire the year before. The study, suggested by President Haas, revealed the mission which normal school, teachers college, and college of liberal arts had accomplished for the 3,500 alumni who replied to the questionnaire. Statistics which Dr. Pautz gave in his presentation, entitled "A Galaxy of Grads," became lives whose courses were influenced, if not determined, by the institution:

"The greatest contribution of the school at Eau Claire so far may be that it has afforded an opportunity to students with a meager educational tradition to become college graduates; of the 3,500 replying to the questionnaire, 28 percent of their fathers and 19 percent of their mothers had not completed eight grades, and 70 percent of the fathers and 61 percent of the mothers had not completed high school. A degree of economic hardship was also overcome: nearly one-third of the graduates reported they were self-sufficient while earning their college credits, and another one-third were responsible for one-half or more of their expenses, with only one-sixth having their way paid for them." The importance of the institution's teacher education specialty was emphasized by the fact that 82 percent of graduates had taught, and 71 percent were teachers in Wisconsin; indeed, 47 percent were active as teachers in 1965. Of the respondents, 44 percent had attended graduate school and 18 percent had earned the master's degree by 1964. Marriage had attracted 81 percent, and 76 percent had children; 71 percent owned their own homes. They reported the following nationality backgrounds: 31 percent Scandinavian, 28 percent German, and 16 percent British. Active in civic, professional, and service groups were 83 percent of the respondents, and 8 percent indicated they had been elected to public office. When considering the various education institutions they had attended, 75 percent directed their strongest loyalty to Eau Claire.

To Leonard Haas on the Golden Jubilee Alumni Day went the highest accolade: the Distinguished Alumni Service Award. In his response, the president summed up the true meaning of the celebration: "Our growth can be measured in tangible evidences of bricks and mortar and of enrollment figures, but the quality of teaching and of learning associated with the university during these fifty years is of first importance. With 5,650 degree graduates and the hundreds who have received diplomas and

two years of college study here before going on to earn degrees elsewhere, we reflect on the lives of people — their accomplishments, their influence, their contributions — and the role of Wisconsin State University-Eau Claire in making these goals possible of attainment." In his commencement address the next day, the Honorable Carl Rowan said: "All of the hopes and aspirations of the human race lie within the hands of educated men and women."<sup>42</sup>

## CHAPTER VII — FOOTNOTES

<sup>1</sup> The inauguration of Dr. Leonard Haas was tape-recorded in its entirety by WECL as a special public service in cooperation with the Board of Regents of State Colleges. Tape and transcription in the Archives, UW-Eau Claire.

<sup>2</sup> *The Eau Claire Alumnus*, Vol. 19, No. 1, December 1960. In January 1960 President Haas appointed a Golden Jubilee Committee, headed by Delia Anderson, member of the library staff and a graduate of Eau Claire Normal School in 1923, with faculty members Adolph Olson, Ruth Hoard, and Ruth Foster, and David Wiltrout for the Alumni Association.

<sup>3</sup> Theodore H. White, *The Making of the President*, 1960 (New York: Atheneum Publishers, 1962), p. 91.

<sup>4</sup> Kent M. Beck, "The Kennedy Image: Politics, Camelot, and Vietnam," *Wisconsin Magazine of History*, Autumn 1974, pp. 45-55.

<sup>5</sup> David Halberstam, *The Best and the Brightest* (New York: Random House, 1969), pp. 40-44.

<sup>6</sup> Robert J. Havighurst, *American Higher Education in the 1960s* (Columbus: Ohio State University Press, 1960), pp. 9, 66.

<sup>7</sup> *The Eau Claire Alumnus*, Vol. 18, No. 1, December 1959; Vol. 19, No. 1, 1960; Vol. 20, No. 1, December 1961.

<sup>8</sup> Richard Hibbard, letter to Laura Sutherland, in UW-Eau Claire Archives.

<sup>9</sup> Building on a program begun by Dean Pedersen, Mr. Kearney placed emphasis on recruitment in Milwaukee, Waukesha, and Dane Counties. One strategy was to recruit a few students from a given high school; in the following year, draw attention in high school visits to alumni of that school attending Eau Claire, thus setting in motion a chain reaction leading to future admissions from that high school. In this manner, students from the Milwaukee larger area increased from 1.3 percent of Eau Claire's student body in 1960 to 10.1 percent in 1970, and aggressive recruitment produced similar results in Dane County and in parts of northern Illinois. Interview with John L. Kearney, February 1975. Statistics from the Office of Institutional Studies, UW-Eau Claire.

<sup>10</sup> To help the nine Wisconsin State Colleges/Universities find new faculty for positions opening in the fall of 1964, Dr. Robert C. Williams, former president of Whitewater, interviewed 728 candidates at 39 universities in 20 states in 1963-64, traveling more than 14,000 miles. The area covered Ohio and Georgia on the east and Wyoming and Texas on the west. Newcomers to the campuses in the fall of 1964 as the result of the faculty recruitment program included approximately 60 at Eau Claire, 35 at La Crosse, 95 at Oshkosh, 55 at Platteville, 40 at River Falls, 40 at Stevens Point, 35 at Stout, 35 at Superior, and 85 at Whitewater. *Wisconsin State Universities Report*, Vol. XIII, No. 4, October 1964.

<sup>11</sup> In January 1964, Fred Harvey Harrington, president of the University of Wisconsin, wrote Dr. Haas a brief note of congratulation on the new administrative organization, adding: "We too are wrestling with reorganization, and hope we can get a few more changes in before the big enrollments hit." Letter in the Archives, UW-Eau Claire.



<sup>12</sup> *Daily Telegram*, Madison dateline, April 4, 1964, and May 22, 1964; also letter of Ray J. Theisen to Leonard Zubrensky, legal counsel to the governor, January 27, 1964, in Archives, UW-Eau Claire. Also see McPhee interview with Fredricks, pp. 250-51.

<sup>13</sup> The *Spectator* quotation is from the issue of May 16, 1963. Name change: *Proceedings of the Board of Regents of State Colleges*, April 1963 — June 1964. Though the Board had the prerogative to change the names of the institutions for which it was responsible, it could not change its own name. Only the legislature is empowered to do so; until 1951, the designation was the Board of Regents of Normal Schools, from 1951 to 1967 it was Board of Regents of State Colleges, and in July 1967 it became Board of Regents of State Universities.

<sup>14</sup> Interview, John Jenswold with Leonard Haas, March 25, 1975. Dr. Haas made the comment that "there may have been in the minds of some of the regents in 1964 the thought that by creating another university system, it might prolong the time or postpone the time when there would be talk of further merger." In the Schofield Hall ceremony, Dr. Haas observed that "a university also is a collection of colleges under a central administration which are closely linked by travel and communication." *Daily Telegram*, July 1, 1964.

<sup>15</sup> Interview, Jenswold with Haas, March 25, 1975.

<sup>16</sup> C. P. Snow, *The Two Cultures and the Scientific Revolution* (New York: Cambridge University Press, 1962), p. 10. First published in 1959, the small book was in its tenth printing by October 1962. An expanded version, "in the light of comment and the passage of four years," was published by the author in 1964 under the title *The Two Cultures and a Second Look*.

<sup>17</sup> In 1951, the Leonard Haases, the W. R. Davieses, and the Earl Kiers built homes side by side on the south side of Roosevelt Avenue bordering the campus.

<sup>18</sup> The 38-page report of the Science Hall Building Committee is dated 1961; Archives, UW-Eau Claire. In December of 1961, alumni and friends were urged by Dr. Haas to contact legislators regarding Bill 700S, which if passed would move forward the state building program, of which the science hall was a part; *The Eau Claire Alumnus*, December 1961.

<sup>19</sup> Mr. Weinberg was vice president of Ed Phillips and Sons, a wholesale liquor and merchandising firm, of which L. E. Phillips was president. Dr. Haas has commented on the special generosity of Mr. and Mrs. L. E. Phillips in view of the fact that the campus school building, constructed in 1952, eliminated the sweeping prospect all the way to the Chippewa River which they had previously enjoyed from their home on Park Avenue; interview, Jenswold with Haas, March 25, 1975.

<sup>20</sup> Dedication booklet of the L. E. Phillips Science Hall, October 1965; *The View*, Fall 1965, p. 3.

<sup>21</sup> Architects' sketches of the separate entities were on view in the office of the city manager of Eau Claire as elements of a "de luxe" plan for the development of Highway 12, later referred to as Clairemont Avenue when the Interstate Highway 94 was completed, according to Mrs. Hilda Carter, member of the Eau Claire Board of Zoning Appeals, 1961-63, and of the City of Eau Claire Planning Commission, 1963-70.

<sup>22</sup> *The View*, Spring 1964, p. 22.

<sup>23</sup> *Daily Telegram* covered the controversy in issues of January 15 and 24, 1964, and the open meeting in the March 13, 1964, issue.

<sup>24</sup> Interview, Jenswold with Haas, March 25, 1975.

<sup>25</sup> *The View*, Spring 1964, p. 4.

<sup>26</sup> Dedication booklet, "Residence Halls at Wisconsin State University-Eau Claire," May 14, 1966. Guest list, which included members of the Area Committee and the President's Club of the Eau Claire State University Foundation, was published in a news release, dated May 10, 1966, prepared by the Office of University Relations.

<sup>27</sup> *Milwaukee Sentinel*, "King Stirred Audiences in State Visits," April 5, 1968. Mr. King was assassinated in Memphis, Tennessee, on April 4, 1968.

<sup>28</sup> The anecdotal material was gathered largely in interview, Jenswold with Haas, March 25, 1975.

<sup>29</sup> *Minneapolis Tribune*, "Bemidji Installs Its New President," April 21, 1965. Dr. Harry Bangsberg was killed in Vietnam on March 23, 1967, when an eight-member team of educators studying Vietnam's higher education system for the U.S. Agency for International Development lost their lives in an airplane crash; *The View*, Spring 1967, p. 15.

<sup>30</sup> "Magic Casements," in *The View*, Spring 1964, pp. 16-21; the Marquette article in the same issue, pp. 23-29. "Three Freedoms," *The View*, Winter 1965, pp. 20-23, and Winter 1966, pp. 18-20.

<sup>31</sup> "Excellence on the Campus," privately printed, WSU-Eau Claire.

<sup>32</sup> Program of Dedication, interleaf in the Dedication booklet of the L. E. Phillips Science Hall, October 1965.

<sup>33</sup> James Van Allen, "Science as a Human Endeavor," *The View*, Fall 1965, pp. 4-8.

<sup>34</sup> A fine preview of the Golden Jubilee Year programs was given in a special edition of the *Daily Telegram*, printed on gold paper, August 1965. The *Spectator* also printed a special edition in blue ink on gold paper in the fall of 1965.

<sup>35</sup> Folder on the Carillon Committee and its work in the files of Hilda Carter, committee secretary; also *The View*, Summer 1966, pp. 15-19. The campus school also held an alumni reunion banquet in 1966.

<sup>36</sup> *The View*, Spring 1966, p. 12.

<sup>37</sup> *Milwaukee Journal*, "What's New at the U? Eau Claire Center Reflects City, Campus Cooperation," by Ralph D. Olive, December 26, 1975. Hoped for at this time was a city-university auditorium in conjunction with the fine arts building. Also recognizing the university as an asset to the city, the Chamber of Commerce gave a banquet for the faculty and administrators during the Golden Jubilee Year.

<sup>38</sup> *The View*, Winter 1966, p. 11.

<sup>39</sup> A year later, through the mediation of Professor Kenneth Campbell, Mr. Emil Arnold donated 27 pieces of contemporary art and sculpture to Wisconsin State University-Eau Claire for its permanent art collection, including a Karl Knaths painting valued at \$4,000. *The View*, Summer 1967, pp. 8-11; also the Emil Arnold Art Collection brochure printed for the opening exhibition by WSU-Eau Claire, summer 1967.

<sup>40</sup> Though it still stands, the "Council Oak" lost its perfect shape when struck by lightning on July 10, 1966. The event drew little attention in the local press. On the same day, Martin Luther King, Jr., led a march in Chicago for nonviolence and solidarity in the civil rights movement. The Johnson administration, it was disclosed, planned to increase U. S. forces in Vietnam to 375,000 men by the end of the year, and four infantry battalions in Vietnam spent the day stalking the enemy Vietcong in the jungle near the Cambodian border. *Daily Telegram*, July 11, 1966.

<sup>41</sup> The 1965 Honors Day address by Dr. Melvin Rigg, "Signs Along the Way," was reprinted in the summer 1965 issue of *The View*, pp. 6-7. Retirement of Dr. Rigg and Miss Anderson, *The View*, Summer 1966, p. 15.

<sup>42</sup> Events of the Golden Jubilee Alumni Day and Commencement, *The View*, Summer 1966, pp. 3-4, 12-13.



## CHAPTER VIII

### THE ERA OF THE STUDENT

#### *The Dynamic Decade*

More than any other decade in the history of American higher education, the 1960s deserves to be designated "the era of the student." There was no time in these ten years when the influence of the student was not felt, although in different ways at different times. In the early years, administrative forces were marshalled to accommodate the new numbers of students. Demands for teachers, books, labs, classrooms, and dormitory rooms rose as the enrollment boom came to life. Toward the end of the decade, higher education was hit with a malaise of discontent, sometimes expressed in violent political acts: bombing, arson, shooting, death. As the universities were propelled into the seventies, a pattern of participation emerged: university governance was seen as a partnership of administrators, faculty, and students, and student representatives began to contribute to the routine operations of universities.

The changes that came in the dynamic decade went beyond local campus situations and the way in which local situations were handled. The culture of protest and alienation was produced, packaged, and marketed to an eager youth-conscious public. Music became a medium of communication; the protest songs of Bob Dylan and Joan Baez, recorded for Muzak, accompanied business transactions in corporation offices. Grooming and dress became casual; the "Beatle" haircut that repulsed many in 1964 could almost be called conservative by 1970. Taboos covering sex and violence were eroded, if not erased. Even small towns were affected by crime and drug abuse, and nearly everywhere it soon became fashionable to support minorities, chastise elected officials, and protest against the "establishment" at home, in the office, and in the community.<sup>1</sup>

As the nation moved through the sixties to a rock beat, events blossomed into movements, and movements begat new events. The center of attention became youth and those sanctuaries of youth, the colleges and universities. Wisconsin State University-Eau Claire, though far from being the cauldron of change that was Berkeley or Harvard, did not remain unaffected by pressure and change in society.

#### *Activism, Civil Rights, and Free Speech: "Where It All Began"*

To the surprise of many experienced educators, the radical generation of the 1960s surfaced early. Clark Kerr, speaking as the new president of the

University of California in 1960, said that the students of the upcoming decade "are going to be easy to handle. There aren't going to be riots. There aren't going to be revolutions." But soon after his statement, students from California's Berkeley campus were involved in physical confrontation with uniformed authority at the House Un-American Activities Committee hearings in San Francisco. In November 1960, activism shattered Kerr's vision of placidity when student editors of *The Daily Californian* resigned over censorship by administrators. The happening was brought to the attention of readers of Eau Claire's student newspaper, the *Spectator*, whose editors expressed their support of the California student journalists. The omnipresent mass media found in student activism a message that attracted the attention of readers and viewers in all parts of the country.

Assessing the trends that shaped activism, Michael Harrington stressed the importance of the civil rights movement of the early sixties. "Black America," he noted in *Fragments of the Century*, gave the nation "a renewed sense of its own conscience." Harrington himself could be considered a force in the movement; his 1962 book, *The Other America*, focused attention on the irony of hunger co-existing with affluence. The issue of poverty joined the two concerns of rights and racism in the formulation of the social legislation of the Kennedy and Johnson administrations.<sup>2</sup>

There were opportunities for students of Wisconsin State College at Eau Claire to keep abreast of events in the civil rights crusade. In March of 1962, Martin Luther King, Jr., spoke on the college's Forum series, bringing the message of total integration but emphasizing peaceful protest: "Destructive means cannot be used to bring about constructive ends. We can hate injustice, but we must love the perpetrators of it."

The following year, Dr. King repeated his cry for justice in the memorable "I Have a Dream" speech at the Lincoln Memorial which concluded the "March to Washington." In the crowd that August evening were four students from Wisconsin State College at Eau Claire, Dr. John Higgins of its history faculty, and John Kruse of the Cooperative Campus Ministry. "There was a sense of dedicated joy, congenial participation, and purpose among the marchers," Mr. Kruse recalled in his interview with the Eau Claire *Daily Telegram*.<sup>3</sup>

The "sense of conscience" among young people found outlets in positive participation in new pro-



grams that crossed the New Frontier into the Great Society. The Peace Corps, established early in the Kennedy administration, became "the liberal hero of the hour." James W. Gould, Peace Corps representative, spoke on the Eau Claire campus and told interested students that the Peace Corps is "a positive plan which is trying to contribute something good and helpful instead of trying to stamp out the things it considers bad." More than a dozen students and graduates of Eau Claire committed their energies to two years or more of work in the "third world" nations during the 1960s as Peace Corps Volunteers.<sup>4</sup>

Young people were also attracted to service in the Office of Economic Opportunity's "War on Poverty" in Appalachia, in Volunteers in Service to America programs, in Project Headstart and Educational Opportunity efforts. As Calvin Lee, chronicler of campus life, wrote: "In the early sixties the movement from the left was still a movement for something: for desegregation, for equality for the blacks, for individualism. It was not, at least not perceivably, a movement *against* impersonalization, against the IBM card, or a rebellion against war. This change in tone was to come soon enough. . . ."<sup>5</sup>

A significant meeting took place in June 1962 when 45 young people gathered at the old UAW-CIO camp at Port Huron, Michigan, and founded the Students for a Democratic Society. The 62-page manifesto, "The Port Huron Statement," drafted by Tom Hayden, a University of Michigan student, proclaimed: "We are people of this generation, bred in at least modest comfort, housed now in universities, looking forward uncomfortably to the world we inherit." As it urged that students "as individuals take the responsibility for encounter and resolution" the newly formed SDS was "then but a shadow of its future self."<sup>6</sup>

A change in tone began with the November 1963 assassination of John F. Kennedy. The death of the young and vigorous president brought a feeling of helplessness and despair to the youth of America. John Anderson, editor of the *Spectator*, described the reaction of Eau Claire students: "When news of his death reached the campus, hundreds of students crowded around television and radio sets to await the news that never came — that the President would recover. Long, sober faces met in halls as the afternoon passed." It was evident, Anderson concluded, that "students have a great love for their country which today is just a little bit weaker."<sup>7</sup>

The Johnson administration lacked the luster of "the best and the brightest" of the Kennedy years, and it gradually became apparent to the country,

and especially to those of draft age, that the commitment of military forces in Indochina was deep.

The Free Speech Movement at the University of California at Berkeley, often cited as the beginning of the student revolt, arose over the issue of the "right" of campus political groups to promote their causes and solicit contributions on university property. When in the fall of 1964 administrators began to restrict these activities, their rulings were met with sustained protest. The polarization was completely unanticipated: students burned the IBM cards which were their identification as members of the university community as a demonstration against the university, perceived as an "education factory." The Free Speech Movement became a model for later protests: "The Free Speech Movement was anti-status quo, valued ethics above law and order, had its own hip-anarchic style and included everyone from Maoists to Goldwaterites."<sup>8</sup>

The events at Berkeley were reported to readers of the *Spectator* by on-the-spot syndicated correspondents. In many parts of the country, reports in student newspapers and the public press helped produce a student solidarity — an ideological alliance and awareness of movements on other campuses. At the same time, Berkeley caused a backlash on the right. In Wisconsin, it was easy to draw the inference that the University's Madison campus was similar in size to Berkeley and might also harbor students and faculty with radical leanings. In April 1965, State Senator Gordon Roseleip of Darlington introduced Bill 235, "Communist Lecturers," and Bill 301, "Truth in Education." Between them, the two bills stated that no member of the Communist Party could seek, accept, or hold a position — nor could he or she speak — in schools supported wholly or partially by state funds. The bills, ultimately defeated, were opposed by Eau Claire's *Spectator*.<sup>9</sup>

Through empathy or backlash, the movement at Berkeley became a powerful influence as student protest spread through the larger state universities in California, Ohio, Michigan, Wisconsin, and New York; into the venerated private institutions of the East such as Harvard, Columbia, Yale, and Princeton; and ultimately to smaller schools and former teachers colleges.

### *The Dow Chemical Protests at Madison: 1967 and Beyond*

In October 1967, the state of Wisconsin was shocked by a violent demonstration against Dow Chemical Company representatives on the University of Wisconsin's Madison campus. Dow, a major manufacturer of napalm which was being



used in the Vietnam War, had an extensive personnel recruitment program on campuses across the country. In the two-day Madison incident, said to involve some 3,000 students, 60 persons were injured and 13 students were suspended.<sup>10</sup> Though their appearance was heralded by a large employment advertisement in the *Spectator*, Dow representatives had no trouble on the Eau Claire campus; indeed, interviews by all recruiters went "almost unnoticed" in the 1967-68 year. An editorial in the *Spectator* took a stand against recruitment for athletic teams — not against corporations supplying the Vietnam War.<sup>11</sup>

The Dow disturbance of 1967 began an era of protest on the Madison campus marked by a strike by graduate teaching assistants, demonstrations for black studies and a black cultural center, anti-draft demonstrations, "trashings" of area businesses: a drama of broken bones and broken glass that reached a climax when a homemade bomb gutted the Army Mathematics Research Center, killing a young scientist working late at night — an eventuality so shocking that it brought an end to violence at the University of Wisconsin.

Wisconsin citizens and their elected representatives in state government were shocked and alarmed by the sequence of events on the Madison campus. The state's newspapers contained letters from readers demanding that the University of Wisconsin "crack down" on protestors. Governor Warren Knowles reported that his daily mail was full of letters from constituents who said that the demonstrations were "all Communist inspired" and their leaders were "devoted to Russia and Red China." The Republican controlled legislature responded with budgetary threats, increased campus police forces, and comments to the press on the inability of UW President Fred Harvey Harrington to govern the University.<sup>12</sup>

### *The Wisconsin State Universities Campuses: Two Major Outbreaks*

The two major disturbances in the Wisconsin State Universities were at Oshkosh and Whitewater, and both grew out of strained relations between the campus and the community when blacks first began to attend the regional institutions.

At Oshkosh, located in the east central part of the state, black students filed into President Roger Guiles' office in November 1968 with a list of demands — for a black center, for black studies, for more blacks on the faculty. When the president declined to sign the document, disillusioned students proceeded to tear his office apart. Sit-ins, marches, and faculty protest followed, as did the suspension

of 90 black students. The *New Yorker* magazine reported that most Oshkosh citizens were "so angry that they could explain the destruction only in terms of outside influence, perhaps Communists. It was Oshkosh's first experience with modern student unrest. . . ."<sup>13</sup>

At Whitewater, a small southern Wisconsin city near the Illinois border, town/gown relations became strained when the university there began recruiting black students. In December 1969, a racial disturbance erupted over a basketball game between white and black fraternities. Three months later, the campus's central structure, Old Main, was hit by fire during a week of protest. The *Milwaukee Journal* noted: "Whitewater citizens were tired of outsiders dictating to them. They feel that the university is 'so damn big and it's an outsider, our students come from out of town, and we look to Madison and the legislature for money.'"<sup>14</sup>

Later, Eugene McPhee, director of the Wisconsin State Universities, recalled that the board office in Madison was "like a war room, with maps . . . to keep track of where trouble would break out." Yet he himself remained calm, casually phoning the presidents to ask, "How are things today?"<sup>15</sup> By the end of the decade, his tally of disturbances within the WSU System included both radical and minor activism:

- the racial incidents at Whitewater and Oshkosh, major disturbances that showed that violent protest could indeed hit the WSUs.
- protest marches for a uniform 18-year-old drinking age on the La Crosse and Stevens Point campuses.
- student action against tenure policy and nonretention of favorite faculty members at Whitewater and Eau Claire.
- anger over administrative decisions to deny SDS charters at La Crosse and Eau Claire.
- an omnibus protest at Platteville against faculty domination of the library, residence hall rules, violation of Constitutional rights, and the "second-rate image" of the Wisconsin State Universities "established by the board of regents."<sup>16</sup>

Though each of the state universities considered itself an autonomous institution, the presidents could not divorce themselves from what was happening on other campuses. By administrators and students alike, the board of regents came to be regarded as an appeals board, and board meetings themselves became the scene of protest on several occasions. President Haas remembered the regents' meeting the month following the Oshkosh disturbance as "a very tense situation":



... Hundreds of people converged on Madison and the board meeting, which was held in one of the chambers of the capitol building at that time. ... I was sitting at the back of the room; there were some students nearby and some other students decided to storm the place. Glass flew all over the room and around my head. There were a couple of Eau Claire students there, and they immediately tried to protect me ... because I was sitting in that particular spot. I think that's indicative ... there was some concern because people could have been hurt that day.

Dr. Haas also recalled a meeting of the state universities presidents following the Whitewater fire. Their luncheon gathering at a Madison restaurant was watched over by bodyguards hired to protect Whitewater President William Carter.<sup>17</sup>

The regents responded to the problem of protest by formulating a unified conduct code which stipulated that demonstrations must be conducted within the law and that they must not interfere with the "accepted functions or activities of the university and its educational program." Later, the regents called for increased campus police forces through the creation of a special security office at each school, a system which, the board said, "should be one of protection and security, not the enforcement of criminal statutes."<sup>18</sup>

### *The University as Parent, a Concept Whose Time Had Passed*

By January 1966 the message of the "new student" was beginning to filter into the Upper Midwest, and in a perceptive address entitled "Ferment and Freedom on the Campus," the Most Reverend James P. Shannon, president of the College of St. Thomas, St. Paul, Minnesota, gave the midwinter commencement charge at Wisconsin State University-Eau Claire:

We must admit we are confronted with a new breed of students. Ten years ago we were lamenting the fact that our students were addicted to a buttondown style which went far beyond their shirtwear. We called them indifferent, callous, apathetic, and insipid. ... We shook our heads in the 1950s and then turned our attention to the coming generation of students. We had some advice for them. We told them their predecessors had sold their birthright in return for security. We admonished them to slough off conformity and said they should be unafraid to hear a different drummer. We urged them to strive for excel-

lence and not settle for mediocrity. We warned them of an indifference so brittle it would shatter on the great moral and social issues of our time. Some students took us to heart. On the road to Damascus they were struck from their horses, and they became committed young men and women.<sup>19</sup>

In a sense, universities and colleges were responsible for the very emancipation of their students which was demanded in the 1960s. One of the immediate casualties was the whole idea of "in loco parentis," or the university as foster parent of the student who is away from home. Young people wanted none of the security of a buttoned down way of life supervised by their elders.

The concept of "in loco parentis" had an honorable history. All the Wisconsin state normal schools, except the youngest, Eau Claire, had at one time accepted students as young as 14 and 15 years of age. Eau Claire, when it opened its doors in 1916, expected all entering students to have a high school diploma or the equivalent in experience in teaching. Other early institutions were governed by religious organizations and were charged with the responsibility "to improve, to the utmost of our power, discipline and moral character."<sup>20</sup> But "in loco parentis" is a concept which dies hard, especially with parents who have protected their children as they grow up, or who themselves have been unable to cope and wish someone else would, and with a segment of the citizenry. A liberalized campus policy, a controversial speaker, a questionable film brings angry letters to the desks of presidents and deans beseeching them to protect "our gullible students."<sup>21</sup>

The 1960s at Wisconsin State University-Eau Claire represented for the vice president of student affairs at Eau Claire years filled with a strenuous effort to keep up, not only with the "new breed," but with actual numbers. From 2,909 students in the fall of 1963, when he came to Eau Claire as dean of students, enrollment went to 3,573 the following fall, when Dr. Ormsby Harry's title had become vice president for student affairs. From then on, it climbed each year until the figure in the fall of 1970 was 8,282, and among these students were young men who had already fought in Vietnam.

A number of functions fell under the purview of the vice president for student affairs. He became early acquainted with freshmen through the admissions function of his office and the two-day freshman orientation and advisement sessions held for freshmen and their parents the summer before entrance, during which President Haas, Dr. Harry, associate deans of students, and leaders of the student body,



as well as academic advisers, smoothed the path to matriculation.

Housing of all non-commuting students on campus was the desideratum, but even though residence halls were constantly under construction through 1968, only for a very brief period were there more rooms than students who wished to occupy them, and at the same time it was deemed necessary for the staff to inspect off-campus student housing, and work with community landlords. The vice president for student affairs watched over the health of the campus population and brought the first full-time physician on to his staff.

University programs and liaison with student government demanded the talents of a full-time person, and in 1966 Johannes Dahle, from the University of Minnesota and Macalester College, St. Paul, was brought to Eau Claire to work with Forum and Artists Series committees and plan many special events, such as "Arena of Ideas" and "Meet the Professor," and to work closely with cultural and social, standards, and organizations commissions of the student government. The disposition of several hundred thousand dollars of the student activity fee each year was a matter for both student and administration input.

Clayton Anderson became full-time director of recreation when the Hilltop Center opened. Bowling alleys, game rooms, and snack bar were located there closer to the several thousand students living in upper campus dormitories. Year-round intramural competition in all the major sports became a safety valve for the energies of young men and women; equipment was loaned for tennis, skiing, golf on city courses, and bicycling. Molded by television, the record industry, specialized magazines, and mature motion pictures, the "new breed" of students was served on campus by TV viewing rooms, major popular groups such as "The Fifth Dimension" and "Jefferson Airplane" in concert, a large university bookstore, and contemporary films and film festivals. The social and cultural patterns of the 1960s took over, and Anthony Lewis of the *New York Times* noted that "the changes in attitude occurring in bigger, less controversial places are beginning to touch even central Wisconsin."<sup>22</sup>

The first of the older customs to go was the freshman "beanie":

When called upon to "beanie" by a sophomore, the freshman is required to come to attention and recite the freshman poem. . . . Maximum penalty for the failure of freshmen to identify with the freshman class would be a recommendation of social probation during Eau Claire's homecoming. . . . Other penalties in-

clude crawling in Minnie Creek chanting "quack, quack," cutting grass in front of Schofield Hall with nail clippers, or counting the number of steps from Schofield basement to the 11th floor of Towers.

Richard Kirkwood, poet and assistant professor of English, failing to see the value of the compulsory poetry recitations, wrote a letter to the *Spectator* in which he opined that the tradition "can be and often is harmful to the proper and immediate adjustment of some freshmen."<sup>23</sup>

Even seniors, just about to graduate, were subject to a parental-type rule. If they did not wish to attend the commencement ceremony, they had to seek permission of the appropriate dean to absent themselves, and each such application received personal attention from the dean, who would make a recommendation to the vice president for academic affairs. Dr. John Morris, dean of the School of Arts and Sciences, approved a request from a student who asked to be excused from the ceremony because the date interfered with his marriage and his entrance into the armed forces with the quip that "one should never fight city hall or cupid."<sup>24</sup>

Another custom abandoned in 1967 was the requirement of convocation credits, when Johannes Dahle, director of university programs, persuaded reluctant administrators that students could be trusted to take advantage of cultural programs without compulsion. The former lines of students waiting to have their convocation cards punched as they entered a lecture or concert were a thing of the past, and attendance was as good as ever.

The once-a-week freshman convocation was carried on for a while, even though it became necessary to hold it in sections to accommodate the entering classes reaching a thousand and more in numbers. "Guerilla theater," a term most administrators had never heard of when it happened, spelled the end of compulsory freshman convocation. Three performances of approximately a minute and a half each interrupted freshman forum during the fall of 1968, when ten or a dozen students staged little dramas of a reluctant freshman being forcibly dragged into the assembly by a uniformed representative of the law. The "Winston Baker case" was turned over to a disciplinary tribunal of faculty and student members, chaired by assistant professor of sociology Shirley Wright. The charges were presented by dean of men Willis Zorn, and the defendant was represented by political science professor Morton Sipress as counsel. The Chippewa Valley Chapter of the American Civil Liberties Union reviewed the case:



. . . While some 10 to 12 students participated, only the black student was disciplined even though others were recognized. It is difficult to judge whether those bringing the charges did so because the student was black or because they viewed him as more of a troublemaker than the others. . . . The student was charged under a Board of Regents rule prohibiting "interference with accepted functions," through such things as "noise," "tumult," "breach of peace," and other such activities. It was never specified what particular category his interference fell into. . . . The student was found guilty, suspended for four semesters and the suspension then suspended providing the student behaves in the future. The disciplinary hearing generally met the requirements of due process. . . .<sup>25</sup>

Two other matters which impinged on student life at WSU-Eau Claire were presented in the same December 1968 issue of the Civil Liberties bulletin: whether the proprietor of a downtown movie theater would be willing to risk censorship for showing the film of "The Fox," based on the story by D. H. Lawrence; and the excessive bail set for George Hanley, a "non-student," head of the Eau Claire chapter of the Wisconsin Draft Resistance Union, arrested for selling copies of an underground newspaper called "The Roach," on the grounds that the material was pornographic and lewd.

### *Housing: Battlefield in the War Against "In Loco Parentis"*

One of the requirements for head residents which Dr. Harry was most proud of was that those hired in that position have master's degrees in counseling and guidance. "Resident assistants" were chosen from among student applicants who were judged to be the finest type of responsible young persons. Rules establishing women's hours were made, according to associate dean of students Valena Burke, "with careful consideration to the campus and student needs." Social probation might be imposed for violation of the rules. Generally, during the decade, visitation hours were introduced through the student government procedures in cooperation with the vice president for student affairs and his housing staff, and privileges of free movement in and out of the dormitories were equalized for women and men. The concept of residence hall living as an educational experience remained an essential part of the philosophy of student personnel services.

Rules for off-campus housing had two functions: to ensure clean and livable quarters, certain furnish-

ings, reasonable rents, and adequate fire exits; and to provide that a householder, or other responsible adult, be "on duty" when a student tenant was in the house, and to see that the tenants, if women, conformed to sign-out and sign-in rules.<sup>26</sup>

The board of regents, meeting in Eau Claire on April 10, 1964, reaffirmed "the principle that it is the duty and responsibility of each college to establish policies and procedures relating to off-campus housing for all students." The following month, Dr. Harry's office attempted to sample the varieties of student housing in a survey which was roundly condemned by the *Spectator*. A dummy suspended from a tree opposite Katharine Thomas Hall carried the legend "Dean Harry Unfair to Students," and to the *Daily Telegram* Dr. Harry explained that the sign was probably protesting the current survey of housing, that "while the college has had a rule that all students must live in approved housing, the rule hasn't been enforced in recent years, and the survey now being made is aimed at enforcing the rule again."<sup>27</sup>

When, in the first semester of 1964-65, the university sent letters to some 150 students informing them that they were living in "non-approved" housing and must make arrangements to move, the student dissidents were joined by the landlords. "Property owners in university cities should be protected!" an angry Eau Claire citizen wrote to the state attorney general. After the local newspaper disclosed that several Water Street residences were considered substandard, the Water Street Businessmen's Association appointed a committee to negotiate with "the authorities over there" at the university, who they said were "trying to enforce a rule that was unenforceable."<sup>28</sup> The five-man committee was mollified when the rules of the regents were reviewed for them and they were assured that the university had no wish to "wipe out Water Street off-campus housing."

While university officials, juggling the housing needs created by constantly rising enrollments, lobbied for more residence halls, the opening of new dormitories was regarded by some students as a conspiracy to force students to live on-campus, reinforced by the rule that "all single men and women students not residing with their parents are required to live in a university residence hall in so far as accommodations are available." Though housing director H. Don Pope insisted that housing regulations were not set up as a means to obtain strict control over students, he predicted that with the opening of the Towers high-rise hall, "housing will be provided on the campus for all students under the age of 21 for the 1967-68 academic year."<sup>29</sup>



In April 1967, 200 students marched from the Council Oak on south campus to Schofield Hall to protest the housing rules. In a spring rain, President Haas told the demonstrators that the previous year the rules had been "liberalized" because of a shortage of dormitory space: "We were criticized then for not having enough housing." At the rally, student senators, students not affiliated with the university, fraternity members, and even a visiting member of the Students for a Democratic Society, were allowed to speak, protected at the podium from the rain by G. Willard King, director of university relations, holding an umbrella.<sup>30</sup>



The following year, as a leveling-off of enrollments was foreseen and dormitories on other state campuses already stood empty, the assembly state affairs committee of the legislature recommended that no new residence halls be built except in cases of "dire need." At Eau Claire, however, residence halls reached capacity occupancy in 1969, and with the moratorium on dormitory building in effect, Eau Claire students were allowed, and even encouraged, to seek housing in the community.<sup>31</sup>

The 1969 legislature enacted a statute which established advisory housing committees in each Wisconsin State University city. Composed of three representatives each of the administration, the student body, and the faculty, three representing the governing body of the municipality, and three representing the owners of private housing, the committee was "to consider and advise on all phases of student housing, including leases, contracts, building plans, grievances, and standards of operation." Adam Bors, dean of students, served as chairman of the committee, with John Curtis, local realtor, vice chairman. At the same time, the city of Eau Claire began to consider a housing code that would set municipal standards of housing.<sup>32</sup>

In a major step taken in the summer of 1970, Douglas Hallatt, who joined the student personnel staff the year before, was named director of housing. Occupying a suite of offices on the first floor

of the Towers residence hall, Dr. Hallatt presided over a staff of 12 head residents, 150 resident assistants, 18 custodians, and 500 work-study student helpers, an associate director, and two assistant directors. The occupancy rate rose to 105 percent, with overflow happily ensconced in lounge areas, as various amenities were added to dormitory living: refrigerators for rent, telephones in each room, beer at the nearby Pub in the Hilltop Center, recreational facilities in the Center and the McPhee Physical Education building. Dr. Hallatt, whose qualifications included a doctor of education degree, proved to have talents combining management skills with educational goals. "The old idea of 'in loco parentis' is out," he said, "and the emphasis now is shifting toward a richness of life in the residence halls with cultural and special events taking place within the context of dormitory living."<sup>33</sup>

### *"Sandbox or Soapbox": Student Government in the 1960s*

In the early 1960s a new form of student government was established by a push from above, when President Haas made a proposal, saying: "I have no desire to keep the reins of authority in one administrative office on the campus. I hope that I will be here long enough to witness dispersal of authority over the entire faculty and the entire student body."<sup>34</sup> The college senate, created in 1961, contained a handful of faculty, making it a kind of unicameral governing body for the college. Student representatives were elected from classes and residence halls. The college senate concerned itself with issues ranging from allowing card-playing in the Blugold Room to marshalling student input into the disposition of the segregated fee, and the effectiveness of the body, President Haas recalled, "depended upon the ability of the president and the vice president of the student body." The organization did relate itself to statewide issues through its membership in the United Council of Student Governments, which had been founded as a legislative and lobbying agency for students of the Wisconsin State Universities.<sup>35</sup>

When the faculty senate was established in January 1965, a separate student senate continued the commissions first formulated under the college senate set-up: social activities, cultural activities, campus organizations, student welfare, and standards. "Helping students achieve a working organization" was still the preoccupation of administrators, and this was one of the topics, along with housing, the under-21 drinking law, free speech, free assembly and picketing, communication techniques, and student council, on the agenda of the deans of students



of the nine state universities when they met at Eau Claire in September of 1965.<sup>36</sup>

In 1962 it was possible for Dean Zorn and the Eau Claire police to raid a party in a student apartment on Water Street. A half-dozen students were either suspended or placed on probation as a consequence. But students were becoming aware of their rights to privacy, even in university housing, to specificity of charges, and to a fair hearing before suspension or other punishment. When a residence hall head searched a student's room, the *Chippewa Herald-Telegram* took the university authorities to task for violation of a student's constitutional rights.<sup>37</sup>

Offenses ranged from appearing barefoot in the Davies Center, to making a bomb threat from a telephone there, which turned out to be the work of a prankster rather than of a political saboteur, to hanging a red flag from the Towers residence hall. Tribunals convened by the student personnel committee of the faculty senate were succeeded by a judicial board, advised by Drury Bagwell, associate dean of students, who had a degree in law. The judicial board, composed of students elected as representatives, heard cases and recommended solutions to Dr. Harry, vice president for student affairs. A women's standards board had much the same function. Forms of student government also were authorized for the residence halls, and the Inter-Residence Hall Council was chartered in 1969 to improve communications and coordinate policies on visitation among the ten residence halls.

Critics of the student senate pressured for more political involvement: the senate, the *Spectator* said, "will be effective only when it mobilizes student power. . . . Now is the time for an organized student senate which is not afraid to reflect student opinion and lobby for what it feels are the students' best interests." Later in the decade, an "all power to the people amendment" was proposed for the student senate constitution which would eliminate the words "and upon its acceptance by the president of the university" from the Article VII provision that all amendments to the constitution were subject to the approval of the president of the university.<sup>38</sup>

### *The World Intrudes*

At mid-decade students at Wisconsin State University-Eau Claire seemed more concerned with the inflated price of a hamburger, 25 cents, in the Blugold snack bar, than with the cost of United States involvement in Vietnam, but ultimately the Vietnam War became a topic for discussion and action. In 1966, Richard Russell, a student writer for the

*Spectator*, in two pages of eloquence, expressed his fear of confrontation with China if communism was not vigorously opposed in Vietnam, but an opposing view was beginning to attract followers as an effort was made to organize a chapter of Students for a Democratic Society as a chartered group at the university, as marches were launched in sympathy with national protest movements, and as television brought the war into student apartments and dormitory TV lounges.

One factor was the draft. President Haas, among others, identified conscription as one of the major factors in the enormous growth of student enrollment in the 1960s. A young "new breed" of faculty, hired to instruct the swollen numbers of students in the classroom, imported news of what was going on on other campuses. Administrators were caught up in the juggling of new regulations and procedures for reporting the draft status of students and younger faculty members. Cooperation with the Selective Service System presented a problem in determining the philosophic bounds of the university's neutrality, particularly when a student's deferment status could change on the basis of a teacher's grade or a registrar's action. As draft calls increased and student deferments were phased out, the Wisconsin Draft Resistance Union local chapter offered explanations of selective service laws and alternatives to induction, and the American Friends Service Agency counseled draftees on the right to conscientious objection.<sup>39</sup>

The Forum series brought to the campus speakers from the outside world, and one of the most interesting was Dr. Henry Kissinger, professor of government at Harvard University, who spoke on January 4, 1967, on "A New Approach to International Relations." Though he took as his main theme the distinction between the approach towards foreign policy taken by "outsiders, academicians, newspaper commentators, and in general those who have no responsibility," and the approach of "those who are charged with making the final decisions," Dr. Kissinger did comment on the Vietnam involvement:

When the United States has committed 400,000 troops to a country, that country has become important. Our commitment has made Vietnam important. All over the world today, whether we like it or not, the ability of the United States to carry out its promises depends importantly on our ability to carry out our pledges in Southeast Asia. . . . I have visited Vietnam three times in the last year for the government, and one of the perplexities of the situation is that there doesn't exist a necessary relationship between the war of the large units



which is fought in the jungle and the political stability in the countryside, in the rice paddies, and in the Delta area in the south of Vietnam. We are fighting a curious war in which one side's losses are not necessarily the other side's gains, or in which both sides are sometimes winning simultaneously in different categories.

One student viewed Dr. Kissinger's defense of U.S. policy in Vietnam as "an exercise in Johnsonian apologetics" and provoked an attempt by several students to drown out Kissinger's answer with stamping of feet, an act which embarrassed administrators and some townspeople.<sup>40</sup>

As part of a Political Emphasis series initiated by the Young Republicans Club and the Young Democrats Club, chartered student organizations of the Eau Claire campus, an invitation was given to George Lincoln Rockwell, leader of the American Nazi Party, to speak in the university fieldhouse on February 16, 1967. His appearance caused problems in public relations with the community for the president, and a picket line protesting the philosophy Rockwell represented was organized by members of the faculty. President Haas took the position that student activity funds should not be used in presenting Rockwell. The faculty advisors to the two sponsoring groups were on the platform with the speaker; they were Dr. Donald Ellickson for the Young Republicans and Dr. Karl Andresen for the Young Democrats.

In a memorable statement, which was subsequently reprinted by every major newspaper in Wisconsin, Dr. Karl Andresen introduced the speaker:

... I am sure Mr. Rockwell appreciates that I am standing here with somewhat mixed feelings. The last time I was this close to a Nazi was in my hometown in Nazi-occupied Norway in 1944 when I was being marched down the street with a machine pistol in my back and surrounded by three Nazis. ... Mr. Rockwell, tonight you will be speaking to a group of young American men and women who are growing up in a confused and confusing world ... to some who have prejudices against Negroes, Jews, and other minorities. I am grateful that your presence here tonight will be a timely reminder that such prejudice is a part of the Fascist ideology and not of the democratic concern for the dignity of all individuals regardless of race, creed, and color. ...

Finally, let me comment in answer to those who opposed the right of students to hear the speaker for tonight ... the true test of freedom is to be willing not to silence the idea we abhor.

This view is based on the faith that error, when absurd, when vicious, will refute itself. ... May the day never come when pressures from groups outside our college communities will dictate which speakers American college students may or may not hear.<sup>41</sup>

Some years later, Dr. Haas recalled what had been a tense and difficult situation as a "great time in the life of the university":

Never have I been so proud of the student body as I was that night — quiet, calm, with 3500 people in the auditorium. It was due to people like Karl Andresen, who willingly took on a very delicate role, and did it with dignity, not with derision — in fact, with such high dignity that there couldn't be anything worse for the Nazi, because he was being treated as a human being. Anything less than that would have given him a platform to stand on, and he might have gathered sympathy from people in the audience.<sup>42</sup>

Other speakers who brought contemporary thinking to the campus at Eau Claire in 1967 and 1968 included Pearl S. Buck, whose insights into Asian problems over a lifetime she shared with her Forum audience; Dr. James Pike, the churchman whose "situation ethics" were disturbing the more conservative; and Dr. Clark Kerr, who spoke on "Higher Education and Its Discontents."<sup>43</sup>

The presidential campaign of 1968 brought national candidates to the campus. Eugene McCarthy, whose campaign for the Democratic nomination was supported by many idealistic young people of America who were attempting to mobilize dissent into a practical political force, spoke in the fieldhouse in February 1968. A month later, at the same podium, candidate Richard Nixon promised the standing-room-only crowd "to bring the enemy to the conference table" and "to secure America from domestic violence," a platform that won him the White House that year.<sup>44</sup>

### *Students for a Democratic Society: Charter or No Charter*

Students for a Democratic Society, founded in 1962, claimed and received credit for much of the campus protest of the decade. Active on the Madison campus, the organization attempted to found chapters at the Wisconsin State Universities. In 1966, President Samuel Gates of the state university at La Crosse refused to recognize the SDS chapter organizing on that campus. In 1967, Dr. Leonard Haas faced the difficulty of making a decision.<sup>45</sup>

The proposal for founding an SDS chapter at Eau Claire was a combined student and faculty ef-



fort, involving some faculty members who had been members of SDS chapters on other campuses. At issue was not whether SDS had the right to organize, but whether it would receive chartered status. Recognition under student personnel rules meant that a group could use university facilities to hold its meetings and recruit members, have a mailbox in the student center, and be listed in appropriate university publications. As each organization's charter was channeled through the organizations commission of the student senate, that body could grant or deny official status to the petitioners. As was the case in most student legislative matters, the university president had the final say in the form of a veto of student senate actions.

At Eau Claire, vice president for student affairs Dr. Ormsby Harry investigated the national activities of SDS and warned Dr. Haas that other extremist groups would be eligible for chartering once a precedent was established: "These would include, in addition to SDS, groups such as campus Nazi associations, campus KKK clubs, etc." Local law enforcement officials, townsfolk, and other university presidents sent opinions to Dr. Haas and literature on SDS.<sup>46</sup>

On March 23, 1967, President Haas denied the SDS organizers a charter, even though the group had the support of the student senate and a student opinion referendum. In a public statement, the president charged that the national affiliation of SDS was not compatible with "university standards." The national organization, he said, "subverts the meaning of the free university."<sup>47</sup>

Reaction to the president's decision brought letters both of praise and protest. A number of community people found his action commendable. The American Civil Liberties Union, which had earlier found that President Gates had acted on "guilt by association — very remote association," questioned the factual basis of Dr. Haas's decision. The American Federation of Teachers Local 917 charged that President Haas had not lodged specific charges against the local SDS group and resolved to urge him to reconsider his action.<sup>48</sup>

The student senate, appealing the issue to the board of regents, hoped that that body would overrule the president. Although Attorney General Bronson LaFollette had stated that university presidents could deny charters on factual evidence, if such evidence "establishes a reasonable basis for discriminating against a particular organization," he had told students that no evidence had reached him that would justify denial of a charter. At the regents' meeting held in Eau Claire on April 15,

1967, the board refused to reconsider the charter rejection at La Crosse or at Eau Claire.<sup>49</sup>

The SDS group became active in Eau Claire without university sanction and participated in the housing demonstration and in protests against military recruitment, and in the marches.

### *"WSU-EC Peace: It's Wonderful"*

Once students at Eau Claire discovered the Vietnam War, they began to imitate their peers on other campuses who engaged in marches, teach-ins, and rhetoric, but in a basically peaceful manner. An ad hoc committee active in Eau Claire through the early months of 1967 sponsored a march to coincide with the national "Day of Mobilization" on April 15, 1967, and on that morning some 56 persons walked from Owen Park through downtown Eau Claire to the federal building on South Barstow Street. Bystanders were both curious and antagonistic, some holding signs "Commies Go Home" and yelling derisions, "Where's your red flag?" At the federal building, Dr. Howard Lutz, professor of history at WSU-Eau Claire, urged the government "to use methods more humanitarian than it is currently using in an effort to gain peace." The Reverend James Lovejoy, Roman Catholic priest in the campus ministry, concluded the ceremony with a prayer and a charge: "Following God is easy, too easy to remain silent . . . it's more difficult to speak out, be committed, to take a position." Letters in the local press expressed indignation with Father Lovejoy's involvement, and the feeling that the police had probably gone too far in "protecting you 'peaceniks.'"<sup>50</sup>

On the eve of Thanksgiving vacation in 1968, November 26, a teach-in was held in Davies Center, with some 2500 students and 100 faculty members taking part. The purpose, Professor Edward Muzik told the press, was "to prevent another Oshkosh and to begin instead a sane discussion of ideas." In different rooms of the center, ad hoc panels made up of both students and faculty promoted discussion of such topics as racism, student rebellion, religion, university structure, drugs, justice, student media, communication, and the war. The idea for the teach-in came out of a leadership conference for student organizations held the weekend before with Paul Cashman, vice president for student affairs at the University of Minnesota, as the keynoter. Hastily arranged, the teach-in event took place on the Tuesday before students would go home for Thanksgiving; "women's hours" were set aside. John Lavine, publisher of the *Chippewa Herald-Telegram*, participated in the discussion on communication and told his readers:



There was not only a chance for students to feel their views are aired and listened to by the faculty and administration, but there was also the chance for the faculty and administration to learn what the students really felt and to prove by their diverse comments that they too were divided on the correct solution to the complex problems facing institutions of higher learning, as well as society.

The following year, the experiment of the teach-in was repeated, touching on several topics: the controversial Summerhill education philosophy, mysticism, "responsibility," and other areas of open-ended experience or discussion. The second teach-in added films and multimedia presentations to the basic idea of free-flow interchange. "The teach-in provided a safety valve for pent-up opinions which elsewhere are voiced in violence and destruction," the *Herald-Telegram* writer commented. Eau Claire's *Daily Telegram* reached the same conclusion, praising the teach-in in an editorial entitled, "WSU-EC Peace: It's Wonderful."<sup>52</sup>

### *"Candles in the Rain": Vietnam Moratorium, October 1969*

When the Eau Claire Vietnam Moratorium committee announced plans for participation in the nationwide observance, John Laird, a student at Wisconsin State University-Eau Claire, the son of Secretary of Defense Melvin Laird made it known that he would join the protest. To the press he said, "We want to show the concern all over the country, and the hope that the war will be over soon, and that a peaceful demonstration like this can help bring an end to the war."<sup>54</sup>

As the Moratorium week began on October 10, students promoted observance by distributing literature and black armbands at a table in the lobby of the W. R. Davies University Center. The group leaders stressed the ad hoc nature of their effort in a flyer: "It is not the work of the CIA, the Young Dems, or any other single campus organization." The main event was to be a march on Wednesday night, October 15.<sup>55</sup>

On the national scene, the Moratorium was planned to promote a cessation of "business as usual." At many campuses this was interpreted to imply a general strike by students and faculty, but at Eau Claire President Haas stated in a circular letter that officially "business as usual" would be maintained. Students and faculty would be expected to be in classes on M-Day, yet absence from classes would not bring special retributions. The university itself would attempt to remain neutral: "It would be inappropriate for the university as a public agency to take a formal position," Dr. Haas told the faculty.<sup>56</sup>

On October 13, a 42-hour vigil was begun at the federal building, with students alternating in reading the names of 40,000 Americans who had died in Vietnam. Those taking part in the observance saw it as a memorial service: "All of us don't get out to march and scream," one participant told the press.<sup>57</sup>

An estimated 2000 persons observed the Moratorium in Eau Claire, not counting the instructors and students who may have postponed their scheduled class work to discuss the war. The two-hour morning debate in the fieldhouse attracted a crowd that came and went. Like other campuses in the region, WSU-Eau Claire was "very quiet."<sup>58</sup>



We were so close there was no room  
we bled inside each others wounds  
we all caught the same disease  
and we all sang the songs of peace  
some came to sing, some came to pray  
some came to keep the dark away  
so raise the candles high  
cause if you don't we could stay  
black against the sky  
raise them higher again  
and if you do we could stay dry  
against the rain.<sup>53</sup>



At 6:30 that evening, members of the university community met on campus for the march downtown. As they reached the Owen Park bandshell, they paused for prayers and keynote speeches. Then through the rain, behind a large banner, "Save Faces — Not Face," the marchers, estimated at 1700, crossed the bridge over the Chippewa River into downtown Eau Claire, shepherded by marshals wearing white armbands.

CBS cameramen, shoulders loaded with equipment, accompanied the march to catch pictures of John Laird. At the federal building, two minutes of silence were observed as a black wreath was set before it. When a minor scuffle broke out between a marcher and a police officer who mistook a banner for a Vietnam flag, Dr. Phillip Griffin shielded the incident from the CBS cameraman with his umbrella. The Eau Claire professor of philosophy recalled the march as "orderly and fine." Lit by streetlights and flickering candles, the gathering moved on to Wilson Park for a short meeting. Then banners were struck, candles were put out, and cars took over the streets once more.<sup>59</sup>

### *New Causes: the Spring of 1970*

Students returning from holidays to the second semester of 1969-70 found a new cause in the Environmental Teach-In called for observance all over the country by U.S. Senator Gaylord Nelson from Wisconsin. On a January evening, at 20 degrees below zero, the Davies Theater was filled by students and faculty who listened to John Lavine of the *Chippewa Herald-Telegram* keynote the question of pollution of the environment and what can be done about it. A number of representatives of governmental agencies and interested townspeople joined in the groups which formed to kick off studies of air, land, water, population, ethics, aesthetics, health, politics, education, industry and commerce, and outdoor recreation, which continued to meet during the winter and early spring in anticipation of Earth Day, April 22.<sup>60</sup>

Richard Nixon added his support to the national observance when, in his State of the Union address, he said: "The great question of the '70s is: Shall we surrender to our surroundings, or shall we make peace with nature and begin to make reparations for the damage we have done to our air, to our land, and to our water?" Earth Day was a turnout of approximately 5000 people who viewed multimedia shows, exhibits, and presentations in every room of the Davies Center and who heard two noted authorities speak in the university arena: Robert L. Herbst, executive director of the Izaak Walton League of America, on "The Future of Humanity,"

and Mrs. Ruth Chickering Clusen, second vice president of the League of Women Voters of the United States, chairman of its water resources committee, on "Shaping Change — a Plan of Action."<sup>61</sup>

Out of the Environmental Teach-In at Eau Claire came a continuing organization, Eau Claire Area Ecology Action, which holds bi-weekly meetings open to all interested persons, publishes a news letter, and has been the prime mover in establishing recycling operations in the university and in the city of Eau Claire.<sup>62</sup>

Another cause which aroused a much smaller group of students and faculty was the trial of the "Chicago Eight," activists who were charged by the government with conspiracy to disturb the Democratic National Convention of August 1968. "We, too, are filled with contempt and disgust for the injustices perpetrated against these men. . . . If these men were conspirators in this cause, then we are conspirators as well," read a pamphlet distributed by the protestors who gathered in front of Schofield Hall on February 25, 1970, to march to the federal building for a brief rally in the cold winter air.<sup>63</sup>

In May, the Young Democrats sponsored a talk by one of the Chicago Eight, David Dellinger. The country was experiencing a growth of fascism that "comes in waves and exists in pockets," Dellinger warned. Coming as it did just a week after Cambodia and Kent State, his remarks had a special meaning: the "military machine" must be overthrown by "strikes, boycotts, non-payment of war taxes, and other non-emotional political acts . . . I do not rule out destruction of property . . . there is little that is sacred about property but there is much that is sacred about human life." Yet several citizens were enraged, and once more Dr. Haas replied that all viewpoints deserve to be heard on the campus of a free university, whether or not such viewpoints are held by its administration.<sup>64</sup>

### *Cambodia, Kent State: Student Anguish*

During the first week of May 1970, Americans learned that the Vietnam War had been extended into Cambodia. Protest, sparked by a sense of post-Moratorium betrayal, emerged again in a nationwide, simultaneous student strike at some 415 colleges and universities. A demonstration at Kent State University in Ohio led to the destruction of an ROTC building and the calling up of the National Guard. On May 4, 1970, thirteen students were shot. Four died.<sup>65</sup>

At Eau Claire, a rally brought out 3500 students on a day so beautiful as to seem a piercing contrast





to war and killing. Seated on the mall, just south of Davies Center, the crowd was quiet as the Reverend Robert McKillip of the Cooperative Campus Ministry called for one minute of silent prayer for each of the Kent dead, intoning the admonishment of the Reverend Martin Luther King, Jr., "Help Us to Be Responsible Citizens." Dr. Howard Lutz of the department of history, taking as his theme "What We Believe In Is Life," spoke of university campuses as appropriate places where young people should get together and show their feeling of indignation, but he warned that "whatever form it takes should show reasonable concern and respect on both sides." President Haas showed that he cared deeply for the feelings of the students and that he personally deplored the actions of the nation that lead to unnecessary loss of life — "young people have

physical involvement and idealistic visions." He advised that only through political processes can there be hope for solutions, and that polarization on campus should be avoided. The choice was open to boycott classes, that was a matter of individual conscience, but the university would continue as normally, faculty meeting classes, and all students had a right to attend their classes if they so wished.<sup>66</sup>

Allen Curtis of the department of English, stating that he was speaking for himself, expressed himself as "angry and afraid." For the students, Randy Surbaugh spoke — "this rally is sparked by emotion and regard for life, which is a rational feeling." A black student stated, "for the first time, the fear blacks have had for the last 10-20 years has finally reached Eau Claire." The Eau Claire paper re-



ported: "The only noise was the singing of a bird, the squeaking of a light pole, and the sound of a jet airplane. It reflected the atmosphere of the day."<sup>67</sup>

Concluding the rally, a voice vote by students declared their intention to strike, and it was announced that a march would take place to the National Guard Armory that evening. As hundreds of students gathered on upper campus for the march, Dr. Haas recalled,

One of our professors got up and gave a great talk. He was respected by the students who were leading the demonstration and had been accepted by them. He said, "We need to show by every way that we can that we are against the use of force, whether it is in Vietnam or at Kent State. We need to publish it, and the world needs to know it, and there should be no misunderstanding about where we stand. . . . But you are not going to gain anything if you use the same tactics that are used by those who are operating in places like Vietnam and Kent State. I'm going to march with you tonight and if any of you picks up a stone, if there is any desire on your part to throw it against a person or an object, give me a chance to get between that stone and that person or object." There wasn't a stone thrown on that march, it was completely orderly, and they accomplished their purpose. . . . In that same week the students marched down to the federal building, and of course some of the police were there, and when the program which climaxed the whole week was completed, the leader of the student activities said, "Some of you who have been here have had some run-ins with the police, but I want to thank them today for not interfering with anything that we have done during this week." And that whole group got up in one great standing ovation to the police department here in Eau Claire at a time when the police were being denounced all over the country as "pigs."<sup>68</sup>

Classes remained open all during the week of the strike. The student senate passed a resolution supporting the right of students either to attend or to boycott classes. The faculty senate executive committee recommended to the administration that there be no demand on department chairmen to account for what classes were held or for those faculty who might not have met their classes. On the last day of the strike, May 8, the political science department sponsored an all-day open forum. In the afternoon four flowering crabapple trees were planted on the mall in memory of the "Kent Four."

The student conduct during the difficult week won the praise of President Haas and of the local press, which wrote: "Today's generation firmly believes that actions describe a person's character more accurately than words. By that yardstick WSU-Eau Claire students and faculty stand tall in the current crisis."<sup>69</sup>



Robert Jauch and Randy Surbaugh

Robert Jauch, student body president, and Randy Surbaugh, vice president, formally expressed gratitude to Dr. Haas: "You showed a great deal of respect and sympathy toward the students, which was felt and appreciated by all."<sup>70</sup>

### *Campus Trouble in the 1960s: Why Did It Happen?*

As the 1970s overtook the 1960s, historians attempted to piece together the causes and effects, the ideologies and events, of the student rebellion. In the larger institutions, this is a crucial study of an institution's influence on the outside world. In the smaller universities, like Eau Claire, it is very often an attempt to discover how alma mater escaped the deluge.

Looking back on the decade of the 1960s, Chancellor Haas noted a number of factors which may have contributed to turbulence:

- There was no place else in society which housed so many of the young of the current generation. More than one-fourth of the total population of the United States at that time was between the ages of 14 and 25; in other words, the high school, college, and immediate



post-college years took more than one-fourth of all the people and there was massive concentration of people on campuses that were not ready for them.

- It was not only the young, but the young with the greatest intellectual assets. The most radical time in a person's life is probably between the ages of 16 and 26. If you are ever going to be radical, you will be radical then.

- This tremendous population bulge was almost a youth cult and culture, and this was coupled with a traditional position that parents have that the next generation must always have better opportunities than the last one, that this is a right they have and they must always get the best. But there was an open rejection on the part of youth of all we had to give — they saw through the catering to them. With money to buy 5th Avenue clothes, they bought blue jeans and cutoffs.

- We had the youngest faculty ever, with great sympathy for youth movements and what was going on elsewhere.

- Both students and young faculty — the intelligentsia, so to speak — turned their intelligence toward a series of questions that dared to challenge the establishment in all its rational point of view. They thought, with all their numbers, and the university considered as the great intelligence of the country, they could use the university to try to accomplish social ends. But they failed to protect this delicate institution, the university.

- The turbulence was really associated with events taking place outside the university, particularly the Vietnam War. The Vietnam War was many crises — the crisis of the draft and how it was administered, what the draft did to students and universities, and the war seen on television in livingrooms and student lounges. The whole thing contributed to a questioning of those in authority.<sup>71</sup>

### *How Did Eau Claire Survive?*

Certain circumstances that existed at other universities, particularly the large ones, were not in the picture at Eau Claire: there was no ROTC unit, there were no large federal grants in support of military-industrial activities, there were no teaching assistants who, on other campuses, were a kind of academic proletariat and served as an organizing force for protest.<sup>72</sup>

Again, in Dr. Haas's view, there were many positive factors:

- The serenity of the campus.

- Those campuses that were "closer to the soil," in the rural area, had a better chance of surviving.

- The campus and university were still small enough so that people knew one another and could get acquainted as persons at teach-ins.

- The cooperation of the Eau Claire police.

- The openness with people on the campus: "If I were building an administration building, I'd have my office located right on a visible corner, all glass, and let people know that I was in there and the door would be open. You might as well be free and open with people, and that is the attitude we took."

- Very good student leaders on this campus.

- Enough people on this campus, both faculty and students, whose intuition told them that we have to care for the university and its balance, or who through their own intelligence understood those forces so that they had a vision that was very significant. People like Karl Andresen, Howard Lutz, and Edward Blackorby, who told his class after the Whitewater crisis: "Whenever an academic community becomes so torn with emotion that it cannot be thoughtful, cannot be deliberate, that it must be a mobocracy, that it must have violence, then it is no longer an intellectual climate. It is no longer serving its function."

This is not to say that Wisconsin State University-Eau Claire was untouched by the dynamic decade. The Forum series selection for 1970 surveyed topics of compelling interest to students: Ralph Nader, on "Corporate Responsibility and Consumer Protection"; Dr. Harvey Cox, on "Culture Crisis and Religious Change"; Gloria Steinem and Florynce Kennedy, on "Women's Liberation"; and Dr. Paul Ehrlich, speaking on "One Year After Earth Day." The student Public Interest Research Group, also known as "Nader's Raiders in Wisconsin," attempted to establish a plan whereby \$1 per semester of the student activity fee would pay for a group of professionals who would work in the public interest area. An Eau Claire student, Jeanie Plahmer, was chosen one of two student representatives on the National Commission on State College and University Goals and Roles, sponsored by the American Association of State Colleges and Universities and supported in part by a grant from the Ford Foundation, which began its work in 1971. Presidential hopefuls spoke to packed Arena audiences — Edmund Muskie, George McGovern, Eugene McCarthy, Henry Jackson, Hubert Humphrey — in 1972, fielding penetrating questions from students, whose politicization was an outgrowth of the



events leading up to the 1970s' mass protests. As poet William Saroyan has written:

There are grown men and women of some intelligence who feel that the boys and girls at universities are communist, Chinese, sexually depraved, irreligious unbathed bums.

But the answer is that even if they were, what's that got to do with the protest?

Is anybody else doing anything about anything anywhere?

If the kids also can be bullied into not protesting, the jig is up, isn't it?<sup>73</sup>

## CHAPTER VIII — FOOTNOTES

<sup>1</sup> Calvin B. T. Lee, *The Campus Scene, 1900-1970: Changing Styles in Undergraduate Life* (New York: David McKay Co., 1970), p. 108; William Manchester, *The Glory and the Dream: A Narrative History of America, 1932-1972* (Boston: Little, Brown and Co., 1974), pp. 1038-9; *Spectator*, December 8, 1960.

Student revolt has a long, colorful history, dating back to the early universities at Paris and Bologna, where clashes between students and teachers were not uncommon. The spirit of dissent migrated to the New World, and even Jefferson's republican creation, the University of Virginia, was not immune to violent protest; in the mid-1830s it was the scene of an armed conflict protesting the "tyranny" of the faculty. Oscar and Mary F. Handlin, *The American College and American Culture* (New York: McGraw-Hill, 1970), p. 40.

Established universities in the East were the scene of attack from students and citizens throughout the 1930s, although this wave of protest was halted by World War II and postwar recovery. Handlin, pp. 67-69. Events of the 1950s served to postpone the renewal of campus dissent; New Left writer Jack Newfield has noted, "America missed a whole generation of radicals that should have matured during the 1950s, but was aborted by McCarthyism, apparent prosperity, and the Cold War." Jack Newfield, *A Prophetic Minority* (New York: Signet, 1966), p. 132.

Christopher Lasch has traced dissent as an ideology in his book, *The New Radicalism in America* (New York: Alfred A. Knopf, 1965), in which radical dissent is seen as having evolved from the Populist movement of the late 1880s and the Progressivism of the early years of the 20th century.

The perspective of ten years is applied to the Free Speech Movement by Sheldon S. Wolin, "Remembering Berkeley," *Chronicle of Higher Education*, December 23, 1974, p. 20.

<sup>2</sup> Manchester, *op. cit.*, p. 1277. Michael Harrington, *Fragments of the Century* (New York: Saturday Review Press/Dutton, 1973), p. 95.

<sup>3</sup> *Spectator*, April 5, 1962; *Daily Telegram*, September 9, 1963.

<sup>4</sup> Manchester, *op. cit.*, p. 1111. *Eau Claire Daily Telegram*, September 30, 1965. Among the Eau Claire students and graduates who served in the Peace Corps were: James and Linda Ahlen Bingen, Dahomey, W. Africa; Gerald Boehm, Peru, and Lawrence Boehm, Colombia; James Converse, Kenya; James Derouin, Brazil; John and Janice Durand, Philippines; Nancy Jean Gardner, Brazil; Stephen Kurth, Morocco; Joan Laycock, Peru; Wanda Meinen, South America; Lynn Nelson, British Honduras; Jane Rowe, Sarawak; Kenneth Stallman, Peru; Dennis Tepler, Samoa; Vickie Voves, Brazil; Richard M. Zank, Nepal.

<sup>5</sup> Manchester, *op. cit.*, p. 1279; Lee, *op. cit.*, p. 115.

<sup>6</sup> Newfield, *op. cit.*, p. 57; Manchester, *op. cit.*, p. 1166.

<sup>7</sup> *Daily Telegram*, November 25, 1963. John Anderson,

'66, worked for the Eau Claire newspaper while in college, and subsequently became director of news and publications at UW-Stevens Point.

<sup>8</sup> A detailed account of the events at Berkeley can be found in Hal Draper, *Berkeley: The New Student Revolt* (New York: Grove Press, 1965); also see Newfield, *op. cit.*, p. 135.

<sup>9</sup> *Spectator*, October 28 and November 4, 1964; April 29 and November 18, 1965.

<sup>10</sup> James F. Scotton, ed., "A Report on the Anti-Dow Protests on the Madison Campus of the University of Wisconsin on October 17-18, 1967" (Madison, Wisconsin: University of Wisconsin, February 1968), pp. 21-23.

<sup>11</sup> *Spectator*, February 9 and May 11, 1967; *Daily Telegram*, February 15, 1968.

<sup>12</sup> *Milwaukee Journal*, February 26, 1969.

<sup>13</sup> Calvin Trillin, "U.S. Journal: Oshkosh; A Hearing: In the Matter of Disciplinary Action Involving Certain Students of Wisconsin State University-Oshkosh," *New Yorker*, January 4, 1969, pp. 62-66. An in-depth review of the events of the Oshkosh disturbance comprises chapter one, "Anatomy of a Riot," by Roger Rapoport and Lawrence J. Kirschbaum, *Is the Library Burning?* (New York: Random House, 1969), pp. 19-33. Board of Regents of State Universities Document, "Chronological Summary: Student Demonstration at Wisconsin State University-Oshkosh." *Daily Telegram*, December 10, 1968; *Wisconsin State Journal*, December 16, 1968; *Milwaukee Journal*, December 5, 11, 17, 21, 1968; *Chippewa Herald-Telegram*, December 24, 1968.

<sup>14</sup> *Milwaukee Journal*, December 18, 1969; February 11, 21, March 19, 20, 1970.

<sup>15</sup> Interview, John Jenswold with Eugene R. McPhee, June 27, 1973; interview, Jenswold with Haas, April 30, 1975.

<sup>16</sup> Document, Student "Manifesto," WSU-Platteville, May 17, 1967; *Milwaukee Journal*, May 24 and 25, 1967.

<sup>17</sup> Interview, Jenswold with Haas, April 2, 1975.

<sup>18</sup> *Daily Telegram*, November 6, 1967; *Milwaukee Journal*, May 27, 1967, March 15, 1970.

<sup>19</sup> Excerpts from "Ferment and Freedom on the Campus" in *The View*, Winter 1966, p. 7; full address in Archives, UW-Eau Claire. The Most Reverend James P. Shannon and President Leonard Haas were classmates in some graduate education courses at the University of Minnesota.

<sup>20</sup> Handlin, *op. cit.*, pp. 22, 36.

<sup>21</sup> Interview, Jenswold with Ormsby L. Harry, assistant chancellor for student affairs, UW-Eau Claire, February 24, 1974.

<sup>22</sup> *Minneapolis Tribune*, December 3, 1967; Anthony Lewis, "Change in the Heartland," *New York Times*, October 29, 1969.

<sup>23</sup> *Spectator*, September 14 and October 5, 1967.

<sup>24</sup> Letter, John Morris to Richard Hibbard, May 1, 1968, President's Correspondence, UW-Eau Claire.

<sup>25</sup> *Spectator*, February 9, 1967. Chippewa Valley Chapter of the American Civil Liberties Union, Chapter Bulletin No. 5, December 1968.

<sup>26</sup> Interview with Stella Pedersen, February 27, 1975. *Spectator*, May 21, 1964, and October 21, 1965.

<sup>27</sup> *Eau Claire Daily Telegram*, May 22, 1964.

<sup>28</sup> *Ibid.*, February 8, 1965.

<sup>29</sup> *Spectator*, March 2, 23, 1967.

<sup>30</sup> *Ibid.*, April 13, 20, 1967.

<sup>31</sup> *Milwaukee Journal*, February 9, 1968.

<sup>32</sup> Documents: Statute 37.055; Proposed Housing Code, City of Eau Claire, 1969.

<sup>33</sup> Interview with Douglas Hallatt, January 1972.

<sup>34</sup> *Spectator*, September 29, 1960.

<sup>35</sup> Interview with Leonard Haas, March 25, 1975. *Spectator*, May 10 and 17, 1962, terms college senate "Mickey Mouse," and a junior posts 12 complaints on the office door of President Haas, explaining that he did not take his com-



plaints to the senate because it is "too involved in trivialities to care about me as an individual."

<sup>36</sup> News release, "Student Deans and Leaders from Nine State Universities Meet at Eau Claire on September 24-25," Office of Public Information, WSU-Eau Claire, September 21, 1965.

<sup>37</sup> E. H. Kleinpell, *In the Shadow: Reflections of a State College President* (River Falls, Wisconsin: University of Wisconsin-River Falls Press, 1975), pp. 165-77, "The Constitution Comes to the Campus": "While presidents might speculate about the impact the civil rights movement would have upon their institutions, they had no idea that the courts would take a stand on campus disciplinary matters, reversing the procedures used and determining whether the rules were reasonable or not. Nor were they alerted to impending danger at the national meetings by educational and legal experts who, by the middle sixties, would be accusing them of institutional neglect and a lack of administrative foresight."

<sup>38</sup> *Spectator*, February 8, 1968. In calling for political involvement, the *Spectator* staff could have checked earlier files (November 18, 1965), when the senate passed a resolution in favor of U.S. involvement in the Vietnam War which was overturned only through petition from the freshman women of Sutherland Hall. "All Power to the People" amendment, April 21, 1970. The authors have taken the liberty of borrowing for the heading of this section the apt phrase "Sandbox or Soapbox" from Robert H. Shaffer, "Student Government: Sandbox or Soapbox?" in Julian Foster and Durward Long, *Protest!: Student Activism in America* (New York: Wm. Morrow & Co., 1970), pp. 498-99, 503.

<sup>39</sup> Letters: Richard E. Hibbard to James Dean, June 1, 1966; Eugene McPhee to Leonard Haas, June 30, 1966; John Pember, American Civil Liberties Union, to Leonard Haas, November 28, 1967. Circular letter, Keith Daniels, AAUP, to members of AAUP, November 30, 1967. Archives, UW-Eau Claire.

<sup>40</sup> Speech text, Henry Kissinger, Forum lecture of January 4, 1967, in files of editor of *The View*. Though Dr. Kissinger verbally agreed to having his address reprinted in *The View*, it was never possible to secure his written consent.

<sup>41</sup> Text of the Andresen introduction, Archives, UW-Eau Claire; *Daily Telegram*, February 10, 13, 14, 15, 16, 17, 20, 1967, both news coverages and letters to the Voice of the People.

<sup>42</sup> Interview, Jenswold with Haas, April 30, 1975.

<sup>43</sup> Clark Kerr address reprinted in *The View*, Fall 1968, pp. 4-8.

<sup>44</sup> *Spectator*, February 22 and March 21, 1968.

<sup>45</sup> *Daily Telegram*, February 27, 1967; *Milwaukee Journal*, March 11, 1967.

<sup>46</sup> Interview, Jenswold with Haas, May 14, 1975. Letters: O. L. Harry to Haas, March 17, 1967; Arvin Ziehlsdorff, Eau Claire police chief, to Haas, March 14, 1967; Samuel Gates to Haas, March 23, 1967; letters from Eau Claire residents. Archives, UW-Eau Claire.

<sup>47</sup> Circular letter, "To Petitioners for an SDS Chapter at WSU-Eau Claire," from Leonard Haas, March 23, 1967.

<sup>48</sup> Letters from several board members and others praising his action; Rice, ACLU, to Haas, April 7, 1967; Haas to Gates, April 11, 1967; John F. Weiler to Haas, May 9, 1967. Document: AFT Resolution on SDS, May 11, 1967. The faculty of WSU-Stevens Point admonished both Gates and Haas for "stifling free discussion and placing prior censorship on the formation of student organizations."

<sup>49</sup> Eau Claire SDS to McPhee, April 16, 1967. *Daily Telegram*, April 16 and May 6, 1967.

<sup>50</sup> *Daily Telegram*, April 15, 21, 22, 1967.

<sup>51</sup> *Ibid.*, December 6, 1968.

<sup>52</sup> *Chippewa Herald-Telegram*, November 29, 1968; *Daily Telegram*, June 2, 1969.

<sup>53</sup> "Lay Down (Candles in the Rain)" — words and music by Melanie Saffka. Copyright © 1970 Kama Rippa Music, Inc. and Amelanie Music. All Copyrights for the world assigned to Yellow Dog Music, Inc. International Copyright secured. All Rights Reserved. Used by Permission.

<sup>54</sup> *Daily Telegram*, October 10, 1969.

<sup>55</sup> *Ibid.*, October 11, 1969.

<sup>56</sup> Circular letter, "To the Faculty," from Leonard Haas, October 11, 1969.

<sup>57</sup> *Daily Telegram*, October 13, 1969.

<sup>58</sup> *Ibid.*, October 15, 1969.

<sup>59</sup> *Ibid.*, October 16, 1969; interview with Phillip Griffin, May 30, 1975.

<sup>60</sup> *Daily Telegram*, January 27, 1970, "Anti-Pollution Movement Afoot Here," by Pete Peterlik, staff writer.

<sup>61</sup> *The View*, Winter 1970, pp. 4-9; Spring 1970, pp. 12-14.

<sup>62</sup> File of news releases and news stories and of *Eco News*, publication of Eau Claire Area Ecology Action, office of the director of public information, UW-Eau Claire.

<sup>63</sup> *Daily Telegram*, February 26, 1970.

<sup>64</sup> President's Correspondence, May 1970, Archives UW-Eau Claire.

<sup>65</sup> Manchester, *op. cit.*, pp. 1484, 1487-89.

<sup>66</sup> Flyer, "Strike!" calling for the rally of Wednesday, May 6: "The Four Who Died at Kent leave us in the university community no alternative; we must strike. Their deaths reveal the harsh extremes the military will enact to suppress peaceful dissent against American foreign policy. We at Eau Claire can no longer retreat into the hollow security of apathy; we must strike, now! . . ." Dr. Phillip Griffin, a member of the faculty senate executive committee at that time, recalls that it met at the request of President Haas six to eight times before the rally, to deal with the request that classes be shut down in the wake of the Kent State and Jackson State killings, proposed by about 300 students meeting in Schneider 100. Dr. Hibbard, chairman of the group, was much concerned about rules and his responsibility for rules; Dr. Marshall Wick was primarily concerned that the faculty act in such a way that there would be no chance of the board office making the decision on what was to be the rule on campus, Dr. Griffin remembers. Dr. Griffin himself asked more than once of the committee: "Would you say anything if a class didn't meet when the basketball team went to Kansas City, or if students did boycott class? Would there be any record if for some extraordinary reason such as death of a prominent person a class didn't meet, or students boycotted class?" Interview, Hilda Carter with Phillip Griffin, May 30, 1975.

<sup>67</sup> *Daily Telegram*, May 7, 1970; *Chippewa Herald-Telegram*, May 7, 1970.

<sup>68</sup> Interview, Jenswold with Haas, May 14, 1975.

<sup>69</sup> *Daily Telegram*, May 8, 1970.

<sup>70</sup> Letter, Robert Jauch and Randy Surbaugh to President Haas, May 13, 1970. Letters to Dr. Haas and comments from faculty indicate that many thought his handling of the situation contributed greatly to the stability of the campus during the May 1970 crisis, and that his whole approach to students during the turbulent late '60s was a factor in keeping the campus quiet.

<sup>71</sup> Interview, Jenswold with Haas, May 14, 1975. Nathan Glazer, who migrated from the faculty at Berkeley to the Harvard faculty during the 1960s had the unusual opportunity to witness two major scenes of protest which he analyzed in "The Six Roots of Campus Trouble," *Harvard Bulletin*, September 21, 1970, pp. 23-30.

<sup>72</sup> See Kenneth Keniston, *Young Radicals: Notes on Committed Youth* (New York: Harcourt, Brace and World, 1968), p. 312.

<sup>73</sup> William Saroyan, *Look at us: let's see; here we are; look hard, speak soft; I see, you see, we all see; stop, look, listen; beholder's eye; don't look now, but isn't that you? (us? U.S.?)* (New York: Cowles Educational Corporation, 1967), p. 78; used with permission of the author.



## CHAPTER IX

### THE VIEW FROM THE BRIDGE

#### *The View of WSU-Eau Claire*

The outreach of Wisconsin State University-Eau Claire to its constituency of students, parents, citizens, alumni, Area Committee and Foundation members moved into high gear in 1965-66 with the addition to the administrative staff of G. Willard King, from Illinois Institute of Technology and Northwestern University, as director of public relations; Hilda Carter, Eau Claire resident who had received her editorial experience at Harvard University, as public information officer; and Duane Henre, executive vice president of Tarkio College, Missouri, as director of development. These three joined with Louis Slock, executive secretary of the Alumni Association, and President Leonard Haas in a total effort to increase the flow of information about the university to its public.

One of the immediately visible results was the number of news releases issuing from Schofield Hall 134 covering not only events taking place on campus such as Forum lectures, concerts, and theatre productions, all open to the public, but such routine but important information as dates of registration, courses of study, financial aids, and university calendar. Mr. King also undertook, working with the director of athletics, a stepped-up release of athletic news.

With Robert Doyle, director of public relations and information in Eugene McPhee's board of regents office in Madison, Mr. King and Mrs. Carter made a tour of the weekly newspapers in Northwestern Wisconsin in the fall of 1965, visiting with editors to ascertain the kinds of stories they would like to receive from WSU-Eau Claire. Universally they replied that "names are news" and they would use any item which contained the name of a local resident attending the university at Eau Claire, preferably with the names and addresses of parents included in the release. The office of public information thereupon undertook a mission of "hometown releases," procuring from the registrar all the necessary student information. The fall of every year saw lists of thousands of students registered at Eau Claire going to hometown newspapers; commencements saw lists of graduates going out, often with a picture and additional detailed information as furnished by the graduate.

Students playing in orchestra, band, or jazz ensemble, performing or assisting in theatre, singing in choral groups, earning honors, joining fraternities and sororities: news of these achievements went to hometown papers and area radio stations.

Laurie Woletz, superb secretary in the classified service of the university, took over the maintenance of lists of students, which were computerized, of newspapers, radio and television stations, and coordinated the distribution of thousands of releases. The twice-yearly dean's list, alone, went to 566 newspapers, covering hometowns in Illinois, Minnesota, and nine other states, as well as Wisconsin. By 1975, the dean's list distribution was being made for approximately 1,700 student achievers each semester, almost one-fifth of the student body of over 9,400.

As the trio of Doyle, King, and Carter made their rounds in the fall of 1965, the almost immediate comment from every person met was, "We see your president on television every week." It was also apparent that they liked what they saw and heard on "Campus Comment," the TV program begun in 1962. President Haas, an excellent speaker, conveyed to those watching their screens in their homes the message that "this is your opportunity," a place where you will be glad to send your young people, and a place where you may enjoy the cultural life of a region. By 1969, President Haas had appeared on 272 weekly TV broadcasts, during which he often introduced to viewers other members of the university faculty and staff and students who were participants in student government and activities. Dr. Robert Bailey of the speech department, professor of radio and television, began to moderate "Campus Comment" in 1970, continuing the weekly presentation of the president, members of the faculty and student body, and university programs.

Beginning with a winter 1964 issue, the university's quarterly magazine, at first called *The View from Wisconsin State University-Eau Claire*, was a sequel to the earlier Alumni Newsletter. As edited by Hilda Carter from 1965, it gradually grew out of its almost exclusively alumni orientation to include, not only news of alumni doings and individual graduates, but an overview of the total growing program of the university — new schools, buildings, offerings, both academic and cultural, and forms of administrative structure. The magazine, which came to be known simply as *The View*, constituted both a major organ of information to the university's "publics" and a record of one of the most remarkable stories in higher education.

In the fall issue of *The View*, sent to every alumnus in a distribution totalling over 18,000, was incorporated the annual report of the Wisconsin State University-Eau Claire Foundation, Inc., and its



President's Club, for which William C. Proctor took responsibility succeeding Duane Henre in 1971.

Most visible, always, is a university's building program; especially as it influences the growth of a community or affects the renewal of older neighborhoods, it is of primary news value. The development of both lower and upper campuses at Eau Claire had major impact on traffic patterns as thousands of cars poured onto the campus from every direction, but probably the move to the north bank of the Chippewa River with the Fine Arts Center construction taking place between 1968 and 1970 was the one most revolutionary step which the university took in its expansion. It opened up an old, sleepy riverbank area of the city to the kind of youth-oriented commercial and social milieu that exists in every large university town. The footbridge joining the riverbanks carried thousands of pedestrians and bicyclists each day. From it, one could look across or up to ever-changing scenes of campus life. Eventually, "the view from the bridge" encompassed more than busy people seeking and dispensing the fruits of higher education — it took in the transition from a state university to the University of Wisconsin-Eau Claire.

### *The Long-Range Plan of 1966*

The 1966 long-range plan prepared by the university at Eau Claire as a segment of the "blueprint to 1980" of the Coordinating Committee for Higher Education had large vision. It contemplated a school of law serving Northwestern Wisconsin, two years of medical school, programs in medical records and physical therapy, an institute of governmental affairs, and various bureaus and centers in business research and management, human development and behavioral science, learning materials and methods. Departments proposed both majors and cross-departmental specialties such as "activities specialist," which would include work in art, nursing, physical education, and special education. Area studies in environmental science would attack problems of air pollution, occupational disease, sewerage, radiation protection, water pollution, and sanitation. The Scandinavian area studies proposal, a "natural" for Northwestern Wisconsin, would involve departments of history, foreign languages, art, speech, philosophy, and geography.

The long-range plan for teacher education envisioned new majors at the secondary level and specialization at the elementary level, with five-year programs which would culminate in a master's degree in teaching of the culturally disadvantaged and socially maladjusted, the emotionally disturbed,

the homebound and hospitalized. Outdoor education might be a specialized area embracing biology, physical fitness, and conservation.

Graduate programs might include expanded concentrations in the master of science in teaching, and interdepartmental combinations in learning theory, educational research, and leadership. Possibly a master's degree program in college teaching might be developed. Along with proposals for the master's degree in many general fields of the arts and the sciences were specialties such as a master of arts in church music. Professional degrees suggested were the master of business administration and the master of social work.<sup>1</sup>

Many of the objectives of the 1966 long-range plan were attained in the next few years. Eau Claire gained in the first round of approval majors in philosophy, geology, social work, and the master of science in teaching in business education.

A study made by the Coordinating Committee for Higher Education showed that in 1967 seventy percent of all high school graduates in Wisconsin went on to some form of higher education. The blueprint of the coordinating committee, presented by its chairman, former Governor Walter Kohler, to Governor Warren P. Knowles in February of 1967, detailed missions, budgets, and buildings for eighty institutions of public higher education in Wisconsin, including the vocational and technical institutes. New branch campuses included Rice Lake, already opened in the fall of 1966, and Richland Center, Fond du Lac, and Medford. Two four-year degree granting colleges, with "experimental" specialized programs, were to open in 1969 in Green Bay and Kenosha. At this point, the coordinating committee recommended a moratorium on new institutions beyond those already on the drawing boards. Yet there was the factual data pointing to the demand for higher education: in the fall of 1967, enrollment was up 15.8 percent over the year before in Wisconsin State Universities, and up 7.4 percent in the University of Wisconsin complex of campuses and centers. In the 1968 legislature, bills approving the Wisconsin State Universities master's degree programs in the arts and sciences in addition to those already offered in education, and broadening the Extension programs to include human resources and environmental development, were passed. Also in the 1968 session, the name "Coordinating Committee" was changed to Coordinating "Council" for Higher Education, as being more impressive for a body charged with overseeing combined budgets totaling well over a billion dollars for the public institutions of education beyond the high school in Wisconsin.<sup>2</sup>



## *The School of Nursing Established at Eau Claire*

The first baccalaureate degree program in nursing in Wisconsin northwest of Madison was established at Wisconsin State University-Eau Claire when 23 students of sophomore standing were accepted as majors in the new School of Nursing in September 1965. Dean Marguerite Coffman joined the Eau Claire faculty in September of 1964 to conduct an investigation of the clinical resources in the community and the student potential, and on November 10, 1964, the board of regents approved the establishment of the school, in July 1965 the state legislature appropriated funds, and in the summer of 1965 the State Board of Nursing gave initial accreditation, which was followed by the preliminary approval of the National League for Nursing.

Dean Coffman, who came to Eau Claire from the position of assistant chairman of the Department of Nursing Education at the University of Kansas, brought with her from the University of Kansas Berniece Wagner as chairman of medical-surgical nursing, and the two were joined by Dr. Carol Lindeman as chairman of psychiatric nursing. Preliminary to the formal opening of the School of Nursing, Dean Coffman organized a workshop for sixty registered nurses from the Eau Claire area in "The Improvement of Patient Care," with the noted authority, Dr. Esther Lucile Brown, author of *Newer Dimensions of Patient Care and Nursing as a Profession*, and many other studies of different professions, as leader. The basic philosophy of the new school was made apparent:

Nursing practice is based on scientific knowledge which is applied in achieving specific preventive, therapeutic, and rehabilitative goals as they relate to individual patients, families, or communities. Nursing processes not only re-

volve around those who are ill or threatened with illness, but also pertain to promoting and maintaining the wellness of people.<sup>3</sup>

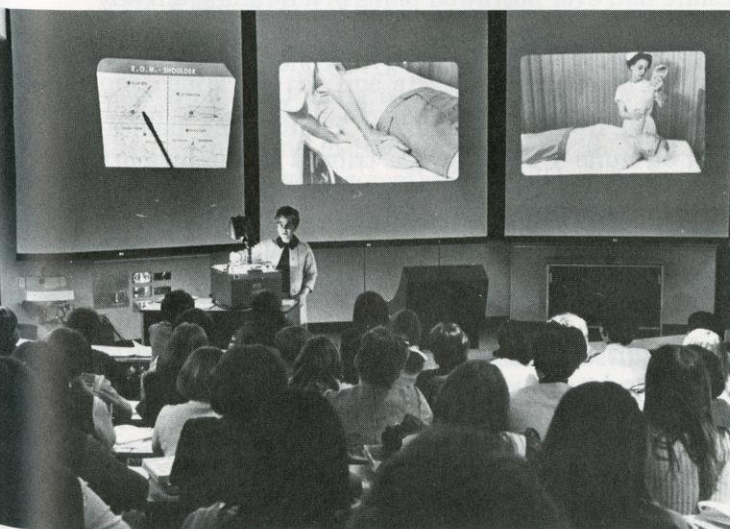
The summer of 1968 saw the awarding of baccalaureate degrees to the first 17 graduates of the School of Nursing on June 2, and groundbreaking for the separate building for the school on June 9. The site was at the west end of the large parking lot south of Davies Center near Putnam Drive, and the building, against the wooded backdrop of Putnam bluff, was of two stories, containing small auditoriums equipped with demonstration areas and audiovisual instructional materials, class and seminar rooms, faculty offices, and conference facilities.

The School of Nursing made arrangements with a variety of health and social agencies in and around Eau Claire for student learning experience. Two general community hospitals, Luther and Sacred Heart, the City-County Health Department, and Mount Washington Nursing Home of Eau Claire County served as the primary laboratory settings. Observational experience was provided through the Eau Claire County Hospital, psychiatric halfway houses, child care centers, and the offices of local physicians.

By the fall of 1968, the enrollment in the School of Nursing was 210, with a similar number of freshmen registering with nursing indicated as a future major, and the faculty of the school numbered 27. So much had happened in four years that Dean Coffman enjoyed recalling the beginnings as she was presented with a diamond-set Eau Claire School of Nursing pin, a reproduction in gold and blue enamel of the university seal, by the first graduating class:

In outlining what would be expected of me in developing a School of Nursing, President Haas included recruitment of students. Imagine my surprise to find all but two of you here that very first fall of 1964! That first year was a memorable one. My office was on the second floor of Schofield Hall. Biology had just moved out, but the odors of formalin lingered. Since there was no program or school, that room carried some harmless sign on the door that included the word "nursing" — so, besides attracting prospective students, it seemed a logical place to go for those in search of aspirins or other health remedies!<sup>4</sup>

The dedication of the School of Nursing building took place in April of 1970, with Jessie Scott, director of the Division of Nursing, U.S. Department of Health, Education and Welfare, giving the address. The speaker at the dedication banquet, Margaret Dolan, a past president of the American





Nurses Association and a member of the National Commission for Study of Nursing and Nursing Education, said:

Today, only in institutions of higher learning, do we find the human and material resources which are necessary to educate the individual for professional practice of nursing. . . . As a member of the university community, each nurse faculty member must conform to the same standards of personal scholarship, masterly and provocative teaching, and constant submission to research, that typify disciplines in a university.<sup>5</sup>

### *The School of Business: Responding to Demand*

The School of Business was established at Wisconsin State University-Eau Claire in 1966 in response to a two-fold demand: on the part of industry and business, for graduates with strong professional preparation; and on the part of students, for a curriculum that would prepare them for careers in business and industry. Dr. Norman C. Olson, appointed dean, had attended Eau Claire State Teachers College some years before, and gone on to the Marquette University School of Business and to the University of Wisconsin, where he received the B.S. in economics, master's degrees in education and economics, and the doctorate. After a number of years in business, he joined the Eau Claire faculty in 1961, when a major in business administration was developed within the department of economics. The major in accounting had followed in 1964, and the number of students enrolling in these programs had increased rapidly during the early years. When the School of Business opened its doors in the fall of 1966, it already had an enrollment of 715, and by its second year, 1967-68, the number had increased to 917.<sup>6</sup>

In the fall of 1967 the School of Business moved into offices and classrooms especially designed for it in the new John S. Schneider Social Science Hall. Of especial interest were the autotutorial aids provided in the department of business education developed by Dr. William C. Mitchell. Authorized by the Coordinating Council for Higher Education in 1968 was a major program in office administration, which recognized the importance of communications and information flow in business and industry, including data processing. The department became "office administration and business education," working closely with the School of Education in preparation of teachers of business and in the M.S.T. and M.A.T. programs in business education. Students in this specialty became enthusiastic mem-

bers of Phi Beta Lambda, a division of Future Business Leaders of America, whose adviser was Dr. Lorraine Missling.

The bachelor of business administration is awarded to graduates in accounting, business finance, management, marketing, and office administration, and the School of Business and School of Arts and Sciences cooperate in the chemistry-business or comprehensive economics majors. As of 1969, graduates in accountancy were permitted to sit for the state CPA examination without further study.

Edward M. Pickett succeeded Dr. Norman Olson as coordinator of management institutes and commerce programs of the University of Wisconsin Extension joint office at Eau Claire, when the latter became dean. Regularly enrolled in more than a dozen institutes and conferences each year were executives and employees of business and industry in Northwestern Wisconsin, and the annual technical training institutes attracted people from all over the United States and Canada.

Dr. James F. Wenner, chairman of the department of business administration at Mankato State College, Minnesota, became dean of the School of Business at Eau Claire in 1971. Dr. D. Wallace Weil joined the faculty to teach and head the Bureau of Management Development and Research, offering programs assisting business and industrial development in Northwestern Wisconsin. Student organizations included Beta Upsilon Sigma, professional fraternity for students in business and economics, and the student chapter of the Society for the Advancement of Management.

### *The John S. Schneider Social Science Hall: A Building Campus*

The construction of Schneider Social Science Hall was unique in that it was the first time that Eau Claire had ever borrowed plans of a building already erected elsewhere. But the need for offices and classrooms for history, sociology, economics, political science, and business was so great that plans were borrowed from WSU-Stevens Point. The dedication on June 1, 1968, was a tribute to the memory of the late Dr. John S. Schneider, professor of sociology. Dr. William Cochrane, a colleague in the social sciences division, said: "John Schneider was a concerned person, and he did something about his concerns, particularly in the area of civil rights. He taught by concept and example — kind, gentle, committed, serious." In the dedication address, Dr. Richard E. Hibbard struck a contemporary note:

In all directions, observation suggests that human relationships are in gross maladjustment. The resulting tension and uncertainty



range from mild insecurity to complete upheaval and destruction. Fear, hunger, disease, war are not new afflictions of mankind, but the distressing fact is that so little has been accomplished to alleviate them. . . . Unless the product of meticulous historical research can somehow be made applicable to the relief of contemporary distress and a more secure future, it is essentially a plaything. . . .<sup>7</sup>

The Schneider Social Science Hall and the School of Nursing building were two of a number of major projects constructed on the Eau Claire campus in a three-year period at a total cost of some \$24 million. Others included:

- The 1966 heating plant, built on upper campus but serving all university buildings. Conduits for TV and other communications were installed at the same time, interconnecting all buildings on campus.
- The ten-story high-rise residence hall, the Towers, occupied first in the fall of 1967.
- The 1968 addition to the L. E. Phillips Science Hall, a wing matching that of the original building.
- The Hilltop Center, an upper campus food and recreation center bridging the roadway from lower to upper campus.
- The E. R. McPhee Physical Education Center, on twenty acres on top of the south bluff of Putnam Park.
- The Fine Arts Center, on a seven-acre tract across the Chippewa River.
- The footbridge, linking the Fine Arts Center to a point just opposite the main entrance of Schofield Hall.
- The five-story addition to the William D. McIntyre Library.<sup>8</sup>

### *The Fine Arts Center*

Integration of art, music, speech and theatre in one center for the fine arts was the dream realized when the different departments began moving into the new building in the summer of 1970. The Fine Arts Center meant something special to each area; in the words of those who were department chairmen:<sup>9</sup>

*William Benson, Department of Art*

Symbolic of the cultural currents meeting in the Fine Arts Center is the Foster Art Gallery, located in the heart. Current exhibits are highly visible from the Center foyer, and receptions following performance in the Concert Hall and the Riverside Theatre find a felicitous setting in relation to the

Art Gallery. The open sculpture court which adjoins it is a charming area holding a variety of artistic potentials.

Diversified instructional areas are on three floors. The first floor is planned for art lecture, slide study, and three-dimensional art including ceramics, metals, jewelry, and sculpture. The teaching studios are designed especially for each area of visual production. The upper two floors are oriented toward two-dimensional work and design. Skylights, which give the top of the building its interesting diagonal profiles, admit the type of natural light needed in drawing and painting studios.

Many visitors enjoy the displays in the art wing and the Foster Gallery, named for Ruth Foster, who began the art program at Eau Claire. A storage area for the permanent collection, which includes 27 pieces of contemporary art and sculpture donated to the university by Mr. Emil Arnold of New York City through the good offices of Professor Kenneth Campbell, is located adjacent to the exhibit areas. The annual show schedule includes exhibits by nationally known artists, who often are in residence for several days, and work of art faculty and of students. Required of graduates in the bachelor of fine arts program is a one-man show.

*Dr. L. Rhodes Lewis, Department of Music*

In the Fine Arts Center, there is a new spirit among students of music, and among the faculty too. Now all 35 members of the department faculty are in studio-offices here. The students tend to come to this side of the river and stay here until they are through with their day's program, and this leads to greater morale — a feeling of actually belonging to a department of music.

With the Recital Hall, students in performance classes are in a professional setting. But the most intriguing thing right now is the Concert Hall — a huge stage that gives performers a certain feeling of stature. The 600-seat auditorium has a pleasing warmth, with the high brick walls in patterns of recessed red brick and the suspended acoustical disks at the ceiling. All of us are thrilled with the pipe organ given by the Phillips Charities, Inc., now being installed in the Concert Hall. Its unique moveability offers intriguing possibilities for coordination with other musical resources, but of course its primary role is as a solo instrument.

The large instrumental and choral rehearsal rooms are wonderful facilities. Conducting classes meet in these rooms every day, and there's lots of room to swing their arms, and all kinds of ensembles rehearse in these rooms. In the recording studio above, which has glass walls looking into both



areas, we are able to tape performances for replay or permanent recording, and we can also tape performances taking place in the Recital Hall or Concert Hall.

Degrees offered to the approximately 500 music majors are bachelor of music, bachelor of music education, bachelor of arts, or bachelor of music with certification as a registered music therapist in a program developed by Dale Taylor. On the graduate level, music is a concentration offered in both M.S.T. and M.A.T. programs.

In the Fine Arts Center, the Contemporary Music Festival has found a home, attracting to the campus such well-known composers as Knut Nystedt, Norman Dello Joio, Jean Berger, Robert Beadell, Karel Husa, and Elie Siegmeister. The University Choir, directed by Morris Hayes, has traveled to Europe on concert tour several times and sung with Gregg Smith, Robert de Cormier, and Robert Shaw.

*Dr. Calvin Quayle, Department of Speech*

Now that we are in the Fine Arts Center, for the first time all areas of the department, with the exception of communicative disorders, are together in the same building. The second floor of our wing has the public address area, with individual practice rooms equipped with mirrors and tape recorders, and the forensic activity, which is extra-curricular and directed by a forensic board. Outside the chairman's office on the first floor is a handsome display of Eau Claire's forensic trophies.

Radio and television are on the first floor. With control studio, announcer's booth, and an outer room for staff meetings, WSUR is run just like a commercial station, and for 60 hours a week it broadcasts to the residence halls and the Davies Center. The TV studio is a 2000-square-foot space, two stories high with cyclorama.

The Riverside Theatre is a small experimental theatre unique in this area of Wisconsin, sometimes dubbed the "mini-Guthrie." It has a thrust stage which is very flexible, constructed of movable platforms that can take different kinds of shapes. Entrances may be made from below, from stairs, from vomitories, from each side of the stage, and from the back. The 200 spectator seats in banks surrounding the acting platform on three sides tend to involve the audience in the action. One of the marvelous features of the Riverside Theatre is the lighting control board, a solid-core memory bank, one of the first in the country. Both the Concert Hall and the television studio have similar control boards. The Concert Hall is used for musical productions, and the Kjer Theatre is still in use as a fine 400-seat theatre with proscenium stage.

## *Perspective on the New Library Addition Dedicated in 1973*

*Robert Fetvedt, Director of University Libraries*

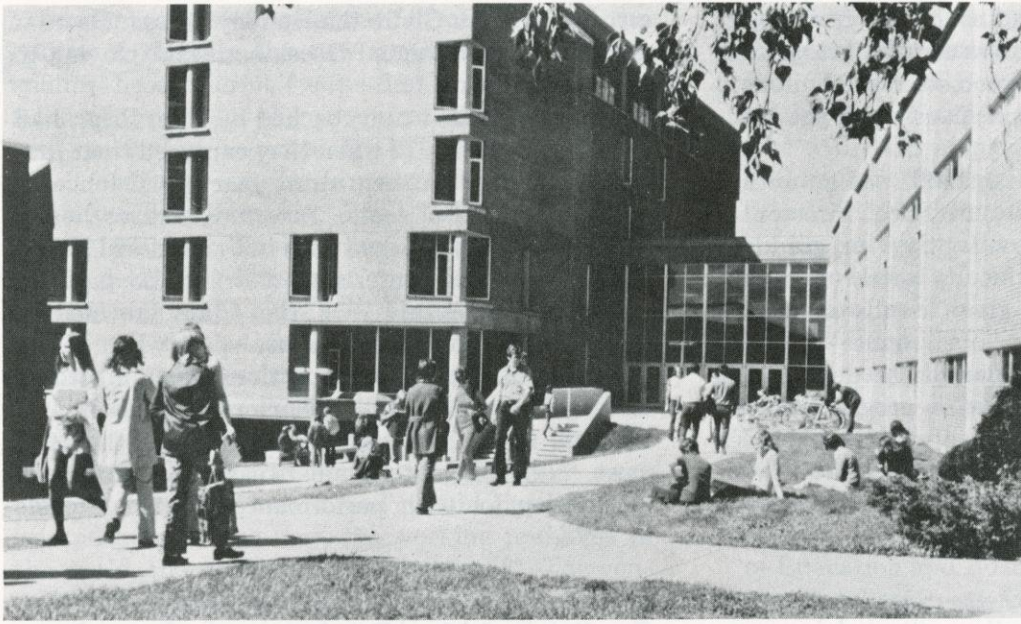
There were two major decisions — the location of the new structure, and whether or not it should be a completely new building or an addition. The committee was unanimous in feeling that the library should continue to occupy its central location on campus, and that with a high-rise addition we would get the greatest value from the dollars appropriated. But the design of an addition is difficult if the total structure is to function as one integral unit. Our solution was to identify those functions which could operate autonomously and locate them either in the original library building or in the connecting link. These turned out to be the Instructional Media Center, the Area Research Center, the Browsing Room, the reserve library, and the library acquisitions department. Thus the addition, in the shape of a five-story tower, could be designed as a new library for all practical purposes.

The high-rise concept, in turn, forced a focus upon vertical transportation. Therefore, we provided three high-speed passenger elevators, side by side, which are not only convenient, but which also encourage utilization of the upper floors. Another factor affecting design was the slope down toward Little Niagara Creek. Instead of hauling in fill, it was decided to utilize this space by constructing a water-tight basement below the river flood level, and from the standpoint of library function this made for a better building — we were able to place the public service reference area and card catalogs on the ground floor, between the periodicals department on the floor above and the documents department in the basement — so users have to go up only one flight or down only one flight to gain access to those important collections.

With respect to furniture we wanted a clean contemporary design. We knew that students differed in their preferences for seating, so this building provides a great variety of choices — individual carrels, regular tables and chairs, and group study rooms. We capitalized on the intruding windows, which at first appeared to complicate seating layout, by placing small groups of lounge chairs around them. We were able to carpet the whole building and to key the different floors with accent colors. Both functional and aesthetically pleasing, the new library addition is worthy to bear the name of William D. McIntyre.<sup>10</sup>

Dr. R. Dale Dick, dean of the School of Graduate Studies, in the 1973 dedication address, called





Addition to the W. D. McIntyre Library; below, W. D. McIntyre.



attention to a spectacular feature of the new addition:

The vast expanse of glass on the upper levels of the library building, displaying panoramic views of the campus, calls to mind the reach of the library to all quarters of the academic endeavor. Just as a full view of the academic setting is not available elsewhere on the campus, so the penetration of the essentials of the university is achieved only through the library.<sup>11</sup>

The university library contains some 300,000 volumes, and it is an official depository for federal

documents. The Area Research Center houses collections owned by the State Historical Society of Wisconsin. The new Instructional Media Center encompasses the former curriculum library and provides equipment and facilities for non-book materials. The man for whom the library was named was known as "Mr. Higher Education" in Wisconsin for his long years of service on the board of regents, and his portrait hangs in the main foyer.

### *The Eugene R. McPhee Physical Education Center*

The department of physical education and the sports program had long outgrown the 1952 field-house and gymnasium when the Eugene R. McPhee Physical Education Center was begun on twenty acres atop the bluff of Putnam Park, an area reserved for such a development for many years. Adjoining the center were the practice and playing fields of a number of sports — football, baseball, softball, track, soccer, and field hockey, and the area was named Simpson Field, in honor of George Simpson, coach and member of the faculty from 1916 to 1951.

When the Physical Education Center was opened at the beginning of the second semester of 1968-69, the university had its first swimming pool, of American Athletic Union size, with seating for 254 spectators; three gymnasiums in one great room which could be divided by electronically controlled disappearing walls so that individual, dual, and team sports could be conducted all at the same time; gymnastics, wrestling, and activity rooms, a dance studio, 18 faculty offices, classrooms, locker rooms, and training rooms, laundry, and first aid station.



If one wished to approach the center from lower campus on foot, one could cross a rustic bridge over the creek and ascend a redwood staircase built into a natural declivity in the bluff, pausing on the landing midway for a scenic view.

The dedication on April 20, 1969, was an enthusiastic tribute to Eugene R. McPhee, director of the Wisconsin State Universities System, graduate of Eau Claire and former faculty member at Eau Claire, who was present to greet friends on the occasion, which included an "open house" for the public. Dr. Ida Hinz, chairman of the department of physical education, oversees a program in the McPhee Physical Education Center that embraces not only teaching and sports, but cooperation with the recreation activities directed from the Hilltop Center.<sup>12</sup>

### *Athletic Glories of the Late Sixties and Early Seventies*

In 1968 Dr. James J. Rice was named director of athletics succeeding W. L. Zorn, who retired from that post and from forty years of coaching basketball to the standing ovation of a packed fieldhouse at his last game. Link Walker and Ken Anderson, both alumni of Eau Claire, were named football coach and basketball coach.

With the help of Dr. Stephen Kurth, also an alumnus, as assistant basketball coach, Anderson built a squad that rocketed the Blugolds into fame as "first in the nation" among small-college teams. *Sports Illustrated* ran a two-page story in November 1971 with a full-page color picture of center Mike Ratliff taken on the footbridge at Eau Claire, and *Basketball News* followed with a similar spread. In 1970, Ratliff, Frank Schade, and James Lindsey were named to the All-Wisconsin State University Conference team, and the *Milwaukee Journal* named Ratliff outstanding conference and district 14 player and Coach Anderson coach-of-the-year for both conference and district 14. The Blugolds annexed their second conference title and made their second straight trip to the NAIA tournament, where they were seeded No. 3 of the 32 teams entered in 1971. On their way to winning their third game, they were outplayed by Eastern Michigan. However, Ratliff was named to the NAIA all-tournament and NAIA all-American second teams, as well as winning all the conference and district honors, and Anderson was named district 14 coach-of-the-year for the second straight time, and one of eight area coaches of the year in the NAIA nationally. The two seasons saw the Blugolds accumulate a combined record of 51-4, fourth in the nation; only UCLA, Pennsylvania, and Marquette had better

records. At Eau Claire the Holiday Classic Tournament became an annual December event playing to sold-out houses.

The swimming team, coached by Tom Prior, had a banner year in 1972 when they captured their first conference title in their third year of existence as an intercollegiate team. Selected district team-of-the-year, they finished 15th in the national NAIA meet. Repeating conference, district, and national triumphs in 1973 and 1974, Eau Claire crowned its first national champions in any sport when senior diver Tom Loftus won the national one and three-meter competition and sophomore Jeff Voelz won the title in the 100-yard breaststroke at the 1974 meet. Nine Blugold swimmers earned all-American recognition for their performance at the nationals in 1974.<sup>13</sup>

### *Curricular Development: General Studies and New Programs*

During the 1960s, students looking for "relevance" flooded the campuses, and Eau Claire was not lacking in response to the mood of the times. The general education aspect of the curriculum had not been changed for twenty years, and in the spring of 1968 the faculty senate appointed a committee to study revision, consisting of Dr. Frederick Haug, associate dean of the School of Arts and Sciences; Dr. Maxwell Schoenfeld, department of history; M. James Simonsen, department of physics; and Dr. Kenneth Zahorski, department of English. They worked through the summer session and reported to the faculty senate academic policies committee in the fall of 1968. Recommendations in the report on general studies were discussed at length before being passed by the senate on December 1, 1970. In the words of the chairman:

While the university can well meet its goal of developing professional and vocational competence, it too must seek to fulfill and enrich the student's capacity and responsibilities as a mature human being. These latter goals are embraced by the general studies program. In a general studies offering, for example, the course is intended not to lead toward professional competence, but to provide for the development of the individual as a free, integrated, and creative person. The faculty at Eau Claire has taken the firm position that an effective general studies program depends not only on what is taught, but also on the way it is taught, with opportunity for developing communication skills, for engaging in speculative and critical thought, and for self-discovery of concepts and value judgments.<sup>14</sup>



Students registering in the fall of 1971 had the option of electing the new general studies curriculum; those entering for the first time in 1972 were required to follow the program. Essentially, the new curriculum required 30 to 40 credits distributed over four categories: communication skills, the natural environment, man's individual and social nature, and man's culture and heritage. The newly developed categories were broader and less restrictive than the older general education program, which was divided into laboratory science, social studies, and humanities, with history and philosophy designated as required courses. Though the general education courses had been "tied into the best of the liberal arts of the past, they were more abstract than the 'new breed' would buy — they wanted more of the now, the working problems of the world, the social issues of the day."<sup>15</sup> The general studies program challenged the faculty to start over from a fresh point of view in many of the areas it covered.

Dr. John W. Morris, dean of the School of Arts and Sciences from 1966, succeeded to the post of interim vice president of academic affairs in 1971, served as acting chancellor during a period of changeover, and in 1975 was confirmed in the position of vice chancellor for academic affairs, all the time carrying out, under whatever title, the duties of guiding curricular developments. He was influential in the development of many programs, of which some of the most innovative were:<sup>16</sup>

- *Studies Abroad* — working with Dr. Edward A. Jamison, a retired foreign service officer brought to the faculty in 1969 as director of international studies: the summer session in Monterrey, Mexico, the Soviet Seminar, the year in Copenhagen, interim period study tours of Spain, France, and Germany, and specialized offerings in art in Spain, theatre in England and Ireland, geography and culture in Mexico, and the choir tours in Europe.
- *Environmental and Public Health* — with Dr. John Gerberich, director of allied health programs, the degree program in environmental and public health, developed to meet the growing demand for health professionals.
- *IGE and the Multi-Unit School* — with Dr. Max Poole, Dr. Lloyd Joyal, and Dr. Juanita Sorenson, an individually guided education movement pioneered by WSU-Eau Claire in cooperation with the Wisconsin Research and Development Center of UW-Madison. The program was primarily in elementary and middle schools either originally built for or remodeled

for the multi-unit pattern. A national and international reputation has been acquired by Eau Claire in IGE, with a number of students coming from Sweden to earn the master's degree with IGE emphasis.

- *Computer Science* — a department established in 1971 offering courses in the general studies category and a minor in programming and knowledge of computers as part of the "information revolution." Terminals in the L. E. Phillips Science Hall computer laboratory and in the new Hibbard Humanities Hall were linked to the university's computer center in Schofield Hall.<sup>17</sup>

- *Audiovisual Aids* — with Richard Beckman, director of the university's media development center: the TV trailer used by the Schools of Education and Business in videotaping practice teaching performance; self-instructional materials in the audiovisual equipment laboratory for teachers, in the reading center, and in the School of Nursing; the audiovisual geography laboratory, developed with Robert Janke, for self-instruction in courses in landforms, weather, and climate.

- *Philosophy and Religious Studies* — a combination in one department of philosophy as the "critical study of alternatives" and religious studies as "critical and comparative, centering upon the distinctively religious aspects of life in a wide range of cultural and historical settings."

- *Graduate Programs* — authorized were M.A. programs in English and in history and the M.S. in biology and chemistry. Master's degree programs in communicative disorders and school psychology were developed and accredited. Hopes for a program leading to the master's in social welfare with emphasis on service in rural areas were dashed by lack of funding by the legislature.

- *First Specialist Degree Program* — approved by the board of regents, "educational specialist, business education," for implementation in September 1975.

A chapter of Phi Kappa Phi, the national scholastic honor society, was installed at Eau Claire in April 1969. The North Central Association reviewed and confirmed all undergraduate programs and M.A.T., M.S.T., and the master of science in communicative disorders, in 1970. In 1973, both the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education visited the campus within a few months of each other. Approved were gradu-



ate programs in school psychology and in preparation of school personnel, and basic elementary and secondary programs in education.<sup>18</sup>

### *Intercultural Education and the Transitional Year Program*

Beginning in 1968 with a conference on "Teaching the Culture of Minority Groups in Our Schools," hosted by the School of Education at Eau Claire and co-sponsored with the State Department of Public Instruction and Cooperative Educational Service Agencies, WSU-Eau Claire began to pay particular attention to intercultural education. Not only were courses developed in the literature of the American Indian, Afro-American literature, and black drama, and in history of Africa, East Asia, and of Native Americans, but such programmed events as the International Festival and Black Culture Week gave a new view of a multi-racial society. The memorable Black Culture Week of 1969 featured the "Gospel Souls" student choir, dinner and a fashion show put on by the "The Ebony Ladies," Julian Bond on Forum, Odetta in concert, and Willie Longshore, black artist, on the Arena of Ideas. The following two summers, four-week workshops in Afro-American history attracted capacity enrollment of teachers, who would carry their new knowledge back to their own classrooms, and members of the Eau Claire police force. Consultants, both black and white, were brought in from outside Eau Claire by Dr. Edward Muzik and Dr. Carl Haywood, directors of the workshop, to discuss events, personalities, and movements of the 20th century.

Opportunity to live in a different culture was made possible by the Grambling Exchange Program, begun in 1970, with several students from Eau Claire spending a semester on the campus of Grambling University, Louisiana, and young people from Grambling coming to Eau Claire. Participants reported a "great learning experience."

For several summers, an experiment in intercultural education was carried out in the campus school under Title I of the Higher Education Act of 1965. Sixty children from Racine, Wisconsin, mostly blacks and a few Spanish-American, lived for six weeks in Eau Claire homes while attending the campus school with Winnebago Indian children from Black River Falls, and white children from the Eau Claire area. According to guidelines, the Title I project took children from homes defined as "disadvantaged," and attempted to develop in the children skills of listening, speaking, writing, and reading through the mingling of culturally diverse groups and the use of films, art, and music as means of communication.

For an older group, the "Upward Bound" summer educational and cultural enrichment program on campus emphasized basic mathematics and science, language and remedial reading, and social studies. Funded by the U.S. Office of Economic Opportunity, it was directed by Dr. John Hunnicutt, chairman of the sociology department, who also, accompanied by students, visited the Winnebago settlement every week for many years to provide enrichment experiences for the young Native Americans.

Dr. G. John Stoelting was named director of a Program for High Risk or Disadvantaged Students in the fall of 1968. At the same time he was teaching in the regular academic year and the summer session a course in the School of Education on "Teaching of the Culturally Disadvantaged." As chairman of the faculty senate committee on high risk students, which was augmented by Eau Claire students from minority groups, Dr. Stoelting proposed selecting for special help some fifty students a year: "Predominantly, these students come from a different cultural background, where the major problems are food and clothing, and they find it difficult to adjust to college level work." The program emphasized study skills, special tutoring, and counseling.

The work with high-risk students evolved into the Transitional Year Program, when the faculty senate approved the concept of "transcript credit," or earned credits which did not apply to a degree or a major. Serving approximately sixty students each year, the Transitional Year Program offered five courses. According to Dr. Morris:

These are new courses, designed especially to deal with the specific needs of certain entering students who have problems in attaining success in regular university courses. For example, "communication skills" is a course in basic college writing, and "study skills" teaches students about libraries, note-taking, exams, listening, and questioning. The history, biology, and math courses are background courses; and in the future we may add similar courses in the fields of political science and sociology, and in the techniques and materials used in other laboratory sciences, such as chemistry.

A student may be registered in a combination of transitional year and regular courses. The particular needs of the individual student are the all-important guide. He will maintain close contact with his adviser and with his instructors so that his program may be altered at any point in a semester if poor achievement in



regular courses, or outstanding achievement in transitional year courses, indicates that an adjustment would be desirable. The program is very flexible.

Because "transcript credit" was earned, Transitional Year Program enrollees became eligible for financial aids, participation in athletics, and the privileges of students registered in regular academic courses. Since they attempted only 9 to 12 hours of credit a semester until the necessary skills to deal with regular courses were acquired, a student in the Transitional Year Program would ordinarily take 4½ to 5 years to graduate from the university.<sup>19</sup>

### *The Faculty: "A New Breed"*

Giants of the earlier faculty retired — W. Parker Clark in physics, T. A. Barnhart in English, Josephine Schneider in library science, Ruth Hoard and Marion McNamara from the campus school, Orry Walz in sociology, Caldwell Johnson in music — and a younger "new breed" followed them into classrooms, chairmanships, and deanships. Dean Lester Emans was succeeded in the School of Education by Dr. Rodney Johnson, associate dean since coming from Madison to Eau Claire in 1967. Dr. James Wenner was named dean of the School of Business when Dr. Norman Olson left to become dean of a growing school of business at the University of Idaho.

Two vice presidential appointments were made as additions to physical plant and operations and the intricacies of the budget enlarged the responsibilities of administration. James Bollinger, an alumnus of 1955, was named in 1970 vice president for administrative services, coordinating all services and physical plant operations, and campus safety. Charles Bauer, who had been acting executive vice president when Dr. Lester Hunt was on leave in Madison in 1968-69, was named director of planning and development in 1969-70, and in 1970-71 executive vice president with oversight of university relations and institutional studies added to previous responsibilities. In 1971 he became vice president for analysis and development. Though WSU campuses varied in their administrative structures, Mr. Bauer's function was unique among the different patterns in that it was established apart from operational responsibility.

Illustrative of the difference between the older and the newer faculty types, as well as of the change in times, were the proposal for a Reserve Officers Training Corps unit and the discussion it provoked. In 1949 the faculty of Eau Claire State Teachers College voted overwhelmingly in favor of inviting location of a ROTC unit on the campus and directed

the administration to do anything possible to procure a unit. Twenty years later, the proposal, "on hold" all these years, was revived and became a subject for vigorous debate among a different kind of faculty who were listening to students who were taking strong positions. The topic was brought to a general faculty meeting. Some felt that the university by accepting an ROTC unit was extending opportunity to students, and that it was not a question of whether there would be officers in the armed forces, but of where they would be trained; if they could be brought under the umbrella of a liberal arts institution, it was the hope and expectation that it would turn out army officers who would be humane. Those on the opposite side felt that the whole idea of a military unit on campus was contrary to their ideal of the university. The overall negative view prevailed, and administrators, though they did not agree with the position taken, felt it would be a mistake to put in a unit of ROTC without faculty approval.

Administrators were aware that a "new breed" was arriving as faculty numbers topped the 200 mark for the first time in 1964 and rose in numbers to a high count of 567 in the fall of 1972:

At the end of the 1960s and in the early '70s there were the youngest faculty in the history of higher education on the campuses of the nation. Because of the rapid increase in enrollments, most institutions had to turn to people just as they came out of graduate school, or even before that. Also, for many of the "new breed" the traditions of academia really held no value. Unlike the older type of dedicated small-college professor, many coming out of the graduate schools had chosen the academic world as an alternative to working in an office or factory, and they really had no idea of the delicate balance that keeps a university together as a functioning organism. Some were willing to use the university as a propaganda device for political and social ends.

It was also a different kind of faculty in the sense that the graduate school experience, highly competitive, was within a single discipline to which the individual had to adhere:

It is far more important for a faculty member, say, in the field of history to be known by his colleagues in the American Historical Association than it is for him to rise to prominence in his own faculty. The new young group had far more knowledge, for the most part, of the leaders of their discipline, wherever they might be in the country, than they had of the people across the coffee table here at the university if



they were people of another discipline.

But it was a faculty that was ready to "rap" with students, sitting on the floor far into the night in "sit-ins":

They knew what was going on on other campuses. Generally speaking, we experienced a better communication between the students and younger faculty members. When non-tenured faculty were to be let go, there were usually students who would rise to their defense, though they could not put their finger on whom they would rather have dropped. . . . But we have to be very careful here, there are people in their last year here who still have a very close identification with students.<sup>20</sup>

One of the youngest members of the English faculty, Dr. Nadine St. Louis was installed in a new part-time position in 1972 as assistant to the chancellor for affirmative action. Guidelines for the office were established by the board of regents to coordinate university offices and departments in formulation of policies affecting minorities and women pursuant to federal and state law. Other women of the faculty were involved in "The Next Step" program, which brought to the attention of women beyond the "normal" college age of 18 to 23 the opportunities for study at the university, either on a credit or audit basis. The program was later broadened to include older persons of both sexes, and in 1974 Sarah Harder was appointed adviser to older students. In 1975 Mrs. Harder succeeded Dr. St. Louis in the affirmative action position, carrying on the advisement to older students as well.

### *Faculty Governance*

In Mr. Davies' administration the faculty met as a whole to consider matters put before them for advice and consent. They also met in committees which Mr. Davies used effectively, especially in the progress toward accreditation. To President Haas it soon became apparent that a growing institution would need a different form of faculty governance, that "more and more of the committee workload was being carried by a smaller and smaller proportion." A faculty council met with the president and the dean of instruction and, in due course, decided to name a task force on the direction in which to go, known as the development council. Marshall Wick, a member of the faculty council, was on leave on a Danforth Fellowship in 1962-63, and so it was much to his surprise that he was elected chairman of the development council in the fall of 1963:

On the development council were all members of the faculty council, plus some administrators and all department chairmen. For two

years we spent a tremendous number of hours developing a statement of the objectives of the institution. People didn't want to do anything else until we had our articles or objectives. Once we got that done, we set about the task of what kind of governance procedures we should have for the faculty. There were some who wanted to continue to have meetings of the faculty as a whole and committees that would report to it. The debate was lengthy and heated, but we finally decided to have a senate.

Then we designed the faculty senate and we didn't use any other structures as a model but pretty much designed it as the development council saw it. The major argument against the senate was that you don't have enough people involved, so we decided on a fairly large senate of 40 or so — 20 senators at large and then every department with 4 or more full-time faculty could elect a senator, and there were about 16 departments. In the constitution, though, it said that all senators, regardless of how they were elected, were to represent all the faculty. And then we had most of the deans and the vice presidents and so on in the senate at that time. . . .

The constitution has been modified a little over the years so that the executive committee can now give advice informally to the chancellor, but, by and large, the senate committees bring in recommendations for action to the senate and then the senate acts. The first major change was to take all administrators off the senate. Now the administrators as a group elect one of their number to be on the senate. The chancellor and the vice chancellor are there ex officio, and I am very supportive of their being there. They occupy a rather key role within the faculty and they need to be there.<sup>21</sup>

The committees of the faculty senate are the executive, faculty personnel, student personnel, academic policies, social and finance, and physical plant planning. Student observers are elected by the student senate to sit with certain of the faculty senate committees. In turn, the faculty senate committees elect a member to serve as observer on student senate commissions. Student senate policy proposals and administrative actions are submitted concurrently to the chancellor of the university and the chairman of the faculty senate. Policy recommendations are considered by the faculty senate without delay and accepted or rejected; proposals by the student senate other than policy recommendations may be acted upon by the chan-



cellor without action by the faculty senate. The faculty senate and student senate may hold joint meetings, at which the chancellor of the university would preside.<sup>22</sup>

The faculty senate constitution has stood the test of time with little amendment. Dr. Wick indicated that, in his opinion, the body is perhaps too large and therefore "not really quite the deliberative body it ought to be"; the departments may take electing their senators rather lightly without nominating committee procedures; and perhaps there ought to be a move in the direction of the one-man-one-vote principal.

The involvement of younger faculty members with students led in the late 1960s, particularly in the Resnikoff case, to actions which a number viewed as unprofessional arousing of students on behalf of selfish faculty interests. The AFT local chapter broke apart as the result of public statements made which were false and unfounded criticisms of the administration.<sup>23</sup>

### *The Association of Wisconsin State University Faculties*

Honored at the spring delegate assembly of the Association of Wisconsin State University Faculties in 1969 were a group of former presidents of the association which included Dr. William Cochrane of the history faculty at Eau Claire, who served as state president in 1960-62. Secretary of AWSUF in 1969 was Dr. Marshall E. Wick of the mathematics department at Eau Claire, and in 1970 he succeeded to the presidency. Dr. Edward Muzik of the Eau Claire history department became state president in 1972. Members of Wisconsin State Universities faculties serving as president of the state organization were released one-half time from their teaching positions, but full pay was continued by the university to which they belonged. Organizationally, they were considered one-half time members of the university's administrative staff for the period in which they served as AWSUF president.

In a sense, AWSUF was recognized by the Board of Regents of Wisconsin State Universities as a coordinate organization, with the inclusion of the AWSUF report as part of the regular agenda. The association also handled grievances for the system, which constituted another unofficial recognition of a faculty governance structure by the board of regents. AWSUF represented faculty before CCHE and the legislature as well.

A voluntary association, in existence since 1915, members belonged by payment of dues, and in 1969

some 67 percent of the system's faculty were members. The delegate assembly was the governing body, made up of one representative for every fifty chapter members or a major fraction thereof. Committees were the executive committee, constituting the administrative organ, the committee on academic freedom and tenure, the committee on educational policies, the committee on salary and fringe benefits, and the committee on legislation. There were two delegate assemblies and two committee conference sessions during each academic year.

In 1970-72, in addition to Marshall Wick, president, Eau Claire faculty serving in important AWSUF posts included Edward Muzik, president-elect, member of the executive committee; Elroy Gotter, of the mathematics department, chairman of the salary and fringe benefits committee; and Robert Sather, director of financial aids at Eau Claire, chairman of the legislation committee. Other committee chairmen were Robert L. Berg, River Falls, academic freedom and tenure, and Rudy G. Koch, Superior, educational policies.

The fall committee conference, held at Eau Claire in October 1970, was especially concerned with questions of academic freedom, comparative salaries within the two Wisconsin systems of higher education and in reference to other state systems, educational policies as proposed by the Kellett Commission Report on Education, and the improvement of the retirement system and the question of collective bargaining. The year before, an advisory referendum for members of state universities faculties, including those in the two-year branches, had shown 1,531 to 835 in favor of adoption of collective bargaining. The executive board was surprised in August 1970 by a board of regents action prohibiting faculty members from striking, a resolution appearing to deny faculty certain of their constitutional rights. E. L. Wingert, as special counsel to the board of regents, was advising both on student disciplinary matters and on a tenure law, with provision for local hearing committees to consider dismissals. Phillip Griffin, professor of philosophy at Eau Claire, was chairing an AWSUF committee on an ethics code for faculty. A constant preoccupation of AWSUF leaders was working for increases in faculty pay and in the retirement and fringe benefits programs.

By October 1971 the work of the AWSUF took on a new dimension as it became apparent that there were definite implications for it in the proposed merger of the two systems of higher education in Wisconsin. The executive committee urged on each Wisconsin State University senate the adoption of a position, emphasizing that:



... AWSUF alone has the statewide structure and procedures to serve as a vehicle for coordinating the WSU faculties' position on issues relating to the merger. ... Moreover, it should be stressed that AWSUF has been deeply involved in the merger issue ever since the governor first made his merger proposal early this year. AWSUF was instrumental in working out the principles and the language which were enacted into law by the legislature.

In January 1972 President Weaver of the merged University of Wisconsin System, and Executive Vice President Leonard Haas of the System, met with the executive committee of AWSUF to discuss matters of mutual concern. Uppermost was the question of local autonomy versus a strong central administration, and the committee was assured that no conflict need exist as the chancellor and faculty of each individual institution of the merged system would be responsible for the operation of single institutions, with the work of central administration concentrated in coordination, planning, and fiscal control in order to insure maximum efficiency and to meet the public's expectation of the wisest use of state funds.

Dr. Edward Muzik, president-elect, became chairman of the joint steering committee on merger implementation, which included faculty senate representatives of the institutions in the former Wisconsin State Universities System and the AWSUF executive committee. On completion of a definition of position, cooperation of the faculty of the former University of Wisconsin on merger issues of mutual concern was anticipated. Roger Gribble of the *Wisconsin State Journal* reported in March 1972 that faculty leaders of the two systems had met and agreed that AWSUF and the United Faculty Council of the former University of Wisconsin system would probably continue to exist while the Merger Implementation Committee, on which Dr. Marshall Wick was the representative of the former State Universities faculties, did its work.

At the May 1972 meeting of AWSUF, Dr. Edward Muzik was installed as president, and the name of the organization was changed to The Association of University of Wisconsin Faculties, with the initials TAUWF, indicating the more inclusive membership with merger of the two university systems. When the expansion of TAUWF's business and the need to have someone in Madison to deal with emergency situations became apparent as merger proceeded, Dr. Edward Muzik resigned as president to accept the post of executive secretary of TAUWF at a salary comparable to that of a chancellor, as of June 11, 1973.<sup>24</sup>

## CHAPTER IX — FOOTNOTES

<sup>1</sup> Semi-Annual Report, the Coordinating Committee for Higher Education, in *Newsletter*, July 1967, Vol. 2, No. 3, "Provisional Long-Range Plan for Higher Education Distributed."

<sup>2</sup> Coordinating Council for Higher Education, file of newspaper clippings; see especially "Put Muscle in Co-ordinating Council, Rothwell Urges," *Milwaukee Journal*, February 4, 1970. Office of Public Information, UW-Eau Claire.

<sup>3</sup> *Bulletin of the University of Wisconsin-Eau Claire*, 1975-76, p. 227.

<sup>4</sup> *The View*, Summer 1968, p. 8.

<sup>5</sup> *Ibid.*, Spring 1970, pp. 8-9. Architects were Durrant, Deininger, Dommer, Kramer, and Gordon of Watertown, Wisconsin. The U.S. Public Health Service provided \$574,474 to cover part of the cost of the building, and the State of Wisconsin provided the remainder. The completed and equipped building cost over \$1.1 million.

<sup>6</sup> *The View*, Spring 1966, p. 9.

<sup>7</sup> *Ibid.*, Fall 1967, p. 6; and Spring 1968, pp. 5-6.

<sup>8</sup> *Ibid.*, Fall 1966, pp. 3-4.

<sup>9</sup> *Ibid.*, Fall 1970, pp. 4-9. Architects were Larson, Playter, Smith Architects and Associates, Eau Claire. The Phillips organ gift described in *The View*, Winter 1971, facing p. 12.

<sup>10</sup> *Ibid.*, September 1973, p. 11; and December 1973, pp. 14-15. Architects for the library addition were Berners, Shober, and Kilp, of Green Bay, Wisconsin, who also designed the original W. D. McIntyre Library. Federal grants accounted for \$700,000 of the total cost, including remodeling the older building and equipment, of \$3,780,000.

<sup>11</sup> *The View*, December 1973, p. 15.

<sup>12</sup> *Ibid.*, Spring 1969, pp. 12-13. Architects were Potter, Lawson, Findlay and Pawlowsky, Madison, Wisconsin. Both the McPhee Center and the Fine Arts Center were selected for design awards by the Council of Educational Facility Planners.

<sup>13</sup> *The View*, Spring 1970, p. 23; Winter 1971, p. 19; Winter 1972, pp. 10-11; April 1974, pp. 17-18.

<sup>14</sup> *The View*, Spring 1971, pp. 5-8.

<sup>15</sup> Interview, Jenswold with Haas, May 14, 1975.

<sup>16</sup> The following programs are covered in *The View*, 1969-75.

<sup>17</sup> The university has two computers, Burroughs 5500 and 4700, giving it the largest computer system in the area. According to Rudolph Polenz, director of the computer center, it processes between 200,000 and 250,000 jobs each academic year. Following registration the staff works 12 to 15 hours a day for several days to provide class lists for the first class meetings. In addition it processes the course master file, grades, student accounts, alumni names and addresses, personnel and financial information, and 30 departments use the test scoring services of the center.

<sup>18</sup> See Appendix A for full list of the university's accreditations.

<sup>19</sup> These programs are described in *The View*, Summer 1966, p. 14; Fall 1968, pp. 11-14; Winter 1969, pp. 10-11; Summer 1969, p. 17; Spring 1970, pp. 6-7; Winter 1971, p. 11; Fall 1972, pp. 8-9. John W. Morris's account of the Transitional Year Program appeared in *The View*, April 1974, p. 24.

<sup>20</sup> Interview, Jenswold with Haas, May 14, 1975.

<sup>21</sup> Interview, Jenswold with Marshall Wick, July 18, 1975.

<sup>22</sup> Constitution and Bylaws of the Faculty Senate, *Faculty Handbook*, Fourth Edition, August 1971.

<sup>23</sup> Recollections of Dr. Wick and Dr. Lawrence Wahlstrom.

<sup>24</sup> Records on AWSUF, 1967 to 1975, both state and local, including Minutes of the Board of Regents of the Wisconsin State Universities System through 1972, Office of Public Information, UW-Eau Claire.



## CHAPTER X

### THE UNIVERSITY OF WISCONSIN-EAU CLAIRE: A RADICAL REVISION

#### *Governor Lucey's Call for Merger of Two University Systems*

As the dynamic decade of growth and protest waned, Wisconsin educators looked forward to a period of adjustment. Economic inflation and the increased prestige of the state's vocational-technical schools promised a leveling-off of enrollment in the University of Wisconsin and the Wisconsin State Universities systems. In the drive to keep up with the demand in the 1960s, the University of Wisconsin had become a system in itself — with new campuses at Green Bay and Kenosha supplementing the venerated Madison institution and the Milwaukee university, the state's only truly urban campus. The emergent University of Wisconsin system was largely the work of Fred Harvey Harrington, president of the University from 1962. Increasingly embattled as the '60s unfolded, President Harrington's administration suffered the traumatic experience of the bombing of the Army Mathematics Research Center in Madison in late August of 1970. On October 1, 1970, Dr. Harrington announced his retirement. The man chosen to replace him was Dr. John C. Weaver, president of the University of Missouri.

Also in the fall of 1970 the Democratic Party in Wisconsin managed to wrest the chief executive office from the entrenched Republicans. A general dissatisfaction with state taxation and spending underlay Lucey's support; the Democrats' call for austerity and tax cuts appealed to many Wisconsinites in a time of inflation.

In his budget message of February 25, 1971, Governor Patrick J. Lucey attacked the costs of higher education:

We can no longer afford to support an archaic organization of higher education which is a product of historic accident and ignores the converging social missions of the two systems that have been developing over recent decades.

The governor's call for merger was not a suggestion, it was an order, and Patrick Lucey was prepared to fight for his plan:

I have eliminated from the executive budget the Coordinating Council for Higher Education and the central administrative costs of the State Universities and the University of Wisconsin.<sup>1</sup>

The dean of reporters of state affairs, John Wyn-gaard, early in March commented that, though Governor Lucey was a consummate political crafts-

man, "the orthodox assessment of the outlook will be that he cannot achieve the union of the proud University of Wisconsin and its branches and the separate state university system, which is an unrelated entity, as he put it so accurately, only through historical accident." The governor in his message emphasized the \$15 million cost of the "troika administration" represented by the two systems and the CCHE, and assured taxpayers and legislators that a union of the systems and the elimination of CCHE would save \$4 million. He stipulated that Dr. John Weaver should be president of the combined university systems, and he "held out the juicy carrot of security for the most important of the Republican members of the governing board." Finally, it was obvious that tens of thousands of graduates of the state universities would be eligible for University of Wisconsin degrees.<sup>2</sup>

#### *Who Killed CCHE?*

In the membership of the Coordinating Committee for Higher Education, as changed by the 1965 legislature, were nine citizens appointed by the governor, one regent and the president of the board of the University of Wisconsin and one regent and the president of the board of the Wisconsin State Universities, two representatives from the State Board of Vocational, Technical and Adult Education, the state superintendent of public instruction, and one representative of the County Teachers Colleges. At the same time that non-institutional representatives were thus given a majority on the board, the CCHE acquired its own staff, with Angus B. Rothwell, formerly state superintendent of public instruction, taking the post of executive director.

Until CCHE received its own staff and budget, the agency's work was done by administrators drawn from the University of Wisconsin and Wisconsin State Universities on a part-time basis, with their salaries being paid by the parent institution. "They didn't give the Coordinating Committee any money, and without funds it didn't wield much power," Eugene McPhee recalled. "At one time, President Kleinpell of River Falls spent two to three days a week as co-director with Ira Baldwin, vice president of the University of Wisconsin. The board met only about four times a year, and it was a planning agency entirely. But you can plan just so long, and then you have to implement. The best



work of CCHE was probably done at the beginning, when you had people familiar with educational problems. With citizen control, knowledge of the day-to-day problems kind of disappeared.”<sup>3</sup>

The “Provisional Long Range Plan for Higher Education” which the Coordinating Committee released in mimeographed form in February 1967, in anticipation of the budget process in the legislature, failed to excite the interest of newsmen who were given advance copies. John Wyngaard commented:

... the report provides little assistance to those who must decide the future of higher education in Wisconsin. Basically, it consists of a recitation of the present system, how it evolved, how it is operated, how much it costs, and what the coordinating committee is doing to honor its mandate to “direct and coordinate” it. But there is almost nothing in it that provides any understanding of what the future will bring. . . . The apparent thesis of the report is the faith that permeates educational managers everywhere — that every dollar spent for education is wisely and fruitfully spent and that the only problem is to find more to spend.<sup>4</sup>

In June of 1968 the staff of the coordinating council ran headlong into opposition from University of Wisconsin President Fred H. Harrington when it attempted to block the University of Wisconsin-Milwaukee from its five-year-old goal of achieving “major university status.” President Harrington said that the CCHE staff reports had “extreme weaknesses,” and President J. Martin Klotsche of UW-Milwaukee went on “The Open Question” program of WTMJ-TV, the *Milwaukee Journal* station, to assert that 20 to 25 doctoral programs, rather than the 8 in force and the 2 before the CCHE for review, were the proper goal for UW-Milwaukee, and there were several areas in which UW-Milwaukee was already different from the Madison campus, including emphasis on the performing arts, urban studies, social welfare, and studies of the Great Lakes.<sup>5</sup>

Also in the summer of 1968 the CCHE hosted a conference on higher education for 100 administrators of the two university systems and the vocational-technical complex, held at the Pigeon Lake Field Station of the WSU’s. William E. White, associate director for programs and studies of CCHE, spelled out some “blunt facts of life”, saying, in effect:

Give the council more cooperation in its task of making statewide educational plans or expect to see the legislature turn over the job to some

new, less academically oriented agency. . . . He called for: Council review of existing education programs to see if they warrant continuation. Council review of proposed new minors and clusters of new courses on each campus. Council review of institution proposals for federal grants, before they are sent to Washington, in cases where the proposals would result in new educational programs. A greater lead time for the council’s staff to evaluate proposals for new doctoral programs. Advisory committees of subject matter specialists from the universities to help evaluate program proposals.

In his talk before the conference, Angus Rothwell acknowledged that it was possible for an institution to go around the CCHE directly to the legislature on a budget item, but he warned that CCHE would resist such efforts. Potentially “explosive” issues which Mr. Rothwell anticipated were: whether faculty salary levels for the UW’s new Green Bay and Parkside campuses should be at the levels of the UW’s Madison and Milwaukee faculties, or in line with more modest state university system salaries; whether the traditional system of local financing of buildings for two-year campuses should be changed to provide state funding; and how the state’s need for more doctors could be met.<sup>6</sup>

The question of support levels between the two university systems was raised by Eugene McPhee in a letter to the CCHE in the early months of 1969. Challenges to the agency’s effectiveness led to a political decision. In April of 1969 the coordinating council was dealt a staggering blow by the joint finance committee, which both cut and froze salaries, and missed abolishing CCHE by only one vote. Assemblyman John Shabaz attacked the council in the press, charging that it was “nothing more than another layer of bureaucracy that serves no useful purpose.” State Senator Raymond C. Johnson, an alumnus of Eau Claire state university, speaking before the Lions Club in Eau Claire on April 9 gave facts on support levels compiled by state universities officials:

The support for the UW Center System is \$1,417 per students, while the WSU System gets \$842 per student. While the Eau Claire University gets \$72 per student for library resources, Green Bay and Parkside get \$248 and \$325, respectively. The UW System gets \$12 to every dollar spent for improved support in classroom instruction in the Wisconsin State University System.

Senator Johnson concluded by saying that the CCHE should act as a “watchdog,” but that it ap-



peared to be a rubber stamp for the University of Wisconsin system to the detriment of the Wisconsin State Universities system.<sup>7</sup>

The coordinating council attempted to continue its work with reduced staff and without the full support of the systems of higher education it was supposed to oversee, whose representatives were sometimes charged with caring more for their own system than for coordination. The 1969 annual report of CCHE, "Academic Plan for Wisconsin's Public Universities, 1970-1980," bore the signatures of Walter Kohler as chairman and Angus B. Rothwell as retiring executive director. Former Governor Kohler announced in May 1969 that he had communicated to Governor Knowles his desire to retire from the board as soon as the council chose a successor to Mr. Rothwell, who would leave in September. Hired to take the position of executive director was Arthur D. Browne, who while acting director of the Illinois Board of Higher Education was the chief author of the second phase of Illinois' master plan for higher education; Mr. Browne had also previously directed the development of a statewide higher education plan for Utah. In his initial presentation to the council, Mr. Browne listed five subjects which he felt deserved top priority for the staff's attention in preparing a plan for the 1970s: design and implementation of a program budgeting system; design of a plan for the most effective organization of higher education systems; outlining a pattern of education programs to assure appropriate post-high-school opportunities for Wisconsin citizens; seeking out economies and efficiencies in the operation of Wisconsin higher education; and development of a comprehensive reporting system to provide information from all higher education agencies necessary for formation of policy.<sup>8</sup>

In January 1970, a CCHE news release announced that Arthur D. Browne and William E. White would visit Eau Claire on February 3 to confer with President Leonard Haas and members of the state universities board of regents on priorities for programs expansion for the Eau Claire campus. Guidelines as set forth in the "Academic Plan for Wisconsin's Public Universities, 1970-1980" encouraged Eau Claire to develop as many as twenty new master's degree programs in the arts and sciences, and to broaden the scope of the undergraduate curriculum in support of the graduate development. Eau Claire was selected to assume for Northwestern Wisconsin the responsibility of providing major graduate programs, while WSU-Oshkosh and WSU-Whitewater were designated for expansion of offerings to serve other regions of the state. An enrollment projection for Eau Claire en-

visioned 12,500 students by 1980, with a limitation to be imposed at that time.<sup>9</sup>

Writing from retirement in Florida in February 1970, Angus B. Rothwell was free to evaluate his three years' experience as executive director of CCHE. In an article in the *Milwaukee Journal* he pleaded for public understanding of the policy-making duties of the council in the areas of academic degree programs, budget, and school building requests:

The staff must be of a caliber equal to that of the universities if it is to work with them on equal terms and produce results. . . . The CCHE has no alumni, it is not a partisan political agency, and it employs no lobbyists. . . . After two years of work, the CCHE finally approved a 10-year mission statement that should serve as a guide in the approval of new programs for each university. The statement did definitely place limits on anticipated expansion of programs at the UW's Green Bay and Parkside campuses and at the nine WSU campuses. This was necessary because people in each of these institutions are desirous of rapid recognition as major university units. The CCHE was questioned most seriously by legislators from some of the areas where these institutions are located. I believe this helped to lose some support which the CCHE needed to maintain its budget and influence.<sup>10</sup>

Speaking in Eau Claire before the Kiwanis Club on May 14, 1970, William E. White, in his capacity as associate director for academic planning of CCHE, described vocational education as the field most certain to grow most rapidly in the next decade: "It is time for vocational-technical training to become a full partner in higher education instead of being considered as the tail-end of a secondary school." Pointing out that Wisconsin technical school graduates could move into Michigan universities, "something they cannot do without loss of credit in Wisconsin," Mr. Browne said that the ability of the student should count, not the credits he has earned on paper.<sup>11</sup>

Concomitant with the redefinition of the role of the Coordinating Council for Higher Education was the work of the Governor's Commission on Education headed by William R. Kellett. Deliberately released from time to time were some of the tentative proposals being developed in the numerous working groups of the 600-member task force which Mr. Kellett assembled. One of the balloons launched was the suggestion of a single higher education board for the state, made as early as the fall



of 1969. In October 1970, William R. Kellett revealed to the Area Committee of Wisconsin State University-Eau Claire at their fall meeting the main features of the Kellett Commission report, which he averred was "deliberately delayed until after the November 3 election to remove education as a campaign issue." Calling education the most important business in Wisconsin with an annual outlay of \$1.3 billion, and \$.67 of each revenue dollar going for education, Mr. Kellett advocated a state education board which would assume all the statutory authorities and responsibilities granted to the Coordinating Council for Higher Education. Among other interesting proposals was that a voucher support system allot to post-high school students \$500 a year, enabling as many as 5,000 Wisconsin students a year not presently seeking higher education to enroll at institutions of their choice.<sup>12</sup>

Under new leadership and in a crisis of funding, the CCHE in the fall of 1970 announced that it would no longer be able to review the budgets of the two university systems. John Wyngaard in an October 1970 story wrote: "What the CCHE did was to throw up its hands and to tell the legislature that it is unable or unwilling or technically incompetent to review budgets of the aspiring higher education systems." Matt Pommer of Madison's *Capital Times* commented: "The CCHE's trouble is that no one takes it very seriously."<sup>13</sup>

Raymond C. Johnson, assistant majority leader of the state senate, called for a single board for Wisconsin's two separate university systems in October of 1970. In December, appearing before the first of Governor Lucey's hearings on the state budget for 1971-73, President Lee S. Dreyfus of WSU-Stevens Point, advocated merger of the two university systems to achieve "greater efficiency and parity in financial support."<sup>14</sup>

Consequent upon Governor Lucey's call for abolishment of CCHE in his budget message of February 1971, the agency held its last meeting in August 1971, gaveled to adjournment by chairman Harold Konnack of Racine in a mood of "grim humor." John Wyngaard still felt that the governor's merger proposal had a 50-50 chance, but that CCHE was doomed:

The reasons are many. They include: the clumsy, repelling, uncommunicative statutory name, which one must suspect must have come out of a bureaucrat's nightmare. . . . The word 'regent' to describe a member of the subordinate governing boards is explicit. It has a Latin dignity. It conveys authority, rank, prestige. The reasons must include also the strategic error of housing the CCHE on or near the Uni-

versity of Wisconsin campus during most of its existence rather than giving it the recognition and identification of a home in the Capitol as the major, independent, responsible and powerful agency.

A member of CCHE, Harold Kraus of Stevens Point, in a guest article for John Wyngaard two months later, asked the question, "Who Killed CCHE?" His conclusion, after reviewing the influence of the governor, the legislature, the Kellett Commission, the systems of higher education CCHE was charged with coordinating, and other suspects, was that "CCHE was not killed, it committed suicide." Reasons for the "self-induced demise" he saw as lack of development of a coherent, cohesive definition of its function and a plan to fulfill that function, going too deeply into some matters and too lightly into others, and failure to communicate its aims to "those who created and sustained it, the legislature and the governor."<sup>15</sup>

### *To Merge or Not to Merge?*

One of the first officials to support Governor Lucey's merger proposal was Eugene R. McPhee, who told the WSU regents, meeting a week following its enunciation, that he had thought for a long time that merger eventually would come. The most important thing to keep in mind, he said, was the welfare of the students: "We have to keep track of what happens in an amalgamation of 137,000 students under one board." Mr. McPhee suggested that the governor appoint a committee to work out the details of merger, with representatives from both boards of regents, administrators, faculty members, and students from both university systems. The board of regents unanimously supported Mr. McPhee's suggestion and passed a resolution, forwarding it to the governor.<sup>16</sup>

In a roundup of local opinion early in March, the Eau Claire *Daily Telegram* found most officials wary of the plan. James Solberg, WSU regent from Menomonie, said he feared the implication of Governor Lucey's ratio of four WSU regents to six UW regents on the merged board. Norman Christianson, WSU regent from Roberts, agreed: "We start in a bad spot, in a minority position." Both were worried about possible cutbacks in graduate programs in regions of the state where it was important to bring education to the people outside the main population areas. The Eau Claire regent, James Riley, felt he could not react to the proposal until he had seen what was in the budget. Dr. Leonard Haas also was reluctant to comment, but emphasized maintenance of high quality undergraduate education. Also concerned for the undergraduate



program was Marshall Wick, president of the Association of Wisconsin State University Faculties: "We have a better program than they (UW) do, and one possible disadvantage of the merger could be that homogenization might mean deterioration of our program." State Senator Raymond Johnson, also asked his opinion, reminded the interviewer that he had authored bills both in the present legislative session and in the previous one setting up a combined governing board for both systems, "so one unified, well-thought-out position could be presented to the legislature rather than several."<sup>17</sup>

At first, President John Weaver of the University of Wisconsin, the man Governor Lucey named to head the new merged system, maintained a skeptical stance that irritated members of the governor's staff. Dr. Weaver's Madison faculty was largely against merger, although the governor appeared before them and promised that the University of Wisconsin-Madison would remain "the jewel in the crown" of the new system.<sup>18</sup>

President Leonard Haas reported to Eau Claire alumni in June 1971 that a marketing research study poll showed 43 percent of the Wisconsin citizenry for merger and 47 percent against "for no good reason." He himself maintained "a very quiet and observant posture — I don't think that I was ever recorded anywhere as having said that I was opposed to merger." Students at Eau Claire seemed to favor merger because the designation University of Wisconsin would make "a more marketable university diploma." Many faculty members looked forward to a pay schedule comparable to University of Wisconsin salaries.<sup>19</sup>

In a later review of merger in Wisconsin, the *Chronicle of Higher Education* generalized that "the merger was generally opposed by the University of Wisconsin, which feared that it would be overwhelmed by mediocrity, and favored by the WSU's, which saw the move as a way to gain stature."<sup>20</sup>

On April 8, 1971, the presidents of the nine state universities met in the nearly deserted tourist mecca of Wisconsin Dells to consider the governor's merger proposal and legislation already introduced into the state senate. Drafting twenty conditions for merger, the WSU chiefs included the all-important issue of "comparable faculty salary for comparable work" and "comparable support" for programs on all state campuses. The presidents also asked for a balanced board of regents with "reasonable geographical representation" and opportunity for both faculty and student input into its deliberations. The powers of the individual campus presidents should be strengthened, they averred, in order to assure "decentralized administrative function."<sup>21</sup>

Meeting in La Crosse on May 1, 1971, the Association of Wisconsin State University Faculties gave conditional support to the merger, endorsing the conditions for merger proposed by the WSU presidents, and adding that the campus presidents should be chosen through local search and screen committees.<sup>22</sup>

### *The Final Days of the Wisconsin State Universities System*

The regents of the two systems of higher education in Wisconsin met together on June 18, 1971, and formed a committee on merger. As proposals and compromises were debated in committees of the legislature and in the press, University of Wisconsin and Wisconsin State Universities factions marshaled their forces to insure that they would reap some benefit from the political sifting and winnowing.

Partisans of the Wisconsin State Universities required assurances that their institutions would not become satellites of the University of Wisconsin-Madison. The WSU staff report asked, "What's in a name?" and suggested: "The name 'State University of Wisconsin' would preserve values in the names of both systems." Eugene McPhee felt that because the WSU's educated more undergraduate Wisconsin residents than the other system, they were more closely fulfilling Governor Lucey's goal of "improving the quality of education that the state of Wisconsin delivers to its young people."<sup>23</sup>

Faculty and administrators of the Wisconsin State Universities urged that neutral ground be sought as a site for the system headquarters. Marshall Wick, AWSUF president, asked that the central staff be located away from the Madison campus, "in the interest of impartial educational planning and management."<sup>24</sup>

By autumn, the wishes of the two systems having been expressed, balanced, and compromised, merger began to take actual form, and on October 8, 1971, the governor signed the merger bill. The legislation named the system of institutions of learning "the University of Wisconsin System," and stipulated that the principal office of the system be located "at or near the seat of state government." It provided that there be a central administration responsible to the executive head of the system, "which would assist the board of regents in establishing policies, reviewing administration of policies, and planning programmatic, financial, and physical development of the system," but at the same time it stated that central administrative responsibilities in providing services to the separate institutions be held to a minimum and cooperative service arrange-



ments among campuses be encouraged. A merger implementation study committee was created which was to make recommendations to the board of regents and the legislature by January 31, 1973, on merging chapters 36 and 37 of the statutes and on such areas as faculty tenure, government, and retirement; student participation in government of the system; comparable funding for comparable programs; campus autonomy, and a number of other procedures and policies.

The merged board of regents, according to the merger bill, initially numbered 21, with 8 members from each of the boards of the two systems being merged, 3 new citizen members appointed by the governor, and the ex officio members, the superintendent of public instruction, and the president of the board of vocational, technical and adult education. As terms of regents brought to the board from the former two systems expired, the size of the merged board of regents would decrease to a board comprised of 14 citizen members, appointed for staggered 7-year terms, and the two ex officio members. Assigned to the new board was the formal designation of the executive head, in the first instance Dr. John C. Weaver, the appointment of executive heads of the institutions under its jurisdiction, and the naming of titles of the various executive heads within the system.

At the January meeting following passage of the merger bill, the regents assigned to the executive head, Dr. Weaver, the title of president, and to the heads of the individual campuses the title of chancellor. They also decided to locate the principal offices of the central administration at the top of Van Hise Hall, the 18-story building dominating the Madison campus — ironically for the Wisconsin State Universities, named for the old foe of the expansion of the state normal schools.

On the day before the governor signed the merger bill, the Wisconsin State Universities board of regents met for the last time. It was not a lame duck session, however, as on the agenda was the real problem of naming a new director to replace Eugene McPhee and work with merger. Actually, the choice of a successor to Eugene McPhee had supposedly been made the year before when Samuel Gates, president of WSU-La Crosse, was named associate director to learn the workings of the office before Mr. McPhee retired. Partly because of merger, partly because of an attractive offer, Dr. Gates moved to Colorado, his home state.

The search for a successor to Mr. McPhee then became limited to incumbents of Wisconsin State Universities presidential offices: "The regents spoke of a national search for McPhee's successor

but the speed with which merger was clearing the legislature made any real exploration of that size and scope impossible," wrote Tim Wyngaard in a syndicated column.

The man chosen and confirmed as new director of the Wisconsin State Universities at this point in time was Dr. Leonard Haas, president of Eau Claire:

They settled on Dr. Haas in part because they believe he has a proven "track record." He has earned a reputation as a president who can spot and douse student and faculty fires before they reach conflagration stage. . . . Few problems of any type, in fact, reach the board level from the Eau Claire campus, a fact that has impressed the current regents.<sup>25</sup>

The *Eau Claire Leader-Telegram* editorialized:

No better choice could have been made in the difficult selection process to pick a successor to Eugene McPhee, who is about to retire. Qualifications for McPhee's replacement include full knowledge of both the administrative and educational aspects of the university system; neutrality in the debate which preceded the legislature's acceptance of the merger proposal; familiarity with the presidents and faculty leaders of the system's universities; and the political acumen to steer a people's course through the treacherous political shoals of impending merger. . . . Finally, it should be noted that his instant agreement to accept the challenge of what is obviously a post to be phased out of existence is in keeping with his long dedication to public service.

Dr. Haas agreed to accept the directorship on two conditions: that he would be on leave of absence from the presidency of Eau Claire, and that Dr. Richard E. Hibbard, vice president for academic affairs, would serve as acting president during his absence from the campus.<sup>26</sup>

At the last meeting of the Wisconsin State Universities board, Eugene McPhee received tributes from regents and presidents. There were 7,000 students in nine teachers colleges when he went to Madison in 1948, and when he was ready to retire there were 64,000 on thirteen campuses. Hundreds of millions of dollars worth of campus construction had taken place, and a vast array of new academic programs had been instituted. Typical was Gene McPhee's response to the praise heaped upon him: "All this sweetness and light around here makes it a little hard to digest. It's been a hell of a lot of fun — thank you very much!"<sup>27</sup>





Richard E. Hibbard

*Richard E. Hibbard, Acting President  
and Interim Chancellor*

When Dr. Richard E. Hibbard took over the full duties of acting president toward the end of October 1971, he found that he would have to give up teaching the course in "Near East History and Politics" which he so much enjoyed. The contact with students in the classroom, he told James Sweet, president of the student body, was invaluable to him as a point of reference in carrying out his duties as academic affairs vice president. Perhaps it was just as well that the new board of regents had, for the present, declared a freeze on new academic programs and student affairs policies so that one could get one's bearings.

Even though he had been in daily or thrice-daily contact with Dr. Haas, there were some aspects of university administration with which Dr. Hibbard was not familiar, particularly in the areas of university relations, Alumni Association and Area Committee contacts, and student life. In addition, like all the WSU presidents, Dr. Hibbard had to learn new patterns of fitting into the structure wrought by merger.

Student affairs would occupy a good deal of the acting president's attention as Eau Claire fulfilled the basic changes predicted as the legacy of the protest years: student participation in university governance, abandonment of "in loco parentis," a

more explicit code of student behavior, adoption of due process in student disciplinary cases, revision of the traditional content and structure of instruction, and politicization.<sup>28</sup>

In 1971 the 26th Amendment enfranchised all Americans over 18. A conflict developed in the Wisconsin legislature over where students should be allowed to register to vote, with many university communities protesting that the large potential student vote could unbalance their elections and referenda. By the April 1972 presidential primary in Wisconsin, the decision had been made to allow students to choose between voting in their hometown and their adopted campus community. The university was designated one of the city of Eau Claire's polling places, and voting booths were set up on the second floor of Davies Center. For the first time, local and county government participation was open to the majority of Eau Claire students.<sup>29</sup>

On the heels of the voting decision was the "Age of Majority" bill recognizing all citizens over 18 as legal adults. The new law, passed by the legislature in February 1972, posed a series of questions to university administrators. System vice president Donald Percy noted that the law could affect tuition, financial aids, housing, and other areas in which a student executes a written contract. Until the passage of the bill, the University Pub in Eau Claire's Hilltop Center was a "wet" island in a dry city for students aged 18, 19, and 20 who wished a glass of beer. The lowering of the state drinking age to 18 opened Eau Claire's taverns to many students, who swarmed to the Water Street area. Stores, craft shops, and boutiques catering to the new clientele reinvigorated the old neighborhood where river steamboats landed a hundred years before, and housing in the area became popular.<sup>30</sup>

Dr. Hibbard related well to students and their concerns. Jim Sweet recalled:

The chancellor is usually viewed by most students as detached, aloof, and at some times an adversary. I must admit that I, myself, fell victim to this preconception long before I met Dr. Hibbard. And no one recognized this fact more than Dr. Hibbard himself . . . He confronted me with my stereotyping and told me that before we got down to business he wanted to know me as a person and hoped I would reciprocate. . . . He often confided in me when his day had not gone especially well, and more than once his fatherly manner proved to comfort me in hard times.<sup>31</sup>

Among matters which Dr. Hibbard worked out with the student body and its officers were student eval-



uation of faculty members' performance in the classroom and calendar revision. Evaluation, it was decided, would require the voluntary participation of the faculty and would be conducted within departments. For a time there was much interest in a 4-1-4 calendar, which would provide a month of freedom in midwinter to pursue independent study or work in seminar-style classes, and Dr. Hibbard as vice president for academic affairs had drawn up the prospectus for submission to the faculty. Though approved by the student senate and the faculty senate in the spring of 1970 for implementation in the fall of 1971, at a general faculty meeting on September 24, 1970, the 4-1-4 plan was set aside by a 155 to 120 vote. A motion to adjourn passed before a new motion, that the faculty senate present a specific 4-1-4 proposal, could be made.

The calendar eventually adopted provided for beginning of classes in late August with examinations for the first semester taking place before Christmas, the former "semester break" incorporated into a three-week Christmas vacation, and the end of the school year by mid-May. The only objections were from Wisconsin resort owners who depended on student help through the Labor Day weekend, and provision was made for late registration for students so employed. The earlier mid-May closing was an advantage for students seeking summer employment, and it also made possible a three-week "interim period," during which courses could be offered either on campus or abroad which were not available during the regular school year.<sup>32</sup>

In the summer of 1971, all institutions of the state universities system were stung by the criticisms contained in the report of the Wisconsin State Committee of the U.S. Commission on Civil Rights, "The Black Student in the Wisconsin State University System." Acknowledging that the tradition of localism in Wisconsin higher education was strong, the report suggested that the WSU institutions bore a broader responsibility to serve as "an integrated statewide educational resource for all Wisconsinites." It was pointed out that, according to 1970-71 enrollment figures, 38 percent of the black and other minority students on all the WSU campuses were international students from abroad, and that another 16 percent were from out-of-state, leaving only 46 percent who were Wisconsin residents being served by WSU institutions. The report urged quadrupling the current black student population in the system, bringing the ratio from six-tenths of 1 percent to 2 percent of total enrollment, closer to the 2.9 percent of blacks in the Wisconsin population.

Minority recruitment practices, they found, varied in intensity among local administrations, with the Milwaukee Educational Opportunity Center functioning as talent supplier for the system. The help of the Higher Educational Aids Board in acting as a conduit for financial aid was acknowledged, but criticism was directed at the procedure whereby determination of the final aid package was made at the individual campus level. The committee advocated orientation programs for American black students and extra academic help for survival, the hiring of more black faculty, and fair housing programs in university communities. "The schools visited lacked any formal, focused program for sensitizing the local communities toward minority students," the report stated, and in specific localities there had been differential treatment of black students by police. Finally, it was suggested that the black experience should be introduced into all courses when appropriate.<sup>33</sup>

W. Roy Kopp, president of the WSU board of regents, called the report "very unjust," and criticized the fact that the committee had not conferred with state universities officials before publishing their study. Assembled from each institution were data on programs for blacks and minorities, many of them begun a number of years before, and a reply was transmitted to the U.S. Commission on Civil Rights from the office of Eugene McPhee and given wide publicity in the Wisconsin press. Eau Claire's reply, assigned to the Educational Opportunity Program Advisory Committee, chaired by Dr. G. John Stoelting, showed that the Program for High-Risk or Disadvantaged Students was, indeed, attempting to do exactly what was asked, and that there was philosophical agreement with the recommendations of the Wisconsin State Committee report: "There should be a concerted effort by the university to increase the enrollments of black students, and Indian and Chicano students as well."

The report to the U.S. Commission on Civil Rights was circulated in digest form to members of the University of Wisconsin-Eau Claire Area Committee in anticipation of discussion at the October 1971 meeting. Presenting the black side of the story to the guests of the university on that occasion were Emmett and Johnnie Boguille Griffin, members of the university counseling and programs staffs, and Dale Taylor, instructor in music, the three black members of the University of Wisconsin-Eau Claire faculty.<sup>34</sup>

At the start of the new year of 1972, the presidents of the former Wisconsin State Universities became known as chancellors. As interim chancellor, Dr. Hibbard thus became the first person on



the Eau Claire campus to bear the title. Immediately following the assumption of responsibilities as interim president, and later chancellor, he was confronted with the making of the 1973-75 budget. This budget carried requirements for major productivity cuts, and adoption of a system of priorities for a reduction of programs and services, and the eventual diminution of staff. With the University of Wisconsin-Eau Claire campus still growing, and with an existing budget that already provided the lowest per capita student support in the system, the appalling task not only required day and night work to fully analyze the course of action to be followed, but it placed an insuperable pressure upon the mental and emotional strength of the interim chancellor, who had to make the final decisions.

Never sparing himself from energetic participation in all phases of the university's life, in the cold wind of an October Saturday morning, he rode with his wife in an open car in the Homecoming Parade. There followed an Alumni Association luncheon and the football game in Carson Park, then a gathering of alumni afterward. In the evening the Hibbards attended the Homecoming Dance. Just as they were to leave at about 10:30, Dr. Hibbard collapsed in Davies Center, struck by a heart attack. Rushed to Sacred Heart Hospital, he died there on October 17, 1972.<sup>35</sup>

On October 19, classes were suspended while an afternoon service, "In Remembrance and Recognition of the Life and Person of Richard Hibbard," was held in the University Arena. Dr. John Weaver was present, as were regents and chancellors. Dr. Weaver's statement praised Dr. Hibbard's "profound knowledge of his institution." Speaking for the faculty, Dr. Howard Lutz said:

It is not inappropriate to call him an academic conservative in the finest sense of the word, seeking to conserve the best values and traditions of institutional learning and teaching. No one who knew him could doubt that he cared intensely about this university, and in that caring he gave his life.<sup>36</sup>

Established with the Foundation was the Richard E. Hibbard Scholarship Fund in his memory, and the humanities building, under construction, was named the "Richard E. Hibbard Humanities Hall."

### *The Birth of Central Administration: Leonard Haas in Madison*

"We stand on the threshold of bringing new and improved education to Wisconsin," Dr. Leonard Haas declared as he assumed the directorship of the fading Wisconsin State Universities System. Fully

aware that he occupied a crucial post as "a reliable and experienced state university hand at the helm throughout the merger process," Dr. Haas approached the responsibility with his usual objectivity, his vast background of experience as moderator among competing interests, and a calm optimism, in which he was supported by his wife and family. As of October 8, 1971, the date of the signing of the merger bill, Dr. Haas officially became director of the state universities. On the 11th of October he addressed the faculty of the University of Wisconsin-Eau Claire, explaining the sequence of events which had led to his decision to undertake the position as "an opportunity to be of service to higher education and the state." For the remainder of the month of October, he divided his time between the WSU office in Madison and the Eau Claire campus.<sup>37</sup>

At the November meeting of the new UW board of regents, the inevitable struggle for rank, authority, and power between the two systems precipitated a battle over staffing of such intensity that observers felt merger could have been doomed. Eugene McPhee recalled the bases of the controversy: "It was generally understood that Dr. Weaver would be president, but that the second in command would come from the state universities system." The "gentlemen's agreement," apparently arrived at informally at a Saturday afternoon meeting of regents at President Weaver's home, also included the understanding that WSU regent W. Roy Kopp would head the new merged board, and Bernard Ziegler, former UW board of regents president, would be vice president of the new board. Mr. Kopp was at the time vacationing in Europe.

The staffing committee of the new board of regents "unanimously endorsed" John C. Weaver and Leonard Haas for the top posts in the new system at a secret executive session the week before the November meeting of the new board. Ody Fish, former UW board member, fought in committee for allowing Dr. Weaver to name his own staff and backed Donald Percy, former UW executive vice president, for the number 2 spot; that move failing in committee, Mr. Fish then urged that Mr. Percy and Dr. Haas be named dual vice presidents. Ten members of the 11-man staffing committee were present for the meeting, thus making a 5-5 split vote possible. The depth of the former WSU system sentiment over the assignment of the number 2 spot to Leonard Haas was apparent in the unexpected appearance of Eau Claire regent James Riley, who was recuperating from brain surgery, to cast a vote for Dr. Haas if a factional split should develop. Mr. Ziegler succeeded in reconciling op-





UNIVERSITY OF WISCONSIN SYSTEM — CENTRAL ADMINISTRATION AND CHANCELLOR, 1973: Front row, left to right: President John C. Weaver; Executive Vice President Leonard Haas; Vice President Robert Winter; Senior Vice President Donald K. Smith; Chancellor Karl Meyer, Superior; Chancellor Roger Guiles, Oshkosh; Chancellor J. Martin Klotsche, Milwaukee; Chancellor Edward Weidner, Green Bay; Chancellor Kenneth Lindner, La Crosse; Chancellor Henry Allgren, Extension. Back row, left to right: Vice President Reuben Lorenz; Associate Vice President Robert

posing views and announced that Mr. Fish, who had left the meeting before it adjourned, had left word to be recorded in favor of the recommendation as finally arrived at.

In a surprise move at the board meeting a week later, however, Dr. Weaver at the end of his acceptance speech unveiled his plan to name Donald Percy as executive head of the old UW central administration and to give Leonard Haas the task of running the central administration of the former state universities system. As the impact of Dr. Weaver's announcement sank in to the regents, almost all of whom were hearing of the plan for the first time, an explosion occurred. Milton Neshek, leader of the former WSU faction and a member of the staffing committee, reached president of the board W. Roy Kopp in Spain, stating "the whole thing has come undone," while the board continued a closed door session for almost two hours. Adding to the rancor was the list of committee assignments revealed at the meeting.<sup>38</sup>

Compromise was worked out before the December 17 meeting of the merged board, when Dr. Leonard Haas was named executive vice president of the University of Wisconsin System, Donald E. Percy was named vice president for budget planning and analysis, and Robert W. Winter was named vice president for administration of the merged system. Once the leadership clash was resolved, according to Dr. Haas, "the president and I of course immediately pledged that we were going to make this thing work and that we would personally try to bury any

feelings from out of the past." W. Roy Kopp was credited by Dr. Haas as having been able to "work that board into a position where it began to think as a single board."

The merged leadership soon found it necessary to form a central administration, even though the final merger bill would not be ready for implementation before another year and a half. At first, each officer was dependent upon his former system's staff. Clearer channels of command were needed; in an age of complex bureaucratic organization, a massive system of higher education, the fourth largest in the United States, with approximately 134,000 students and 13,000 faculty, was without a central administration.

Dr. Weaver and Dr. Haas approached Governor Lucey and asked for the authority to work ahead of the forthcoming legislation, telling him, "If you want to save merger, we are going to have to work together to form a central administration." A meeting was called at Dr. Weaver's home where top officials from both systems brainstormed for five hours on the format and function of a new administration.<sup>39</sup>

The particular area assigned to Leonard Haas, executive vice president, became the coordination of academic affairs work. The board of regents authorized a search and screen committee to recommend candidates for vice president for academic affairs, and, in the meantime, Dr. Haas carried on, assisted by Dr. Dallas O. Peterson from the former UW





Polk; Senior Vice President Donald E. Percy; Associate Vice President Wallace Lemon; Interim Chancellor John Morris, Eau Claire; Chancellor Edwin Young, Madison; Chancellor Durward Long, Center System; Chancellor George Field, River Falls; Chancellor Irwin Wyllie, Parkside; Chancellor Lee Dreyfus, Stevens Point; Chancellor William Carter, Whitewater; Chancellor Robert Swanson, Stout; Chancellor Bjarne Ullsvik, Platteville.

administration, and Dr. Robert Polk from the former WSU office, as associate vice presidents for academic affairs in the new central administration. The fact that the regents had approved in principle a policy that would hold up approval of all but critical and absolutely essential new graduate and undergraduate academic programs until July 1, 1973, made it possible for these men to turn their attention to a full-scale reexamination of unit mission statements, program outlines, on-going curricular programs, and the statewide review which the regents had requested.

Named to the Merger Implementation Committee by Governor Lucey as one of two faculty representatives was Dr. Marshall Wick of Eau Claire, who had been president of the Association of Wisconsin State University Faculties for the previous year. The other faculty member was Dr. Clara Penniman, professor of political science at the University of Wisconsin-Madison. The Merger Implementation Committee was chaired by James Solberg, originally a WSU regent, attorney from Menomonie, and an alumnus of UW-Eau Claire. Eugene McPhee was given the title of consultant and associate secretary of the new UW board of regents pending his retirement.<sup>40</sup>

### *The Caretaker Administration at UW-Eau Claire of John Morris*

When John W. Morris came to the Eau Claire faculty in 1956, becoming an administrator was not

an immediate aspiration. For nine years he was content to teach English until he was put on a selection committee to find a replacement for Dr. Robert Gibbon as dean of arts and sciences in 1965. When no suitable replacement for Dr. Gibbon seemed at hand, President Haas and Vice President Hibbard offered a one-year appointment as acting dean of the School of Arts and Sciences to Dr. Morris. By the spring of 1966, Dr. Morris felt sufficiently committed to the office to agree to continue as dean with full appointment. When Dr. Hibbard became interim president of the university in October 1971, Dr. Morris was recommended by a committee of faculty and students for the interim vice presidency of academic affairs and deanship of the faculty. Dr. Frederick Haug, associate dean of arts and sciences, was named interim dean of the School of Arts and Sciences. The presidential titles became "chancellor" by the board of regents action of January 7, 1972.<sup>41</sup>

In the interim vice chancellorship, Dr. Morris took on not only the responsibility for academic affairs on the Eau Claire campus, but new relationships in the merged system, as vice chancellors for academic affairs met frequently as a group to advise the council of chancellors and, through them, the board of regents. As the designated deputy for the chancellor, Dr. Morris was the chief executive officer of UW-Eau Claire when the chancellor was not on campus. Accordingly, when Dr. Hibbard was admitted to the hospital following his heart attack



on October 14, 1972, Dr. Morris assumed the responsibilities of the chancellor.<sup>42</sup>

Following the death of Dr. Hibbard, Leonard Haas made the decision to return to the University of Wisconsin-Eau Claire as chancellor as of April 1, 1973, and the board of regents on November 3, 1972, approved his request. At the same meeting, the board of regents appointed Dr. John Morris acting chancellor until Dr. Haas's return to Eau Claire.<sup>43</sup>

Enrollment at the University of Wisconsin-Eau Claire in the fall of 1972 was 8,701, and Eau Claire was the only one of the former WSU's to increase its enrollment. The popularity of late afternoon and evening classes reached an all-time high, with 3,633 students enrolling for classes beginning at 4 p.m. or later. Dr. Morris, while acting chancellor, continued the tasks of the vice chancellor for academic affairs and dean of the faculty in providing instruction for these thousands of students. With two tape recorders and two secretaries, he managed to keep the dual responsibilities on track. One of the major concerns during his five-month acting chancellorship was preparation of the 1973-75 biennium budget. In addition, there was the visit of a National Council for Accreditation of Teacher Education team in March to review continuing accreditation of programs for elementary and secondary teachers and initial accreditation of all advanced programs including the master of arts and master of science in teaching and school psychology. In May 1973 a North Central Association accreditation team visited to investigate the university's master's degree programs. Dr. Morris recalls:

There was a lot of work — not only the operational necessities, but the extra tasks such as accreditation visits and policy development and review in connection with merger. I hadn't the time to develop the intimate knowledge of other institutions, or even of the complete operations of this institution, that is necessary in the role of chancellor. The staff and faculty were great — we wouldn't have gotten through that period without their help.<sup>44</sup>

### *Chancellor Leonard Haas: Welcome Home*

Just a few days after the board of regents approved the request of Dr. Leonard Haas to return to the Eau Claire campus from UW central administration as of April 1, 1973, President John Weaver of the University of Wisconsin System came to Eau Claire on one of a planned series of visits to the thirteen four-year degree granting institu-

tions. In the Presidents Room of the Davies Center, he was questioned by the press on the \$1 billion, \$200 million budget for the biennium, merger, and statewide university policy. Dr. Weaver emphasized that the UW System would turn to the non-campus students — housewives, the elderly, the underprivileged, and minorities — with educational programs which could reach 90 percent of the state's population, thus carrying out the mission of the university first voiced by President Charles Van Hise of the University of Wisconsin — "The boundaries of the university are the boundaries of the state."<sup>45</sup>

In line with board of regents policy on campus schools, it was decided at this time to phase out the UW-Eau Claire campus school and sign a three-year agreement with the Eau Claire Board of Education whereby the school building would be used to serve the Third Ward of the city of Eau Claire and the school district would develop and execute the educational program for kindergarten through grade 6. The new arrangement would begin with the opening of the 1973-74 school year.<sup>46</sup>

To succeed Dr. Haas in central administration, Dr. Donald K. Smith, who had been out of the country on foreign assignment through March of 1973, was named vice president for academic affairs. Later in 1973, the board of regents classified the institutions of higher education in the University of Wisconsin System as "clusters": the "doctoral cluster," consisting of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee; the "university cluster," consisting of the former state universities plus UW-Green Bay and UW-Parkside; and the UW-Extension and former UW-Center System under a single provost for university outreach.

A further proposal made by central administration was that two of the former state universities, UW-Eau Claire and UW-Oshkosh, be designated "university cluster cooperative graduate centers," holding both a major mission in undergraduate instruction and a mission for selective graduate programs in the arts and sciences and in teacher education at the master's and specialist levels. The graduate centers would have major regional responsibilities in cooperation with other institutions. The proposal also recommended that UW-Stout and UW-Green Bay be designated "special mission" universities because of their unique programs in technical and environmental areas; the remaining institutions, UW-La Crosse, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Superior, and UW-Whitewater, would be designated "primary undergraduate" universities.<sup>47</sup>



Enlargement of opportunity for study at the Wisconsin universities also took place with the agreement on reciprocal tuition made in July 1973 with the state of Minnesota, and the authorization of the "audit" fee at one-half regular tuition for persons wishing to take courses without credit at the universities. Those over 65 were given the privilege of attending courses as auditors without charge except for such special fees as might be charged for field trips or laboratory or studio work.<sup>48</sup>

No one who knew him was surprised when Dr. Leonard Haas decided to return to the dynamic life of a university campus, growing in student population, in academic programs, and in its mission to region and state. "Privately, those of us who knew him never believed that Dr. Haas would remain in central administration," Dr. Morris noted, adding, "he loved the campus so much, we knew he would be coming back." Eugene McPhee saw Dr. Haas's decision in military terms: "It is whether you want to be a staff officer or unit commander. It is more fun to be a unit commander than it is to be a staff officer, and more challenging. He had been at Eau Claire for 30 years and liked the job of chancellor more than he did that of executive vice president."<sup>49</sup>

On March 9, 1973, the board of regents adopted a resolution praising Dr. Haas for "immeasurable contributions to the cause of public higher education," noting especially that he had served beside President John C. Weaver "with great distinction and dedication in organizing and administering the central administration of the nation's fourth largest university system during the crucial first 18 months of its existence." Of Leonard Haas, John Weaver said:

I could not have had a finer human being or colleague to work beside. He has brought insight to perplexing problems, quiet patience to difficult frustrations, and, to the immeasurable advantage of difficult days, he has, through diplomacy and wisdom, brought a sense of mutual confidence and trust among staff members drawn from previously independent administrations.<sup>50</sup>

On April 4, 1973, Chancellor Haas addressed a general meeting of the University of Wisconsin-Eau Claire faculty and urged them to lead a crusade against public dissatisfaction with higher education in the state. Though he acknowledged problems with cuts in budget and increased work loads, his overall tone was optimistic.<sup>51</sup>

On the evening of April 8, a gala welcoming was extended to the returning Haases with a reception in the Davies Center for faculty, students, and friends of the university, who echoed the praises of

those in Madison who had seen them off for home. A day later, there was reason once more to honor Eau Claire's contribution to higher education in Wisconsin. William D. McIntyre, "Mr. Higher Education," died at his home in Eau Claire on April 9, 1973. In his tribute to Mr. McIntyre, Dr. Haas said: "This university at Eau Claire as well as others in the state stand as living memorials to his guidance during this great period of expansion."<sup>52</sup>

The Area Committee, which had served the University of Wisconsin-Eau Claire and its predecessor institutions for 27 years as a citizen advisory group, voted to cease its activities at the spring meeting of April 27, 1973, in anticipation of the formation of a new type of citizen advisory group as authorized by the board of regents of the University of Wisconsin System on October 6, 1972. The new citizen advisory council for UW-Eau Claire consists of 16 members, appointed to serve four-year non-renewable terms, with the exception of initial appointments of a shorter term in some cases. Representation on the new body is from all parts of the state of Wisconsin. The group meets from four to six times a year for half-day sessions on the campus of the University of Wisconsin-Eau Claire, and the members serve Wisconsin higher education in a direct manner, providing the chancellor with citizen advice on any issue that affects the Eau Claire university community.

It was fitting that as Dr. Leonard Haas returned to the Eau Claire campus, the committee administering the Leonard Haas Art Fund, established on the occasion of his tenth year as president in 1970, decided upon a work of sculpture to be created in his honor by the Wisconsin sculptor Owen V. Shaffer. On Sunday, August 26, 1973, the piece, named "Encounter," was unveiled at the place of installation, the entrance of the Fine Arts Center, with Gretchen Grimm, chairman of both the Leonard Haas Art Fund committee and the department of art, presiding. The sculptor revealed his thoughts as he did the piece:

I wanted a form that would express a coming together, since the arts are combined within the walls of this Center, and it had to be dynamic, on-going, and expanding. The sculpture is made of seven forms representing the seven arts, which come together and combine a dynamic, directed force here. It can also symbolize the stream behind the main campus that gathers its strength from the hills and drives toward the river . . . across the campus, you do have so many things coming together and spilling out, hopefully as a sort of controlled



and directed force.

In his reply to the presentation by the sculptor, Dr. Haas said:

Surely we have placed near the heart of this university the work in the arts, and I believe this must be so. . . . Civilization shall rise and fall on how the people in a given generation will look toward the arts. More today than ever before, the arts are our hope for the future, for the moral strength and the integrity of our people, for the pleasure and satisfaction that will remind us of the finer values in life.<sup>53</sup>

### *Richard E. Hibbard Humanities Hall and the Huntington Sculpture*

As the eight-story tower of the Richard E. Hibbard Humanities Hall rose at the entrance of the campus of the University of Wisconsin-Eau Claire, it became the outward and visible sign of an optimistic mood. "It could be the harbinger of good departmental interaction and potential interdisciplinary studies," Dr. Frederick Haug, dean of the School of Arts and Sciences, commented. As the newest and largest classroom building, the Hibbard Humanities Hall incorporated a higher degree of sophistication in structure and equipment than found in other facilities. Just inside the west entrance, accessible from the mall area newly created between Phillips, Schneider, and Schofield Halls, was a 300-seat lecture hall and three 132-seat lecture rooms, all equipped with teaching stations from which projection, light, and sound were controlled. Fifteen additional 60-seat small lecture halls and numerous classrooms were furnished with 35-millimeter slide projectors and screens. A computer terminal, just inside the main entrance on the first floor, was available for use by students and faculty working in the building.

On the first floor were spacious quarters for the growing department of journalism: photography and typography labs, a specialized editing room, *Spectator* and *Periscope* offices, as well as classrooms and faculty offices. The second floor was occupied by the psychology department, with statistics, human, and animal laboratories; the third floor, by foreign languages, with all the most innovative equipment available, including headphones suspended from racks near the ceiling, lowered to accommodate individual study. On the upper floors were the departments of English, mathematics, political science, philosophy and religious studies, and history. The eighth-floor penthouse contained a handsome faculty lounge and meeting room, with a spectacular view of the Chippewa River below flowing toward the west.

Edward Fish, associate professor of art, created a special exhibit of his woodcuts and drawings for the dedication of the Richard E. Hibbard Humanities Hall, taking as his inspiration fragments of nature found in areas around Eau Claire. President John C. Weaver honored the occasion with his presence on September 15, 1974, and there followed in the evening an exhibit of Dr. Weaver's own original photography in the Foster Art Gallery, where the president was greeted by the university family and the larger Eau Claire community. Dr. Weaver subsequently gave to the permanent art collection of the University of Wisconsin-Eau Claire one of his magnificent nature photographs.

Dr. Robert O. Gibbon, professor of political science at Eau Claire, gave the dedication address for the Hibbard Humanities Hall:

The question has been raised as to why a humanities hall is named after a political scientist. It could be argued that Dick Hibbard's training as a political scientist was taken at a time when political science was more humanities than science. Another answer might be that this building was the last building that Dr. Hibbard had a major responsibility in planning . . . but I think Ed Fish of the art department has given the best answer. A woodcut of Ed's hangs in the Hibbard home and on the frame Ed inscribed, "In memory of Richard E. Hibbard — humanitarian." . . . To his relationship with others — faculty, students, fellow administrators — Dr. Hibbard brought a highly developed sense of civility — "that mode of behavior which makes civilization possible. The features of this behavior are: courtesy and consideration towards both individuals and groups, opponents as well as allies; modesty, restraint, and moderation both in speech and action; obedience to established rules of procedure and conduct." Such characteristics are humanistic, for they are premised on respect for the individual. Such were the characteristics of Dick Hibbard.<sup>54</sup>

Not only in the values which the Hibbard Humanities Hall encompassed, but in its own structure, the building constituted a landmark. Visible rising through the towering elm trees of Eau Claire's Third Ward, it provided a point of reference for city and community as well as university. Later in the fall of 1974, there was another dedication of a much-frequented campus facility when the concert hall of the Fine Arts Center was named in honor of Robert Gantner, professor of music since 1947 at Eau Claire, retired but continuing to advise students and play the cello in the symphony orchestra.





Richard E. Hibbard Humanities Hall

On the riverbank, the renewal of Putnam Park in the portion lying west of Little Niagara Creek was taking place, with matching funds to federal grants being supplied by the Alumni Association. The retaining walls which the WPA built in the 1930s and the bridge over the creek had fallen into a state of disrepair to the extent that erosion was evident. Headed by Professor Mark Fay, chairman of the biology department, and James Bollinger, assistant chancellor for administrative services, a planning group developed the restoration: repairing present paths and building new ones, installing benches, constructing scenic lookouts along the Chippewa River, and providing signs calling attention to interesting botanical features of the park.

Like an exclamation point, giving final emphasis to all the excitement of new projects and new structures, was the massive outdoor sculpture by Charles W. Huntington, Minneapolis artist, erected during the summer of 1974 and dedicated on October 17. The concept was the brainchild of Gretchen Grimm,

chairman of the art department, who interested Mark Phillips of the Phoenix Steel Company of Eau Claire in furnishing the material. The design ideas of the sculptor were carried out by Tiit Raid and Carolyn Johansen of the art faculty with art students assisting with the cutting and welding. Painted bright orange, the spectacular form was created as a "learning/living experience to be enjoyed by anyone who cared to take part," in the words of Gretchen Grimm. The original gift for the sculpture was from the student body of UW-Eau Claire; the realization was a stunning "eye-catcher" on the north bank of the river, set in the "turn-around" on the west side of the Fine Arts Center, spotlighted at night and visible from all parts of the campus.<sup>55</sup>

### *Merger Achieves a Memorable Year: 1973-74*

For higher education in Wisconsin, the year 1973-74 was memorable, historic, and, at times, melodramatic. The shakedown cruise of the merged University of Wisconsin System, launched late in 1971, was marked by important accomplishments, achieved while coping with difficult problems. According to *Higher Education in the States*, these were:

(1) *Legitimation of the merger by passage in May 1974, after 17 months of maneuvering, of a bill providing a single statutory charter for the system of 13 universities, 14 freshman-sophomore centers and statewide extension.* The bill became law on July 9, 1974, combining the former Chapter 36 (former University of Wisconsin) and Chapter 37 (former Wisconsin State Universities) to create a new Chapter 36 (University of Wisconsin System) of the Wisconsin Statutes.

(2) *Appropriations: approval also at the special May 1974 session of the legislature of an annual budget review bill refining the total of the system's first consolidated biennial operating budget to \$1.2 billion and capital budget to \$72.9 million for the two years ending June 30, 1975.*

(3) *Academic missions: approved by the board of regents, after 26 unprecedented statewide open hearings, of academic mission statements for the system and for each university, the center system and extension.*

(4) *Master's degree review: completion of audit and review of master's/specialist programs, resulting in 56 program phase-outs and clearing the way for approval of new programs.*

(5) *Academic planning: establishment of a continuous planning process for academic programs, involving task forces, consortia, regional cooperative graduate centers and regional agreements involving*



private institutions. In October 1973, the first of the regional consortia was formed by the universities of Eau Claire, La Crosse, River Falls, and Stout, with Superior holding an affiliate membership. Describing the West Central Wisconsin Consortium, Dr. Leonard Haas said: "The combination of resources of various higher education units is for the benefit of students and the public, and the first order of business will be to become involved in the regional review of certain graduate programs offered by the schools. Other activities will involve cooperative programs among the schools, cooperative use of facilities, and the use of the variety of faculty expertise existing among the different institutions."<sup>56</sup>

(6) *Nontraditional: regent and legislative approval to continue planning for a "Regents State-wide University" and a competency-based degree drawing on all existing educational and community resources to serve a clientele now largely unserved.*<sup>57</sup>

(7) *Faculty policy: establishment of the interim faculty consultative committee, with representation from all units, to advise the central administration and regent committees on faculty policy questions.* The UW Regents Task Force on University Governance and Collective Bargaining, chaired by Regent John Lavine of Chippewa Falls, solicited the views of faculty, staff, and students, of faculty senates, university committees, TAUWF, AAUP, and the United Council of Student Governments, and of nonuniversity groups, on traditional university governance and collective bargaining. Members of the task force included state senators, assemblymen, faculty, student organization representatives, a representative of the State Department of Administration and of labor.<sup>58</sup>

(8) *Federal funds: acceptance of gifts, grants, and government contracts totaling \$124 million, with federal funds accounting for \$106 million.* It should be remarked that much of the support for high student enrollment in Wisconsin institutions, as in the country generally, was derived from loans and scholarships provided by federal agencies, such as the U.S. Educational Opportunity Grants, the National Defense Student Loan Fund, Law Enforcement and Nursing scholarships, and the U.S. College Work-Study program. The annual report of the UW-Eau Claire financial aids officer for the year ending June 30, 1974, indicated for Eau Claire students total aids in the amount of \$3,903,105 benefiting almost a third of the student body. Programs supported by the State of Wisconsin furnished almost one-half of this financial assistance in the form of state honor scholarships, Wisconsin higher educational grants, legislative "non-resident"

and "foreign" scholarships, Indian assistance grants, employment assistance, and direct loans and guaranteed loans. Private sources of support to students contributed \$128,330 in the fiscal year 1973-74, with a number of these awards being derived from memorial and named funds administered by the Wisconsin State University-Eau Claire Foundation, Inc.<sup>59</sup>

Research programs supported by federal grants at UW-Eau Claire in 1973-74 included two major projects in chemistry, the program in individually guided education, cultural programs in the humanities, and a public media workshop. The effectiveness of instructional programs at Eau Claire was aided by grants for preparation of personnel in special education and in speech and hearing, in medical technology, in nursing, in foreign languages and area studies; for the veterans' outreach program; and for the improvement of library resources and laboratory equipment.<sup>60</sup>

(9) *Data base files: completion and implementation of three data base files for the central information system — student data, curricular data, and facilities data — with work continuing on the personnel data and financial data files.*

(10) *Budgeting: development of budget planning techniques to allocate resources, including an economy-of-scale approach to analyze relative costs.* As the twin problems of inflation and unemployment seemed unsolvable on both national and state levels, a "taxpayers' revolt" led the governor to propose that all state agencies trim their 1973-75 budgets. His specific call for "improved productivity," demanding maintenance of state services with a 10 percent drop in support for the biennium, affected the universities. Most upsetting was the implication for the faculties. Since a major part of the University of Wisconsin budget went for faculty salaries, President Weaver noted, a major budget cut might bring retrenchment in faculty and staff ranks. At Eau Claire, as at many other of the Wisconsin universities, a painful period ensued when it became apparent that 38 tenured positions, 8 of them at Eau Claire, might be eliminated. Faculty organizations, particularly The Association of University of Wisconsin Faculties, reacted strongly: "No proven financial exigency exists in the state of Wisconsin which would require faculty cuts of the magnitude being proposed," a local TAUWF resolution proclaimed.<sup>61</sup>

(11) *Faculty layoff: appointment of a full-time "coordinator of faculty reassignment, relocation, and retraining" who is assisting tenured faculty designated for layoff.* An important ingredient in making cuts became student support in terms of



which courses, programs, and departments were able to attract the largest numbers of credit hours. In an unprecedented campaign to retain student interest in their offerings, departments and individual instructors began to exhibit their wares in the form of posters in the corridors of UW-Eau Claire. The most drastic drops in student enrollment seemed to take place — in spite of what might have been expected from evidences of a contemporary interest in public affairs and social phenomena — in political science, foreign languages, art, history, Latin American Studies, and sociology. In decisions involving tenured faculty, seniority was to be the determining factor — a criterion that outraged many instructors and their supporters among the student body. One faculty wife lamented: “This has been an ugly experience. No one can ever know how terrible it has been to dedicate your life to ideas and to have someone take it away like that. It isn’t something that took a year, or three years. It is a whole way of life.”<sup>62</sup> Subsequent enrollment increases and decisions made it possible to rescind all tenured layoffs at Eau Claire.

### *A Crisis of Confidence in Higher Education?*

In its final report, issued in 1973, the Carnegie Commission on Higher Education cited a Harris poll in which the institution “Education” suffered a significant 39 percent decline in public confidence between 1966 and 1971. The membership of the commission, which included some of the most celebrated personages in American higher education — Clark Kerr, chairman, Theodore M. Hesburgh, Ken-

neth Keniston, James A. Perkins, Nathan M. Pusey, David Riesman, and William Scranton — introduced their report with the statement that:

The faith in a future that would surpass the present sustained a century of progress in higher education . . . recent developments have caused a crisis of confidence among faculty members, administrators, trustees, public officials with responsibility for higher education, and among the public at large.<sup>63</sup>

The “taxpayers’ revolt” could be perceived as a reaction to the student protests of the late 1960s. UW-Madison sociologist E. E. LeMasters reconstructed the opinion of Wisconsin blue collar workers: “They feel that going to college is a great privilege, not a right (as the students claim) and that students should observe the rules established by the authorities or be dismissed. This is a clear-cut issue as far as these men are concerned.” In a hard-hitting book, *The Case Against College*, feminist author Caroline Bird characterized higher education as “the dumbest investment you can make.” Wisconsin’s vocational schools were given a new prestige as parents saw that graduates of the vocational-technical institutes were securing jobs more easily than those emerging with degrees from the universities. “The young people who are graduating from high school in the middle of the 1970s are a placid and self-centered generation,” wrote a *Minneapolis Tribune* reporter. “They are most concerned with the things that affect them directly — their happiness, their security, their work.”<sup>64</sup>

The placement crisis threatened to change the Wisconsin universities, and UW-Eau Claire, more

Regent Milton Neshek, Mrs. Jane Hibbard, Mrs. Dorellen Haas, Regent John Lavine.





completely than any mission statement or regents' decision. As graduates in education and the liberal arts found decreasing or non-existent opportunities for employment, students turned to the vocationally oriented programs — in nursing, allied health professions, specialized fields of education such as mental retardation and communicative disorders, and especially to business degree programs. "The prospective graduate is concerned as he has never been before that his education does something for him in securing a job," said Dr. W. C. Puttmann, director of career planning and placement at the University of Wisconsin-Eau Claire.<sup>65</sup>

In January 1975 the call for productivity again was issued as the governor initiated the 1975-77 budget. Writing to board president Frank J. Pelisek on January 8, Governor Lucey warned that "a pattern of unrestrained university growth originating in a far different economic climate, if carried forward into this biennium and future biennia, can come at the expense of the achievement of our historic goals." To a university system already plagued by inflation, the governor's message spelled bad news: "In 1975-77 the university system will need to live within its current year supply and expense budget and find room for additional productivity savings." Pointing out that the taxpayers of Wisconsin already had the third highest per capita commitment to higher education in America, despite the fact that Wisconsin ranked 27th in per capita income, the governor specifically asked for a plan of "phasing out, phasing down, or consolidating existing centers, campuses, colleges, and programs of the system" by April 15 of 1975.<sup>66</sup>

On the 20th of January, President John C. Weaver established the System Advisory Task Force of 29 members, chaired by Senior Vice President for Academic Affairs Donald K. Smith, to consider ways to meet the governor's request. Members were assigned to one of four study committees. Eau Claire's assistant chancellor for budget and analysis, Charles Bauer, headed the committee on "Phasing Out Institutions." Chancellor Leonard Haas was a member of the committee on "Phasing Down Institutions." Dr. Jerry Johnson, professor of economics at UW-Eau Claire, was a member of an auxiliary committee on economic impact. The other two main study committees were "Program Phasing Out or Consolidation" and "Alternatives." A simulation approach was adopted by the study committees. For UW-Eau Claire, data on intercollegiate athletics, extension work, summer session, and graduate programs in school psychology and reading were run through the simulation process. Though the emphasis was on "simulation," the work of the

task force caused considerable disturbance in certain university communities such as Superior, where the governor found it necessary to reassure citizens that there was little danger of the campus being closed.

The report of the System Advisory Planning Task Force was submitted to President Weaver on March 10 for his consideration before making his recommendations to the board of regents and, ultimately, the governor. Though the task force was an information gathering group and, true to its charge, did not make recommendations, it did caution administrators, regents, and legislators of the danger of considering the university as just another state agency: "Productivity in instruction is the relationship of the cost of instruction to the quantity and quality of learning it engenders."<sup>67</sup>

One way to help the system in a period of financial stringency appeared to be the balancing of student access to the UW System's universities. On February 21, 1975, President Weaver and Senior Vice President Donald Percy proposed to the executive committee of the board of regents the limiting of enrollment at four growing institutions: Madison, Eau Claire, La Crosse, and Stout. Approved was the plan to guide the anticipated 6,000 additional students in 1975-76, for whom the state would not provide any funding to cover the cost of teaching, to "campuses which can educate them in the academic areas of their choosing while sustaining a relatively smaller loss in quality support capacity. Stated another way, we want to guard against quality deterioration at four campuses where budgetary support for existing enrollments is at what we judge to be a minimum educational quality threshold." The special policy placed no limits on presently enrolled students continuing the following fall, but it caused directors of admissions at the four institutions, including John Kearney at Eau Claire, to have to wrestle with the avalanche of new freshmen applications, balancing admissions in order to remain at the limit set, 9,382 full time equivalent enrollment for Eau Claire, while not diminishing the university's responsibility to minority students, commuting students, and those seeking to take advantage of unique degree programs.<sup>68</sup>

To Leonard Haas, in his fifteenth year as executive head of the University of Wisconsin-Eau Claire, the enrollment limitation brought an end to an era of continual growth. For the first time, he told students in his class in "Role and Governance of the University," the state of Wisconsin was directly limiting access to public higher education. With the added burdens of the crisis of funding and of public confidence in higher education, the future of UW-



Eau Claire was a matter for conjecture. Some faculty members proposed tougher admissions requirements should the ceiling become permanent. Many saw the end of growth as catastrophic; others foresaw the beginning of a new era of stability. The chancellor adopted an attitude of waiting, watching, and seeing what the future would bring.

Two building projects captured the still generally optimistic mood at Eau Claire as the fall 1975 semester opened with the maximum enrollment allowable under system policy. Across from the mall area of lower campus, next to the footbridge, the Ecumenical Religious Center's addition was completed. An attractive steep-pitched building of white stucco, matching the original residence converted for the center, it had a 230-seat Centrum for worship, theater, and musical performance, with a balcony, meeting rooms, and outdoor patio overlooking the magnificent view of the river. Approved in 1973, the addition to the Davies Center was under construction, reaching to the east in an area made open by the demolition of the old heating plant and music annex. To be completed in the spring of 1977, the addition would extend the lobby, provide a number of small shops for food service, and have on the upper level a large, versatile meeting room, and a lounge illuminated by stained glass windows from the Dulany mansion, which was converted in 1947 as the university's first residence hall. Extensive landscaping was envisioned as completion of "Wisconsin's most beautiful campus."<sup>69</sup>

### *Prospect and Retrospect: A Sense of Direction*

"The task of the university," Alfred North Whitehead wrote, "is the creation of the future." Who, then, or what, creates the future of the university? What is the status of the University of Wisconsin-Eau Claire at age sixty, and where is it headed?

In 1966, in the midst of the great decade of growth and turmoil, James Perkins foresaw the need for large-scale systems and coordinating agencies: "If planning now requires the participation of larger and more comprehensive organizations, then universities will have to modify their instincts for autonomy and take their places as full partners in these new planning agencies."<sup>70</sup>

One such type of planning organization is a regional consortium, in which several neighboring institutions form an agency to coordinate academic resources to avoid duplication of programs. As financial hard times affected small private institutions, these colleges were the first to form consortia. "Public institutions seem less involved and less in-

terested in cooperative efforts than do the private institutions," observed Franklin Patterson in *Colleges in Consort*.<sup>71</sup>

The problem of coordinating higher education in West Central Wisconsin goes back many years. The regents of the state normal schools balked at the idea of establishing another institution in the area, at Eau Claire, in the 1890s, and circles of influence were evaluated from time to time, especially in periods of low enrollment. Eau Claire's proximity to sister state universities at Menomonie, 24 miles away, and River Falls, 55 miles distant, prompted the *Milwaukee Journal* in a 1966 editorial to suggest their merger: "It would be indefensible to attempt to develop three quality universities so close together in that part of the state." President Leonard Haas, in 1967, foresaw the need of joint action, particularly with Stout at Menomonie. In a letter to staff members, he pointed out: "The consortium is becoming increasingly significant in awarding funds for research and innovations as well as implementation of existing programs. I am convinced that we ought to become involved . . . or we may find our own geographical territory covered by another state university."<sup>72</sup>

As the mission statements of the system institutions were debated in the hearings of the fall of 1973, they were reworked and amended, and voted into UW System policy by the board of regents on January 11, 1974. The new West Central Wisconsin Consortium, voluntarily formed by Eau Claire, La Crosse, River Falls, and Stout, was formally charged with exercising the regional planning function, though the earlier designation of Eau Claire as a regional graduate center remained.<sup>73</sup>

Cooperation and coordination at the higher, state level was spelled out in the new Chapter 36 of the Wisconsin Statutes. It delineated the authority of the different groups within the university community. In the faculty "shall be vested the responsibility for the immediate governance of the institution," and the primary responsibility for academic policy. In the area of student affairs and housing, the students "would be the group that would normally initiate recommendations for change . . . they would be the first group to review and react to a proposal," Marshall Wick, member of the implementation committee, noted. At the peak of the administrative pyramid were the board of regents and the system president, whose policies and rulings the local chancellors were to implement and enforce.<sup>74</sup>

The passage of the final merger law resolved the historical conflicts the institution at Eau Claire had had with the University of Wisconsin at Madi-



son, dating back to the normal school days when Charles Van Hise had questioned the offering of two years of college work, and to the difficult controversies over transfer of credit which persisted through the 1940s. Identity for the state universities was established with the name "University of Wisconsin," legitimating them as components. The future of the new system, however, rested with the willingness on the part of every component to accept each University of Wisconsin in the system as a full partner in providing educational opportunity for citizens of Wisconsin. As James Perkins warned, "If they do not, the inevitable consequence will be that planning and coordination will be performed by an exclusively political body."<sup>75</sup>

Dr. Frank Klement, in his lecture on the "Humanities and History," said: "It is as useful to be wise as it is to be practical in earning a living." The demands of wisdom and of action which he referred to are met in the combination of the liberal arts and the specialized courses offered at the University of Wisconsin-Eau Claire. By giving freedom to undergraduates in the selection of courses through a general studies program, the university fosters responsibility and individual initiative. Through specialization and professional training, it conveys the knowledge needed for effective action. By encouraging diversity in the student body, the university provides a preview of the world outside the campus.

Sixty years ago, the student body numbered under 200; today it is well over 9,000. Three professional schools and a school of graduate studies have emerged, with arts and sciences still at the core of academic excellence. The university catalogue displays a variety of courses and concentrations undreamt of even twenty-five years ago. The transformations of the last quarter-century have been especially rapid, as the student body took off into the thousands and gathered to its midst blacks, Native Americans, and foreign students in rich variety.

The boundaries of knowledge will continue to expand, creating new educational programs, new books for library shelves, new equipment for laboratories, and new careers for which students must be trained. Though there may be limits to the kind of rapid growth which has taken place, those limits may turn out to be beneficent — the beauty of a riverside campus maintained within manageable dimensions, and humanness preserved in the warm ambience of a relatively small institution of higher learning, to which Chancellor Leonard Haas has so often made reference as the ideal of the university experience.

## CHAPTER X — FOOTNOTES

<sup>1</sup> *Milwaukee Journal*, February 24 and 26, 1971; *Wisconsin State Journal*, February 26, 1971. Although many were caught off-guard by this strong merger, or "integration," move, more astute observers saw it coming. John Wyngaard told readers of his column in January that Lucey and his staff were "making guarded remarks" on possible merger "intended to develop a climate of opinion that will be somewhat accustomed to the new governor's new ideas on education reorganization"; *Eau Claire Leader-Telegram*, January 27, 1971. Matt Pommer of the *Capital Times* speculated earlier that the resignation of UW President Fred Harvey Harrington and the forthcoming retirement of Eugene McPhee would provide an opportune time to merge the WSU and UW systems; *Capital Times*, May 18, 1970. In a June 1970 speech, candidate Lucey reaffirmed Pommer's suggestion and called for a single board of regents to manage all public universities; Clara Penniman, "The University of Wisconsin System," Chapter 6 of *The University of Wisconsin: One Hundred and Twenty-Five Years*, edited by Allan G. Bogue and Robert Taylor, Madison, University of Wisconsin Press, 1975, p. 118. On February 7, 1971, Governor Lucey told Milwaukee television viewers that a "reorganization is under active consideration"; *Milwaukee Journal*, February 6, 1971.

<sup>2</sup> John Wyngaard, "Lucey Takes Big Step Urging School Merger," *Eau Claire Leader-Telegram*, March 6, 1971.

<sup>3</sup> McPhee, interview with Fredricks, p. 287. The title for this chapter section is taken from an article written by William Kraus, member of CCHE, for John Wyngaard's syndicated column, dated October 6, 1971, as a guest writer.

<sup>4</sup> Wyngaard, "Higher Education Report Contains Few New Ideas," *Daily Telegram*, February 27, 1967. News release incorporating invitation for comments and suggestions on the report from Chairman Walter Kohler, the CCHE, State of Wisconsin, June 26, 1967, when report was distributed in printed form.

<sup>5</sup> David F. Behrendt, "Major Status Goal for UWM Opposed," *Milwaukee Journal*, June 21, 1968; *Milwaukee Journal*, July 1, 1968, account of radio broadcast.

<sup>6</sup> Behrendt, "Education Panel Warns of Need for More Power," *Milwaukee Journal*, June 5, 1968.

<sup>7</sup> *Milwaukee Journal*, April 4, 1969; *Daily Telegram*, April 4 and April 9, 1969.

<sup>8</sup> John Wyngaard and Tim Wyngaard, "Kohler to Drop Education Post," Capitol Comment, *St. Paul Pioneer Press*, May 25, 1969; Behrendt, "Illinois Man Named to Succeed Rothwell," *Milwaukee Journal*, July 17, 1969; Behrendt, "Higher Education Integration Urged by New Council Head," *Milwaukee Journal*, September 25, 1969.

<sup>9</sup> News release, CCHE, January 26, 1970. The report "Academic Plan for Wisconsin's Public Universities, 1970-1980" was transmitted to Governor Warren Knowles by Chairman Walter Kohler on July 16, 1969. According to Dr. Leonard Haas, the report was based on proposals drawn up in 1968.

<sup>10</sup> "Put Muscle in Co-ordinating Council, Rothwell Urges," *Milwaukee Journal*, February 4, 1970.

<sup>11</sup> *Daily Telegram*, May 15, 1970.

<sup>12</sup> *The Governor's Commission on Education, Preliminary Report*, William R. Kellett, March 1970; John Wyngaard, "Single Higher Education Board Suggested for State," *Daily Telegram*, October 18, 1969; Tom Lawin, "Kellett 'Previews' Task Force Report," *Eau Claire Leader-Telegram*, November 8, 1970.

<sup>13</sup> Wyngaard, *Leader-Telegram*, October 14, 1970; Pommer, *Capital Times*, May 18, 1970.



<sup>14</sup> Johnson, before Locust Lane PTA, Eau Claire, *Leader-Telegram*, October 7, 1970; Dreyfus, "Says UW and WSUs Should be Merged," *Chippewa Herald-Telegram*, December 9, 1970.

<sup>15</sup> John Wyngaard, "CCHE Probably Has Last Meet," *Leader-Telegram*, August 6, 1971; William Kraus, "CCHE Lacked Precise Goals," *Ibid.*, October 6, 1971.

<sup>16</sup> Ralph D. Olive, "McPhee Supports Merger of Systems," *Milwaukee Journal*, February 6, 1971.

<sup>17</sup> Ann Devroy, "Area Spokesmen Wary of U Merger Proposal," *Leader-Telegram*, March 2, 1971.

<sup>18</sup> Ralph D. Olive, "Weaver Cool to Merger of Universities," *Milwaukee Journal*, February 20, 1971; Madison Bureau, "Universities Must Retain Quality, Weaver Warns," *Milwaukee Journal*, February 26, 1971. Speech by Gov. Patrick J. Lucey to meeting of UW-Madison faculty, December 19, 1972.

<sup>19</sup> Statement of Leonard Haas to alumni of WSU-Eau Claire, June 19, 1971; interview with Haas, May 28, 1975; informal interviews with John Frank, WSU-EC student government leader, and Gregory Weiler, faculty member.

<sup>20</sup> Larry Van Dyne, "Merger of Two Multi-Campus University Systems Puts Centralization to a Crucial Test in Wisconsin," *Chronicle of Higher Education*, April 2, 1973, p. 6.

<sup>21</sup> *Leader-Telegram*, April 10, 1971. Documents, "Questions Concerning the Merger Originating in WSU Board Staff," April 2, 1971; WSU Presidents, "Requirements for A Sound Merger of the UW and WSU Systems," Archives, UW-Eau Claire.

<sup>22</sup> News release, "Wisconsin State University Faculties Association Gives Conditional Support to Merger," May 4, 1971.

<sup>23</sup> Document, WSU System Office, "The Case of Merger," p. 1. Interview with Haas, May 28, 1975; McPhee, interview with Fredricks, p. 336. Robert C. Nesbit, *Wisconsin: A History* (Madison: University of Wisconsin Press, 1973), p. 518, gives some interesting figures on enrollments in the two systems: for 1959-60, 27,005 UW, and 19,338 WSU; for 1969-70, 65,257 UW, and 61,890 WSU.

<sup>24</sup> Wick, "Statement on Proposed Merger of UW and WSU Systems," March 31, 1971.

<sup>25</sup> Tim Wyngaard, *Appleton Post-Crescent*, October 10, 1971; McPhee, interview with Fredricks, p. 339.

<sup>26</sup> *Eau Claire Leader-Telegram*, October 6, 1971. Board action on October 10, 1971, actually named Hibbard interim president until July 1973, or until Haas's return to the Eau Claire campus if the latter chose to return before that date.

<sup>27</sup> *Milwaukee Journal*, October 12, 1971; *St. Paul Pioneer Press*, October 10, 1971.

<sup>28</sup> Julian Foster and Durward Long, "The Dynamics of Institutional Response" in *Protest! Student Activism in America* (New York: William Morrow and Co., 1970), p. 445.

<sup>29</sup> *Wisconsin State Journal*, January 26, 1972; *Capital Times*, January 26, 1972.

<sup>30</sup> *Eau Claire Leader-Telegram*, February 14, 1972. Water Street life was depicted in verse and photography in a small book, *On Water Street* (Eau Claire: Johnson Printing, 1970) by students Bruce Thompson and Larry Merching, assisted by John Lawler of the art department faculty; *Leader-Telegram*, June 26, 1970.

<sup>31</sup> "A Service in Remembrance and Recognition of the Life and Person of Richard E. Hibbard," October 19, 1972.

<sup>32</sup> Richard E. Hibbard, Commencement speech at UW-Eau Claire, May 18, 1972, on tape, Archives, UW-Eau Claire.

<sup>33</sup> Wisconsin State Committee, U.S. Commission on Civil Rights, "The Black Student in the Wisconsin State Universities System," U.S. Government Printing Office, Washington, D.C., 1971. Percy L. Julian, Jr., of Madison was chairman of the committee when the report was published.

*Eau Claire Leader-Telegram*, August 11, 1971; *Chippewa Herald-Telegram*, August 11, 1971.

<sup>34</sup> *Milwaukee Journal*, October 8, 1971. Document, "Educational Opportunity Program Advisory Committee Recommendations and Proposals," Archives, UW-Eau Claire. Area Committee records, October 1971, Office of University Relations, UW-Eau Claire.

<sup>35</sup> Notes kept by Hilda Carter, Director of Public Information, UW-Eau Claire, October 17 and 18, 1972. Document, "Funeral Arrangements for Chancellor Hibbard," signed by John Morris, October 18, 1972. *Spectator*, October 19, 1972. *The View*, Fall 1972, p. 4.

<sup>36</sup> "A Service in Remembrance . . .," October 19, 1972. *The View*, Fall 1972, p. 5.

<sup>37</sup> Tim Wyngaard, *Appleton Post-Crescent*, October 1, 1971; *The View*, Fall 1971, p. 4. The Haases took a small apartment in Madison as a second home during this period; they were always in Eau Claire for the weekends, however, unless there was a major University connected event in Madison.

<sup>38</sup> Tim Wyngaard, *St. Paul Pioneer Press*, October 31, 1971; *Eau Claire Leader-Telegram*, November 8, 1971.

<sup>39</sup> Interview with Haas, May 28, 1975. *The View*, Winter 1972, p. 3. Larger than the University of Wisconsin System were the State University of New York, the California State Colleges, and the City University of New York.

<sup>40</sup> The sequence of appointments may be found in *The View*, Fall 1971, pp. 8, 10; Winter 1972, p. 3.

<sup>41</sup> Fall 1971, Winter, Spring, and Fall 1972 issues of *The View*.

<sup>42</sup> Interview with John Morris, August 25, 1975.

<sup>43</sup> News releases from WSU-Eau Claire, October 29, 1973, and November 3, 1973; interview with John Morris, August 25, 1975.

<sup>44</sup> *The View*, Fall 1972, p. 3; Spring 1973, p. 5. Interview with John Morris, August 25, 1975. After the return of Dr. Haas on April 1, 1973, Dr. Morris continued in the position of interim vice chancellor for academic affairs until July 1, 1974, when he was appointed vice chancellor following a search and screen process. His acceptance of that post vacated the deanship of the School of Arts and Sciences, from which he had been granted a leave of absence. Dr. Frederick Haug, acting dean, was chosen dean of arts and sciences consequent upon a search and screen recommendation, with appointment beginning July 1, 1975. In this manner, the juggling of administrative offices resulting from Dr. Haas's work in Madison and Dr. Hibbard's death was finished. News releases, UW-Eau Claire, July 12, 1974, April 16, 1975. Interview with John Morris, August 25, 1975.

<sup>45</sup> *The View*, Fall 1972, p. 6.

<sup>46</sup> *Ibid.*, p. 7.

<sup>47</sup> *Ibid.*, September 1973, p. 4.

<sup>48</sup> *Ibid.* The age for audit without fee was lowered to 62 in 1974.

<sup>49</sup> Interview with John Morris, August 25, 1975; McPhee, interview with Fredricks, p. 339.

<sup>50</sup> Resolution reprinted in *The View*, Spring 1973, p. 3. Statement by John C. Weaver, November 3, 1972.

<sup>51</sup> "Haas Urges Faculty Team to Help 'Convince' Public," *Eau Claire Leader-Telegram*, April 4, 1973.

<sup>52</sup> *The View*, Spring 1973, p. 5.

<sup>53</sup> *The View*, September 1973, pp. 6-7.

<sup>54</sup> *The View*, November 1974. Two of Mr. Fish's works, "Tree Form" and "Harvest," which were part of the 19-piece dedication exhibit are reproduced in the Foundation insert in this issue. Dr. Gibbon's address is excerpted on page 13; the quotation on civility he attributed to Ferdinand Mount, chief editorial writer for the *London Daily Mail*.

The Hibbard Humanities dedication was a two-week observance with various departments sponsoring special events: The department of philosophy and religious studies, a symposium on "The Church in the State" with Dr. Sidney



E. Mead, the State University of Iowa, as participant and Dr. Mead as lecturer on "The Changing Role of Religion in America," September 16; the department of history, lecture by Dr. Frank Klement, member of the Eau Claire faculty 1945-48, Marquette University, on "History and the Humanities," September 17; department of foreign languages, a day on campus for area high school students and their instructors, September 18; the journalism department, lecture by Walter Pincus, executive editor of *The New Republic*, on "The Press After Watergate," September 19; by the department of English, film, folk tale, and poetry presentations by faculty and students, September 26. Also integrated with the Hibbard Hall dedication were the Forum lecture by Dr. Leo Buscaglia on "Love," September 20, and the concert on the University Artists Series of the Minnesota Orchestra on September 30.

<sup>55</sup> All these events are described in issues of *The View*: the naming of the Gantner Concert Hall, November 1974, p. 6; Putnam Park restoration plans, December 1973, insert; the riverbank sculpture, August 1974, p. 4.

<sup>56</sup> *The View*, December 1973, p. 4.

<sup>57</sup> See brochure, "Regents Statewide University: A Plan for a Cooperative Program of All Units of the University of Wisconsin System," prepared by the planning director, Regents Statewide University, Green Bay, Wisconsin, "pending legislative approval of RSU in 1974," n.d. From Eau Claire, Dr. Martha Worthington, assistant to the dean of the School of Arts and Sciences, served on the Regents Statewide University task force, headed by E. Nelson Swinerton of Green Bay; Faculty Memo, UW Central Administration, Vol. III, No. 5, September 17, 1973.

<sup>58</sup> Persons on the task force with Eau Claire connections included, in addition to John Lavine, former chairman of the UW-EC Area Committee: James G. Solberg, vice chairman of the task force, an Eau Claire alumnus; Assemblyman from Eau Claire, Joseph L. Looby; and Professor Marshall Wick. Faculty Memo, Central Administration, Vol. III, No. 20, May 1, 1974; Vol. IV, No. 2, August 15, 1974.

<sup>59</sup> Annual report of the director of financial aids, UW-Eau Claire, Robert Sather, for the fiscal year ending June 30, 1974, files of Hilda Carter. Mr. Sather predicted support from federal, state, and private sources to students amounting to \$4,500,000 in 1974-75 and \$5,500,000 in 1975-76. Mr. Sather chaired the Ad Hoc Committee on Financing Higher Education, which made its report to Chancellor Leonard Haas and the faculty senate in February of 1974. Attached was a "Proposed Wisconsin Higher Education Plan" authored by Robert Sather proposing free tuition for freshmen and sophomores. In the summer of 1974, Mr. Sather testified in Washington, D.C., on his plan before a joint House-Senate conference committee studying the nationwide problem of financing higher education.

<sup>60</sup> *The View*, February 1975, reviews federal and state aids in the fiscal year 1973-74, p. 12, summarizing information furnished by the director and the associate director of development.

<sup>61</sup> In March of 1974 the board of regents adopted guidelines for determining "fiscal emergency" within University System units, and for deciding on layoff or reassignment designees should that become a necessity because of a fiscal emergency; Faculty Memo, UW Central Administration, Vol. III, No. 17, March 15, 1974. By April 15, four universities had declared fiscal emergency and were so designated by the board of regents: Platteville, Stevens Point, Whitewater, and Oshkosh; Faculty Memo, Vol. III, No. 19, April 15, 1974. No tenured faculty faced layoff without a full year's notice. Reconsideration hearings were held on all affected campuses, resulting, through the strenuous efforts of TAUWF, in restoration or reassignment or plans for retraining of a number of those given notice; letter to TAUWF membership from Charles D. Kenney, president, March 14, 1974. However, a strong question of

"due process" emerged from the hearings, and lawyers representing the tenured layoff designees filed suit in Federal District Court claiming violation of the constitutional rights of the affected faculty and requesting relief from this violation in the form of an injunction preventing the termination of employment of the individuals involved; TAUWF Action Report, UW-Eau Claire, Vol. 2, No. 17, May 7, 1974; Roger A. Gribble, *Wisconsin State Journal*, May 9, 1974.

<sup>62</sup> *Milwaukee Journal*, January 6, 1974. The sentence headings italicized in this section of the chapter are those used, as numbered, in *Higher Education in the United States*, published by the Educational Commission of the States, July 1974; reprinted in *The View*, November 1974, pp. 4-5. Comments in the various sections have been added by the authors.

<sup>63</sup> Carnegie Commission on Higher Education, *Priorities for Action: Final Report of the Carnegie Commission on Higher Education*, New York: McGraw-Hill, 1973, pp. 6-7.

<sup>64</sup> E. E. LeMasters, *Blue Collar Aristocrats* (Madison: University of Wisconsin Press, 1975), pp. 180-81; Caroline Bird, *The Case Against College* (New York: David McKay Co., 1975), p. 62; *Minneapolis Tribune*, June 8, 1975.

<sup>65</sup> Quoted in the *Eau Claire Leader-Telegram*, August 12, 1975.

<sup>66</sup> Faculty Memo, Central Administration, Vol. IV, No. 12, January 17, 1975. It is interesting to note that at the time Governor Patrick Lucey issued his second call for productivity, two alumni of UW-Eau Claire held important posts in the legislature: Bruce Peloquin, chairman of the senate education committee, and Terry Willkom, majority leader in the assembly. Raymond Johnson, also an alumnus, who had authored the merger bill, retired from the senate in 1973.

<sup>67</sup> Faculty Memo, Vol. IV, No. 13, February 3, 1975, and Vol. IV, No. 16, March 17, 1975. The simulation method originated in the military; its modus operandi is outlined, as are some of its variations, in Alfred H. Hausrath, *Venture Simulation in War, Business, and Politics* (New York: McGraw-Hill, 1971). Report of the System Advisory Planning Task Force, 2 vols.

<sup>68</sup> Faculty Memo, Vol. IV, No. 15, March 3, 1975.

<sup>69</sup> ERC addition, *The View*, November 1974, pp. 3-4; Davies Center addition, *The View*, February 1975, p. 10, and interview with Johannes Dahle, August 22, 1975.

<sup>70</sup> James A. Perkins, *The University in Transition* (Princeton: Princeton University Press, 1966), p. 86.

<sup>71</sup> Franklin Patterson, *Colleges in Consort: Institutional Cooperation Through Consortia* (San Francisco: Jossey-Bass, 1974), p. 13.

<sup>72</sup> *Milwaukee Journal*, June 14, 1966; letter from President Leonard Haas to Richard Hibbard, John Morris, Louis Slock, Duane Henre, John Ridge, May 27, 1967, President's Correspondence, Archives, UW-Eau Claire.

<sup>73</sup> Faculty Memo, Vol. III, No. 13, January 18, 1974. The articles and by-laws of the West Central Wisconsin Consortium (WCWC) provide for a board of trustees consisting of the four chancellors, and a consortium commission of the vice chancellors and one faculty representative from each member institution. A secretary-coordinator, Robert L. Burns of La Crosse, is charged with maintaining the consortium between board and commission meetings. In addition to evaluating existing programs in the member institutions, particularly those at the graduate level, WCWC aspires to investigate "the great variety of cooperative possibilities which might present themselves to member institutions." Document, "Planning and Review Procedures for Cooperative Programs in the West Central Wisconsin Consortium," June 1975: circular letter from Robert L. Burns, July 7, 1975.

<sup>74</sup> Laws of 1973, Chapter 335, Wisconsin Legislature, published July 8, 1974; interview with Marshall Wick, July 18, 1975.



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## Appendix A

### ACCREDITATIONS

- 1928 American Association of Teachers Colleges
- 1950 North Central Association of Colleges and Secondary Schools
- 1953 American Association of Colleges for Teacher Education
- 1962 National Council for Accreditation of Teacher Education
- 1967 Wisconsin State Board of Accountancy
- 1969 Wisconsin State Board of Nursing
- 1969 National League for Nursing
- 1970 International Association of Counseling Services
- 1970 North Central Association of Colleges and Secondary Schools — Graduate Programs
- 1973 American Chemical Society
- 1973 North Central Association of Colleges and Secondary Schools — Reaccreditation
- 1973 National Council for Accreditation of Teacher Education — Reaccreditation
- 1973 National Association for Music Therapy
- 1975 National Council on Social Work Education
- 1975 National Association of Schools of Music
- 1975 National Environmental Health Association
- 1976 American Board of Examiners in Speech Pathology and Audiology

### MEMBERSHIPS

- American Association of Colleges for Teacher Education
- American Council on Education
- Association of State Colleges and Universities

### APPROVED

- American Association of University Women

## Appendix B

### REGENTS FROM THE EAU CLAIRE AREA

Emmet Horan	1908-18
W. K. Coffin	1918-23
Peter J. Smith	1923-28
George B. Miller	1928-33
Archie V. Hurst	1933-38
Peter J. Smith	1938-45
William D. McIntyre	1945-66
James A. Riley	1966- 1972
John Lavine	1971 to date



## UNIVERSITY FACILITIES

### *Academic Buildings*

- 1916 Eau Claire State Normal School (named Harvey A. Schofield Hall in 1960)
- 1952 Four-unit complex at the corner of Park and Garfield Avenues, including:
  - Education Building (named C. J. Brewer Hall in 1960)
  - Little Theatre (named Earl S. Kjer University Theatre in 1965)
  - Campus School (leased to the Eau Claire District Schools from 1973)
  - Gymnasium (later designated the University Arena)
- 1960 William D. McIntyre Library
- 1964 L. E. Phillips Science Hall
- 1967 Schneider Social Science Hall
- 1969 School of Nursing
- 1969 McPhee Physical Education Center
- 1969 Addition to the L.E. Phillips Science Hall (doubling its original size)
- 1970 Fine Arts Center
- 1972 Addition to the William D. McIntyre Library (six-story tower)
- 1974 Richard E. Hibbard Humanities Hall

### *Residence Halls*

- 1947 Memorial Hall (removed in 1970)
- 1955 Katharine Thomas Hall
- 1958 Katherine Putnam Hall
- 1961 Emmet Horan Hall
- 1962 Governors Hall
- 1965 Sutherland Hall
- 1965 Bridgman Hall
- 1966 Murray Hall
- 1967 Towers Residence Hall
- 1969 Oak Ridge Hall

### *University Centers*

- 1959 Student Center
- 1964 W. R. Davies University Center (an addition doubling the size of the 1959 Student Center)
- 1965 Crest Commons
- 1968 Hilltop Center
- 1976 W. R. Davies University Center (expansion to the east)

### *Non-Building Facilities*

- 1957 Putnam Park
- 1969 Bridge and stairway to McPhee Physical Education Center
- 1969 Simpson Field
- 1970 Footbridge across the Chippewa River

### *Auxiliary Buildings*

- 1966 Heating Plant (replacing the 1916 plant and the annex to Schofield Hall)
- 1973 Maintenance and Central Stores Building
- 1974 Children's Center (temporary building)

*All names are as given in the Resolutions of the Board of Regents accepting the buildings.*



## *Appendix D*

### **RECIPIENTS OF THE EXCELLENCE IN TEACHING AWARD**

1966	Frederick Armstrong, Economics
1966	Wilmer Pautz, Education
1968	Edward Blackorby, History
1969	Marshall Wick, Mathematics
1970	Maxwell Schoenfeld, History
1971	James Benning, Psychology
1972	Jerome Johnson, Economics
1973	Johng Ki Lim, Biology
1974	Roger Selin, Accountancy
1975	Wallace Weil, Business Administration
1976	Lorraine Missling, Office Administration and Business Education

## *Appendix E*

### **RECIPIENTS OF THE ALUMNI DISTINGUISHED SERVICE AWARD**

1961	Annabelle Erickson, '28	1969	Adolph Olson, '26
1962	Eugene McPhee, '23-'31	1970	Ruth Chickering Clusen, '45
1963	Marvin McMahon, '24	1971	Richard Hibbard, '32
1964	J. Hartt Walsh, '24	1972	Lillian Stockhausen Lee, '26
1965	Lyall Beggs, '22	1973	Robert Gilberts, '50
1966	Leonard Haas, '35	1974	Lavern Brinkman, '25
1967	Connor Hansen, '34	1975	Veda Stone, '43 and Loren K. Olson, '38
1968	Lester Voigt, '37	1976	Kenneth Lindner, '49

## *Appendix F*

### **CHAIRPERSONS OF THE AREA COMMITTEE**

1946-47	Glen V. Rork, Eau Claire	1960-61	L. W. Bohn, Cumberland
1947-48	E. B. Robinson, Mondovi	1961-62	Mrs. Kenneth Manz, Neillsville
1948-49	Victor Nehs, Neillsville	1962-63	Paul Bjerke, Eau Claire
1949-50	E. E. Homstad, Black River Falls	1963-64	Marshall Wiley, Chippewa Falls
1950-51	Corwin Guell, Thorp	1964-65	Walter Brovald, Cadott
1951-52	Harry Vruwink, Barron	1965-66	Joe Ylvisaker, Stoughton
1952-53	Burr Tarrant, Whitehall	1966-67	John Proctor, Eau Claire
1953-54	A. B. Heian, Chippewa Falls	1967-68	Carl Nordhagen, Whitehall
1954-55	Mrs. Fred Goetz, Cadott	1968-69	Clifford Chatterson, Eau Claire
1955-56	Watford Seguin, Eleva	1969-70	John Lavine, Chippewa Falls
1956-57	William Burnham, Chetek	1970-71	Samuel Halpern, Edina, Minnesota
1957-58	Mrs. Edwin Larkin, Eau Claire	1971-72	Richard Slabey, Durand
1958-59	Chester Burt, Ladysmith	1972-73	Thomas Barland, Eau Claire
1959-60	R. L. Barnes, Greenwood		



## Appendix G

### PRESIDENTS OF THE UNIVERSITY OF WISCONSIN-EAU CLAIRE FOUNDATION, INC.

1958-60	Louis Weinberg	1968-70	Mrs. Winifred German
1960-62	Edwin Larkin	1970-72	Charles Dickoff
1962-65	E. E. Homstad	1972-74	William Boyken
1965-67	Ray Theisen	1974-75	Fred Sirianni
1967-68	Orth Dains	1975-76	Peter Beck

Mrs. Alice Richards has served as secretary of the Foundation from its first meeting on November 25, 1958.

## Appendix H

### PRESIDENTS OF STUDENT GOVERNMENT

1949-50	Cletus Howard	1963-64	Paul Watson
1950-51	Herman Lundberg	1964-65	James Derouin
1951-52	Thomas Schoonover	1965-66	Graham Olson
1952-53	Charles Jenks	1966-67	Thomas Jackson and Lynn Neubauer
1953-54	Ralph Zimmerman	1967-68	John Scheurman and Donna DeBriyn
1954-55	John Rogstad	1968-69	Gary Rosencrans
1955-56	Donald Shea	1969-70	Dennis Turpin and Thomas Jolin
1956-57	James DeJung	1970-71	Robert Jauch
1957-58	Robert Southard	1971-72	Randy Surbaugh
1958-59	Dale Johnson	1972-73	James Sweet
1959-60	Ted Wyman	1973-74	David Ketz and William Parks
1960-61	William White	1974-75	Bruce Kuehn
1961-62	Janet Hehli	1975-76	William Stearns and Larry Ringgenberg
1962-63	Leonard Friede		

## Appendix I

### CHAIRPERSONS OF THE FACULTY SENATE

1965-67	Mark Fay	1971-73	Thomas Barth
1967-69	Arnold Bakken	1973-75	Wilmer Pautz
1969-71	Richard Marcus	1975-77	Marshall Wick



Appendix J

STUDENT ENROLLMENT, FACULTY NUMBERS, DIPLOMAS AND DEGREES

Year	Enrollment	Faculty	Diplomas	Baccalaureate Degrees	Master's Degrees
1916-17	184	22	52		
1917-18	198	25	80		
1918-19	172	21	82		
1919-20	200	24	71		
1920-21	303	22	104		
1921-22	422	27	95		
1922-23	500	27	146		
1923-24	488	28	164		
1924-25	480	32	165		
1925-26	432	34	137		
1926-27	347	34	108	9	
1927-28	346	33	82	19	
1928-29	377	32	87	34	
1929-30	450	34	78	43	
1930-31	539	36	105	48	
1931-32	580	37	90	58	
1932-33	672	38	100	65	
1933-34	643	39	73	51	
1934-35	625	39	78	70	
1935-36	626	38	58	77	
1936-37	559	40	41	104	
1937-38	509	38	52	76	
1938-39	608	41	51	68	
1939-40	735	42	65	85	
1940-41	687	40	93	79	
1941-42	580	39	79	75	
1942-43	407	40	56	82	
1943-44	340	40	56	53	
1944-45	359	45	78	59	
1945-46	366	48	15	59	
1946-47	787	50	28	74	
1947-48	724	50	32	81	
1948-49	692	53	25	83	
1949-50	905	60	38	121	
1950-51	879	67	51	142	
1951-52	739	65	54	126	
1952-53	808	62	62	138	
1953-54	820	61	48	128	
1954-55	1,050	63	68	125	
1955-56	1,209	80	86	139	
1956-57	1,332	83	71	186	
1957-58	1,417	95	50	245	
1958-59	1,614	90	33	240	
1959-60	1,708	97	30	283	
1960-61	1,818	112	17	309	
1961-62	2,217	129	6	339	
1962-63	2,480	155		359	
1963-64	2,909	169		428	7
1964-65	3,573	207		481	8
1965-66	4,517	258		541	16
1966-67	5,326	324		605	36
1967-68	6,296	365		659	51
1968-69	7,248	458		892	83
1969-70	7,846	492		1,054	60
1970-71	8,288	529		1,107	82
1971-72	8,686	549		1,164	95
1972-73	8,701	567		1,160	110
1973-74	8,888	544		1,346	137
1974-75	9,434	555		1,323	145
1975-76	9,920	588			

Student enrollment figures are taken from the official records of the former Wisconsin State Universities System and, since 1972-73, from the records of the merged University of Wisconsin System. Faculty head-count numbers include both teaching faculty and those administrators having faculty rank. The first baccalaureate degrees were granted in 1927, and the first master's degrees in 1964; figures are those compiled by the Office of Institutional Studies, UW-Eau Claire.



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