From academy to university, 1866-1966: a history of Wisconsin State University, Platteville, Wisconsin. 1966

Gamble, Richard D.
Platteville, Wisconsin: Wisconsin State University, 1966

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A HISTORY OF WISCONSIN STATE UNIVERSITY PLATTEVILLE, WISCONSIN

By
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PLATTEVILLE, WISCONSIN
Wisconsin State University
1966

Preface

DURING 1966, the Wisconsin State University-Platteville will be celebrating its 100th anniversary. Students, faculty, alumni, towns —people and distinguished guests will be gathering on several occasions to commemorate the key events of the past century and to examine the University's role in the future. The episodes which will be marked will not be reckoned as unique, inasmuch as many other colleges and universities have already embarked on their second or third centuries of service in education. On the other hand, there is a deserved sense of satisfaction and achievement inherent in a Centennial Celebration and in having survived the vicissitudes of life. There is the opportunity to gather strength from past accomplishments to be able to continue meritorious service, in terms of Platteville's role in state and national educational currents.

It is appropriate on the occasion of the 100th anniversary to present a record of the institution's evolution from its Academy origins to its present status as a University. This history is written chiefly for the alumni, past, present, and future, although others may be interested in some of the contents. Another purpose of the history has been to describe the evolution as accurately as possible and to interpret the several directions along which the institution has traveled. Inevitably, one of the major factors has been the environment in which the seeds of higher education were planted, namely the City of Platteville. Consequently, by way of providing background data, attention has been paid to the founding and growth of Platteville during the pre-Civil War period.

In the interests of readability, footnotes have not been included, but a comprehensive bibliography is appended. Documentary evidence for some periods of development is minimal or nonexistent, while for other eras there was a myriad of detailed material in correspondence, official publications, and newspaper articles. The task of compiling a comprehensive account has been made easier by the efforts and spadework of a number of chroniclers and earlier historians, Mr. James A. Wilgus and Dr. Milton Longhorn. Mr. Wilgus, who was associated with the school for more than forty-five years, gathered, classified, and published information related to the early periods of development. Dr. Longhorn, present Vice-President of Academic Affairs and the Dean of the Faculty, has been associated with the school for almost thirty years and has published a comprehensive account of the first seventy-five years of school's growth. To them a great debt is acknowledged.

Further, countless individuals have contributed directly and individually in the preparation of this account. Among these have been Mr. J. A. Wilgus' daughter, Mrs. Samuel Pickard, who donated her father's records and notes; Mr. Paul E. Bayse, grandson of an early alumnus, who provided a family geneology; Mrs. Ralph E. Balliette, who gave an early family letter; Mr. John G. Staack, class of 1900, who provided a memoir of his years as a student here; and Hon. A. W. Kopp, class of 1895, who graciously provided valuable memories in a recent interview. A number of students have done some excellent research in local history and their assistance is gratefully acknowledged. Among them have been: James E. Wright, Thomas E. Bartell, Robert L. Dungay, Karen Duffy, and Linda L. Coyle. Dr. Bjarne R. Ullsvik, President of the University, arranged for my decreased teaching load for a semester, and Dean Longhorn and Dean C. W. Ottensman have patiently read and have criticized appropriate parts of the manuscript. To my colleagues, I say thank you either for asking or refraining from asking, "How is it coming along?" Miss Joyce Weigel has provided valuable assistance in typing and proofreading the many pages of manuscript. Mr. Philip Buchanan has done yeoman service in taking care of all the technical details of publication. There have been numerous other individuals whose thoughts and ideas I have purloined along the way. My thanks to them.

Finally, without the love and understanding of my wife and daughters no amount of time away from home would have been worth the effort. For errors, miscalculations, and misinterpretation, I accept total responsibility.

Richard D. Gamble
Platteville, Wisconsin

August, 1965

Table of Contents

Illustrations

From Academy to University
1866–1966

CHAPTER I

Platteville's Early Years

PLATTEVILLE, the seat of higher education in Southwest Wisconsin, came into being as a result of typical frontier momentum. When the War of 1812 ended, a great surge of westward expansion began. Literally hundreds of people were unleashed from former restraints to promote settlement west of the Appalachians. The British control of the West had been broken and the Indians loosened from traditional ties to the British. Propelled by the hope of escape from high prices and high taxes in the Eastern states, prospective settlers, many of them veterans, were attracted by the vast quantity of western lands made available by liberal federal land policies. Until 1820, it was possible for a farmer to arrange purchase of 160 acres for as little as 25% down payment with credit extended over a four year period. In addition, transportation conditions were being improved to the extent that state and federal funds were being applied toward the development of the great National Road. While plans called for its being extended to the Mississippi River, at least by 1818, it had been built to Wheeling on the Ohio River. From this point travelers could use a variety of river craft, including the newly introduced steamboat, to travel down the Ohio either to the Mississippi or to some intermediate navigable stream.

After 1820, the federal government's land policy was amended to abolish the credit features, but at the same time to reduce the price per acre to $1.25 and the minimum quantity to the practical level of 80 acres. While even more liberal extensions would be forthcoming, it was still possible for the average farmer, and the speculator as well, to acquire generally desirable land. At the

same time, river navigation facilities were expanded and improved, and the National Road was extended to Vandalia, Illinois by 1850. Another attractive feature of settlement in the Old Northwest was the relatively loose credit policy of banks chartered by new state governments in Ohio, Illinois, and Indiana, where it was possible for even the poorest, but experienced agrarian to acquire mortgage money for his home in the West.

In the meantime, the federal government was being pressured to solve the perennial Indian problem. His presence was a nuisance, an embarrassment, and a menace, either real or potential. He was simply in the way of the progress of the agricultural frontier, whether he occupied the best lands or not. Beginning in 1818, government commissioners arranged meetings with large tribal groups whereby, according to pre-war custom, the Indians relinquished title to most of their lands and plied with presents, promises, and painkiller agreed to restrict themselves to smaller areas or to move farther west. Simultaneously, Congress empowered the War Department to construct a line of military installations at critical points to guard against a renewal of British influence on the one hand, and against unlawful encounters between whites and Indians on the other. Thus, along the northern frontier, forts were erected at Detroit, Sault Ste. Marie, Green Bay, Prairie du Chien, and the Falls of St. Anthony (later St. Paul). Another pair was established from the foot of Lake Michigan, Fort Dearborn on the site of present day Chicago, and at Fort Armstrong at Rock Island on the Mississippi.

Initially, the majority of settlers who poured into the lands north of the Ohio River to the Lake Plains emigrated from the back country of Virginia and North Carolina, or from the eastern counties of Kentucky and Tennessee. And, indeed, the majority of them, having some previous frontier experience under their belts, were attracted by the primary opportunities in farming. Another group of pioneers, not so numerous but still typical frontiersmen, were those who were attracted by the latent wealth of the mineral resources in the driftless area of northwestern Illinois and southwestern Wisconsin. French traders and trappers, using Indian labor, had initiated exploitation of surface lead deposits decades before. But because of transportation and marketing difficulties, no great progress had been made. Successful extensive develop-

ment of lead mining began with the inundation of the area by Americans beginning in the early 1820's.

One of the first areas which was opened to settlement by miners, was in the vicinity of present day Galena, the limit of navigation on the Fever River. Colonel James A. Johnson, although not a typical miner, was among the first to arrive in the area in 1822. Johnson had wealth, supplies, and a slave labor force at his disposal, but the average prospector had little more than a pick and gad, a small grub stake, and wild energy laced with the fever of sudden wealth. Within the space of eight years, over 10,000 persons had flowed into Galena and had staked claims. Most of them barely broke even from grassroots diggings, although several struck long, deep veins of ore. While Galena was mushrooming into a typical, brawling frontier mining community, some of its inhabitants were heading farther into the unglaciated area of southwestern Wisconsin to search for untapped and unclaimed mineral beds. From the mainstream of migration into the driftless area, centered around Galena, other small diggings were established across the territorial border; thus Mineral Point, Hazel Green (Hardscrabble), New Diggings, Fair Play, Meeker's Grove, Platteville, and other settlements were begun.

Initially, the area around Platteville was entered by trappers and Indian traders, among them Emmanuel Medcalf, who accidentally discovered a substantial lead deposit in a badger hole. Soon others arrived on the scene, including Major John H. Rountree and John B. Campbell, who purchased Medcalf's claim for about $3,500. The latter presumably returned to the less precarious and less backbreaking occupation of trapping. Within a short time, the Rountree-Campbell claim was producing up to $30,000 worth of ore per year. The partners did not realize so great a profit inasmuch as the crude ore had to be transported to Galena for smelting. However, within their first year of operations, Rountree and Campbell built a crude shelter and began construction of an equally crude stone and wood smelter. It was still necessary to ship the slag bars to Galena for transportation south to St. Louis or New Orleans, but the change in production methods made it a more profitable enterprise.

At the same time, it may be observed, that the federal government had established rules and regulations concerning the dispo-

sition and use of mineral lands. As early as the framing of the Northwest Ordinances, Thomas Jefferson suggested that some provisions should be made to protect national interests, particularly for national defense, in some sort of reserve policy for mineral lands. It was not until 1807, during the Napoleonic Wars, and when some minerals were being excavated in Indiana, that Congress passed comprehensive legislation in this regard. And, it was not until well after the war, that serious attention was given to formulating lease and tax collection procedures. By 1822, the date ascribed to the large scale development of mining in the Fever River area, control of mineral resources had been transferred from the Treasury Department to the War Department. Under Calhoun's strong administration, direct means of control was channeled to the Ordinance Division under Colonel Bomford, who in turn granted authority to Lt. Martin Thomas. Thomas established his headquarters in St. Louis in order to attempt to control development both in Missouri and in the Upper Mississippi regions. His agent in Galena (so named in 1827) was a civilian, Charles Smith.

The Thomas-Smith approach, acquiesced to by the War Department, was to apply existing regulations in such a way as to make leasing and collections based on smelter operations. Thus, it was the smelter operators who bore the brunt of government regulation by having to post a $5,000 bond and to pay $\frac{1}{10}$ of all minerals to the federal government. In addition, as the new government land policies of the 1820's emerged and surveys were conducted, specific attention was given to identifying and reserving from sale all known mineral lands. There were several shortcomings in a bureaucratic attempt to control within laissez-faire concepts. On one hand, the smelter operators lowered the price of lead in order to compensate themselves for the loss of bonding and government payments. On the other hand, land office registrars and clerks often, unknowingly, classified rich mineral land as timber or farm land. Too, there were frequent allegations of collusion with speculators and land agents.

While Rountree and Campbell struggled to maintain a successful operation, they did so within the confines of external, but not efficient, governmental control. In order to succeed, they and others frequently over-extended themselves in order to acquire

both potential mineral lands and timber resources. Certainly the latter became as valuable as mineral lands, as the only source for firing inefficient furnaces was in the stands of hardwood in the territory. Here again, however, the federal regulations made it plain that timber reserves had to be maintained by a strict lease system. In the meantime, some sporadic attempts were being made to inaugurate agricultural activities. Two of the first men to take advantage of both a ready market and reasonably good farm land were Joseph Dixon and his younger brother. They were successful in raising a good enough corn crop in 1827, to be able to continue and expand operations the following year, when another farmer, Scott Fitzpatrick, settled east of the diggings. Still it was necessary for most food stuffs and other necessities to be brought in from St. Louis via Galena.

The agricultural pattern in the lead district continued to grow, especially when some miners turned their hands to farming as well. In some instances, they were forced into farming as a means of survival when their surface diggings became exhausted. In other instances, miners turned to farming as an additional means of income, but continued to mine when financial conditions were more propitious. Otherwise, the pattern was enlarged by men with families who by experience and intention became fully occupied with farming and livestock raising. Their status was made more secure as full-time mining operations continued and increased by additional persons in that type of enterprise, and who increased the demand for foodstuffs.

By 1829, there were about two dozen families living and working within a two mile radius of present day Platteville, which itself was then composed of little more than a group of tents and shacks scattered about with little sense of reason except proximity to lead diggings. The year 1829 also marked the beginning of the town's assertion for recognition and permanence. Although quite remote from the center of organized government as a part of the Michigan Territory, it was nonetheless a part of Crawford County with Prairie du Chien as county seat. Having gone through several name changes during 1828 and a local election for Illinois representatives, it may have been with a sense of relief that the inhabitants of Platteville learned in 1829, that they were now in Iowa County and that Mineral Point was their county seat. In

1829, John Rountree was appointed a Justice of the Peace by the Governor of the Michigan Territory and also was confirmed as postmaster by Postmaster General, William T. Barry.

On one hand, Mineral Point was a more logical seat of government for the Platteville area, especially when the federal land office was established there in 1834. But in the meantime, its political and economic leaders were more in tune with the prevailing tendencies of Galena than of Prairie du Chien. Despite the fact that John Rountree operated a post office in his home, his major responsibility was in transporting mail to and from Galena by wagon or by the Frink and Walker Stage Coach Line. Even as Justice of the Peace, Rountree could do little more than arbitrate mineral boundary claims, notarize wills, and solemnize marriages. As in most frontier communities, participants in personal conflicts settled matters quickly and directly by knife or gun. It hardly seemed worth the trouble to bother magistrates in far off Mineral Point, where local inhabitants had enough problems of their own without concerning themselves with their country cousins across the ridge.

Hardly had Platteville gotten a fair start toward permanence and prosperity, when an unfortunate, although not unexpected, Indian uprising occurred. As mentioned previously, the federal government had inaugurated a new policy aimed at removing or restricting Indians from desirable agricultural and mineral lands. In 1827, a group of Winnebagoes led by Red Bird had threatened the peace of southwest Wisconsin to the extent that a military force was raised to suppress the maurauders. After a brief skirmish, Red Bird and his band surrendered to General Henry Atkinson near the Fox-Wisconsin portage. In order to allay the fears of contemporary and prospective settlers, the federal government decided to erect another fort in the link of frontier outposts. Fort Winnebago was thus designated to guard the access between the Fox and Wisconsin Rivers.

Despite additional precautionary measures, in 1829, other Indians, especially the Sauk and Fox still blocked the way for restless, generally lawless prospectors of the lead region. After a mob drove a large segment of the Indians across the Mississippi into Iowa, a smaller group led by Black Hawk stayed on the eastern side, determined to hold what they considered rightfully theirs. Two years later, as a result of pressures from settlers, an

Illinois militia unit was ordered to evict the last of the Sauk and Fox. Black Hawk and his party reluctantly departed and endured privation and near starvation during the following year. In the spring of 1832, Black Hawk convinced a considerable segment of the displaced Sauk that their salvation and redemption lay on the east side of the River. Consequently, he led the pilgrims on the fateful hegira in broad daylight to Ft. Armstrong. Panic spread throughout western Illinois and southwest Wisconsin, despite the fact that Black Hawk's party contained over 600 women and children.

Alive to menacing rumors, the settlers in the Platteville area prepared themselves for momentary attack. Blockhouses and other fortifications were constructed in Platteville and at other settlements in the vicinity. One settler in the Elk Grove area, Fredrick Hollman, gathered his family and moved them to the Platteville stockade, where conditions were so crowded and primitive that greater suffering than the Indian "menace" prevailed. Hollman, determined to provide comfort as well as safety for his family, transported them to Galena, where they embarked on a steamer for St. Louis. Hollman then returned to Platteville and enlisted in a volunteer mounted company under John Rountree's command. The Platteville settler's immediate concern was with the nearby Winnebagoes at Blue Mounds, rather than with the main force of Sauk and Fox under Black Hawk. Joining General Dodge's group the Rountree commandoes traveled to Blue Mounds, where they were able to ascertain that the Winnebagoes intended to pursue a course of neutrality. Much relieved, the body of troops returned to the lead region where they waited for further orders from General Atkinson, who was burdened with the major task of following Black Hawk.

Shortly thereafter, word was received that Indians had murdered two men at work in a field near the Sinsinawa Mound. Panic reigned once again, and Hollman was dispatched to warn the Platteville settlers to take shelter and prepare for attack. After a trying gallop and a near tragedy when he almost fired at two white men whom he had mistaken for Indians, Hollman reached Platteville with the warning. Seige preparations were undertaken, arms gathered, food and water secured, and a make-shift guard assembled. Despite imminent danger, farm and mining work continued under light guard. Hollman hired help and dug out

100,000 pounds of lead. Others, relieved of guard duty, pursued full-time farming once more. "The year 1831 passed away without further excitement. The new discovery of mineral proved large, but the price was low. Lead was one dollar a hundred," wrote Hollman, "with no sale of mineral. Mr. Rountree had more mineral than he could smelt in his two log furnaces."

In 1832, the war ended when Black Hawk and the remnants of his band surrendered to General Dodge following the Bad Ax Massacre. Then, in 1833, new treaties were concluded by federal commissioners, whereby the Indians ceded all their lands in southern Wisconsin and eastern Iowa to the white men. Once more settlement of the lead region boomed, as more pioneers, supplies, and livestock flowed into the area. The price of lead increased in successive years, first to $10 per half ton and then to $16.00. Three land offices were established in 1834; Mineral Point was the one closest to Platteville. On this occasion, in order to prevent their holdings from falling into the hands of speculators, the settlers in the Platteville community selected Messrs. Carl, Vineyard, and Rountree to represent their interests at Mineral Point. These men arranged for the purchase of all the land in Section 15 of Township 3 North, Range 1 West of the Fourth Prime Meridian. In 1835, Thomas Hugill was employed by Major Rountree to survey and plot the southeastern corner of the section. Some 36 acres were divided into 19 lots, excluding small plots which were the original mining claims thus recognized by previous agreement attendant to the purchase.

In April, President Jackson signed a bill creating the Wisconsin Territory as a separate entity from Michigan which was then proceeding toward statehood. About the same time, Henry Dodge, prominent in land development and in military activities in the Black Hawk War, was appointed governor. His instructions allowed him to set the time and place for the first meeting of the territorial legislature. Accordingly a "Rump Council" met at Green Bay and decided upon the number of representatives each county and community should have, and at the same time, Dodge selected Belmont as the site for the legislative meeting. While October 10 was set for the election, there was considerable controversy on the number of representatives allocated to Iowa communities across the Mississippi in contrast to Wisconsin communities, especially old Crawford County which felt it was

being disfranchised in the upper house. Also there was even more disagreement when Belmont, rather than Dubuque, Milwaukee, or other towns was chosen for the capital. Dodge had pointedly ignored Cassville, where a $30,000 hotel building was being constructed, but allowed that selection of a permanent capital site would be one of the main order of business for the legislature when it met late in October. While plans for the election were being carried out, land owners and speculators in the Belmont area were engaged in wild excitement and enthusiasm in planning an extravagant capital city complete with mansions and government buildings. Strange Palmer, a Pennsylvanian, was traveling through the area at the time and recorded the remarks of the natives in respect to the merits of other communities. "They spoke of Platteville, a town plot then recently laid out a few miles from there (Belmont), as a project gotten up by a set of mere adventurers and speculators, who, either most grossly deceived themselves as to the probability, or indeed, possibility of ultimate success, or were little better than a band of swindlers!" Similar conclusions were reached in respect to Cassville, Prairie du Chein, Mineral Point, and the projected city of Madison. These locations might "in time rise to the dignity of respectable villages," but the idea of their rivaling Belmont was absolutely rejected.

Thirty-nine men, including Platteville's James R. Vineyard, met on October 25, 1836, for the opening session of the territorial legislature. During the forty-five day session, a number of important decisions were made. One foremost in the minds and hearts of the lead region population was the unfortunate decision to locate the capital at the Four Lakes (Madison). Even the decision to hold the next legislative session at Burlington (Iowa) was a bitter disappointment, but all had to admit that they were fairly outvoted by a coalition of Iowa and Milwaukee representatives of the greatest segment of the territory's population. It was of considerable importance to the Platteville population, that the legislature created several new counties, among them Grant County with Cassville as the temporary county seat. The location of county government was finally determined in 1837, when Lancaster was selected as the permanent site, although this decision was contested in 1848, when Platteville spearheaded a movement to have the legislature create a new county composed

of the eastern two tiers of townships in Grant County. Platteville, of course, was to be designated as the county seat, but on a referendum ballot the proposal was lost 1,451 to 1,125.

In the meantime, a step toward political maturity was recognized for Platteville when the territorial legislature granted a charter for the organization of village government in 1841. While the township governing structure was superimposed in 1849, there would be no change in Platteville's governing structure until it was incorporated as a city in 1876. With considerable self-governing experience at hand, thus the residents of Platteville embarked on a long career of sustained formal political organization. Platteville was not able to take a leading part in the development of territorial, or later state government; yet many of her outstanding citizens participated actively. James Vineyard was one of the delegates at the first Constitutional Convention and John Rountree took part in the Second Convention. Ben Eastman, an attorney of some note in Platteville, served four years in the national legislature and numerous other men served in the state Assembly and Senate.

During the twenty years prior to the Civil War, important commercial, religious, social, and educational roots were developed in Platteville. There were some 400 people living in the Platteville area in 1840, and in 1847, on the eve of Wisconsin's statehood, the number had increased to 2,714, making it one of the largest townships in the territory. The earliest residents were largely of native stock, as previously mentioned, from Virginia, Kentucky, Tennessee, or North Carolina. There were added successive groups from the Northeast and foreign-born, chiefly from Germany, Ireland, and the British Isles. By 1850, the native-born still outnumbered the foreign-born; but the balance had shifted, in terms of place of origin, from the South to the Northeast. Joseph Schafer suggests that about 53% of the families then living in Platteville and vicinity originally came from New England, New York, or Pennsylvania. Consequently, various institutions which emerged in the 1840's were colored by the Yankee inheritance. Even when substantial numbers of non-English foreign-born persons entered the area, they were subject to the none too subtle Yankee Americanization process. One contemporary suggested that even this was accomplished at an arm's length relationship, ". . . for the Yankee is not a man of

promiscuous society; he believes that Adam's oldest son was a Yankee."

Mining and farming, generally speaking, were Platteville's two primary sources of economic stability. While there were periodic declines in one or both, no crisis was ever severe enough to disturb the firm base. As significant technological changes occurred in mining and farming, and as more individuals specialized in one or the other, a greater variety of businesses and trades were established in Platteville, reflecting a trend away from self-sufficiency and towards interdependence. A cataloguing of enterprises indicates the development of a large number of processing and manufacturing facilities, including smelters, foundries, blacksmith shops, pump and implement factories, brickyards, saw mills, grist mills, woolen mills, and a powder mill. In addition, there were numerous retail specialty stores, including a bakery, a book store, many grocery stores, butchers, drygoods stores, apothecaries, a brewery, and a street lined with grog shops. Finally there were several hotels with dining facilities, a newspaper and print shop, a post office, and offices for lawyers and physicians.

The first business enterprise of any substance, as previously mentioned, was the crude smelting operation started by Rountree and Campbell in 1828. Their furnace was one designed on the experience of Indian smelting methods. A hollow cone was constructed on a hillside and lined with stone. At the bottom was a stone grate and a narrow slit. Wood was heaped into the cone and mineral ore piled on top. The wood was ignited, and the lead trickled down and ran out through the narrow slot, where it was cast into bars for transportation. Ten years later, James R. Vineyard built a more substantial furnace with a brick hearth, in which charcoal and wood were burned at an extremely high temperature by a draft of air created by a large bellows operated by a water wheel. In the meantime, Rountree had modernized his furnace, but in 1839 advertised it for sale, after which he devoted his attention to other affairs. When Vineyard became involved in the Arndt affair, he sold his furnace to a corporation headed by Richard Straw and moved to California. Straw enlarged the smelting capacities and modernized the facilities so that a greater quantity of ore could be handled by two work shifts. His furnace operated until his death in 1892. Others occasionally engaged in

smelting operations for short periods of time, with only modest success.

Parallel to the development of smelting operations, a number of persons constructed and operated milling facilities. The first grist mill in Platteville was constructed in 1839 and operated by Noah Virgin, Neeley Gray, and John Rountree, primarily to accommodate area farmers who found it inconvenient and expensive to cart their grain to McKee's Mill on the Little Platte several miles southwest of town. Ultimately Gray and Rountree withdrew from the business, leaving Virgin as sole proprietor until his retirement in 1864 when one of his sons assumed control. In 1848, James Bass built a grist and flour mill about three miles southwest of Platteville on the Little Platte, and in 1857, a third mill was constructed about three miles northwest of Platteville, also on the Little Platte. In the meantime, two woolen mills and a flax mill had been constructed on branches of the Little Platte some distance from town. In later years, other flour and textile mills appeared for short periods of time, dependent largely on the rise and fall of grain and wool production. Milling revivals usually accompanied an increase in capital available from the attraction of mining operations.

In connection with the varied business activities of Rountree and Virgin, there is an apocryphal story about Mrs. Rountree and Mrs. Virgin on an occasion of their attending a church meeting. When contributions and donations for a church building were being solicited, each lady pledged some support. Mrs. Rountree apologized for the paucity of her contribution saying that the Rountree's were "land poor," a fact not to be disputed. Mrs. Virgin followed suit with a small donation and the explanation that the Virgin's were "dam poor." This was her way of explaining, while she was not swearing, that their holdings in a dam, a mill pond, and a grist mill were not bringing them much income either.

Some flax was being cultivated in the area as a diversionary crop, but it was not until the mid 1850's that increased development occurred. The flax mill, previously mentioned, occasionally lay idle, but beginning in 1855 the business was revived and the manufacture of linseed oil was instituted. Several contemporary newspaper articles not only advertised its success, but also encouraged area farmers to raise more flax. In 1860, the Platteville

Linseed Oil Company was formed and business activity expanded even more.

Undoubtedly, the most famous of Platteville's mills were the Powder Mills, whose site of operation still attracts the attention of picnickers, fishmen, and courters. The business was started by F. A. Stowell, E. H. Stowell, and D. Marble, who had traveled west from their homes in Maine. They were considerably impressed with the Platteville area, which in topography was not unlike their native land, and with the prospects of a business venture which would fit naturally into the leading mining industry. They purchased a site on the Little Platte, formerly occupied by a saw mill and began manufacturing powder under relatively primitive conditions beginning in 1849. The Stowells were sole owners until 1854, at which time Mr. E. Bayley purchased a half interest, probably that which was vacated by Mr. Marble who was killed in an explosion at the Mills in July, 1850. Mr. Bayley subsequently sold his interest to a new partnership of the Stowell brothers and Solomon and John Turck. These men operated the business until the Civil War period on a fairly successful basis when control was assumed by a partnership of Laflin and Smith. The new firm made extensive improvements to expand production facilities, and despite a series of explosions causing death or injury, their work continued to prosper until 1898, when the business was sold to the DuPont Company. The latter organization moved the remnants of the machinery from the last explosion to a new site in the eastern part of the state, operating as the Hercules Powder Company until 1930. Gone were the familiar sights of the slow moving wagons carrying saltpeter and brimstone to the mills, but the memories of periodic ear shattering blasts were still retained by some of the town's older citizens.

Linked also with the development of mining was the establishment of Snowden's Foundry, which specialized in the manufacture of mining equipment and pumps. That such development should occur in the 1850's indicates the extensive nature of mining below the surface deposits. With such technological advances, mining developed beyond the prospector stage and entered the stage of capitalist enterprise, with funds supplied by mining companies whose holdings extended throughout the United States. Snowden was the first in the country to build and use a steam engine in his work. Within five years, over ten

businesses had steam engines, which prompted the proud comment that Platteville was second to Galena in manufacturing in the Lead Region.

At the same time, a number of small businesses had been developed in the form of blacksmith shops. In the 1840's there were five active shops, whose proprietors and assistants dealt equally with mining tools and farm machinery. By 1850, one or two of the smiths were dealing exclusively with repairing or fabricating farm implements. John Potter, for example, developed a successful factory for the manufacture of plows, installing a six horsepower steam engine in 1855 to make the operation more efficient. In 1861, Potter was turning out about 600 plows a year. Norman and Cowan, also former blacksmiths, entered the implement business and in 1856 were manufacturing a new product, a double-mold board plow, invented by William Edgar of Mineral Point. It was advertised that the new product was ideal for cutting through the tough prairie sod. Other craftsmen made threshing machines, fanning mills, harrows, and a wide assortment of hand tools. It was noted, on some occasions, that there was a shortage of mechanics in the village thus indicating good opportunities for young men to engage in useful occupations.

One of the most successful manufacturing activities in Platteville from earliest times was the wagon and carriage industry. During the 1840's, a Mr. Mahaffey opened a wagon and repair shop near the corner of Third and Pine Streets. In the early 1850's, Calvin Russell bought the business and proceeded to expand operations to the point of employing eight men in the manufacture of about two hundred assorted types of carriages and wagons annually. Alexander Butler, a former employee of Russell bought the business in 1863 and continued to operate it successfully for over twenty-five years. By 1881, Butler's business was worth about $25,000, and he employed ten men in manufacturing about 175 vehicles a year. Several other men, including Morris and Traber, turned out about a hundred wagons a year, so that the total business in the Platteville area was quite lucrative. In addition to the wagon makers, there were trimmers and limners, harness makers and wheelrights, giving the appearance of a present day automobile manufacturing center.

Some of the minor manufacturing businesses included Woodruff and Beebe who made brooms. In 1855–56, they were

purchasing large quantities of broom corn from farmers in the area and were turning out up to eighty brooms per day. George Tuffley ran a gunsmith shop in the business district until his retirement in 1855, when for a time it was difficult to find a replacement. F. H. Southworth, one of the earliest settlers, and related to John Rountree by marriage, operated a Copper, Tin, Sheet Iron, and Stove Shop for many years. A number of individuals including John Rountree, experimented with brick making. They found that a variety of local clay, sand, and lime could be combined effectively and fired to produce inexpensive, durable, building materials. Rountree's main interest was in acquiring suitable building materials for his smelters, his home, and later for a store building to replace a wooden structure he built on Main Street. For many years there was a brickyard in Platteville, as well as a lime kiln and a clay pit in the immediate vicinity, as is indicated in the large number of brick structures which still stand and whose vintage dates to the mid-nineteenth century.

There were a number of adjunct businesses not directly connected with mining or farming, but which depended on population and capital growth in order to succeed and prosper. While Rountree's brick structure was one of the earliest and longest lasting business locations on Main Street, there were other notable business sites. Dr. Bevans and Patrick Cummins erected their building on the southwest corner of Main and Second Streets. The original materials were oak boards cut at the McKee Mill southwest of Platteville. Later the Bevan-Cummins building was replaced by a two story brick structure, which ultimately was replaced by the Avalon Theatre building.

Patrick Cummins was one of the first shoemakers in the area, although not the only one. Before the introduction of machine made shoes, Cummins specialized in custom made bootery for men, women, and children. He employed several helpers, including his son who succeeded to the business eventually. Calf skin was the principal material used, although many preferred kid skin, especially the young beaux who wore blue or green topped boots. They tucked their trouser cuffs into the tops whenever they attended gala social functions. Dr. Bevans and family operated a book and stationery store in the same building, before Cummins occupied the entire plant. Bevans' store carried a complete line of books, papers, musical instruments, wall paper, gifts and sundries.

In the 1850's, they started a circulating library of about 100 books, including a long list of recent publications by the newly established publishing firm, Harper and Brothers. The Bevans family sold the store to Mr. McCarn in 1860, and he in turn sold it to George C. Hendy in the 1870's. The store continued to change hands in the post Civil War Era, although the book trade aspect declined considerably despite the fact that an institution of higher learning was ultimately established in Platteville.

While John Rountree started one of the first general stores in Platteville, within a few years he was joined by others, especially after the village was incorporated in 1841. Elijah Bayley, for example, opened a log cabin general store in 1836 on Grocery Street (now Second Street). Bayley was a typical pioneer of the period, although only a few years younger than Rountree. Bayley was born at Massena, New York in 1811, and while still a teenager, joined the Great Migration to the West in the later 1820's. He traveled with a wagon train as far as Rock Island, where he traded his team for land. While there he earned a living as a schoolteacher for the lordly sum of twenty-five dollars a month. Within a few years, he took advantage of increased land values and sold his property in order to move to Iowa, where he became a traveling peddler. His interest in merchandising on the frontier led him southward to Texas, then a part of Mexico. His enterprise was eventually successful and he was able to cash in his Texas script in Washington, D.C. on the eve of the Texas Independence movement. Within a short time, he appeared in Platteville, another typical frontier community. He married Caroline Bevans, a daughter of Dr. John Bevans, one of the village's earliest and most prosperous settlers. In the spring of 1841, Bayley moved his store to a new location on Main Street following the general trend of business mobility then, and perhaps to disassociate himself with the other grocerymen on Grocery Street, where there was less dealing in groceries and more dealing in liquor.

John Jackson Bayse also arrived in Platteville in 1836, but initially operated a farm in the vicinity of Clifton. In 1840, he sold the farm and moved into Platteville, where he went into business partnership with his son-in-law, J. F. Kirkpatrick. The two operated a general store for several years, until Bayse sold out to devote his full time to medical practice. Kirkpatrick and his family moved to Cassville for a few years, presumably because

Cassville's star was rising. But after his wife died in 1845, Kirkpatrick returned to Platteville and continued in the grocery business for many years. Isaac Hodges, Samuel Moore, and John Kemler also opened and operated grocery stores first on Second Street, then later on Main Street. There were at times as many as seven or eight stores on Main Street dealing in groceries, dry goods, crockery and other staples. By the 1850's a number of butcher shops had been opened, including Hoyt and Roberts, and Chapman and Kirkpatrick. In relatively few instances did the grocers carry meat as a general commodity, no doubt because most of their clientele lived in the rural areas and raised and butchered their own hogs and cattle. One of the chief problems was in the lack of refrigeration equipment, and there were many seasons when the ice supply became exhausted by mid-summer. Occasionally, also there was a shortage of livestock and butchered meat, because of adverse conditions in the livestock market, drought, or disease. During the boom period of the mid 1850's demands often exceeded supplies either because of a local population explosion or because many times livestock was sold to transients and wagon trains en route to the West Coast. Meat shortages were occasionally relieved with fish, which any individual could acquire from a short trip to the Little Platte or from an enterprising professional fisherman who might sally forth as far as the Mississippi. Understandably, the latter's product might announce its arrival in the village if the wind were blowing from the West.

While most housewives did their own baking, Platteville could boast of having a bakery from the 1840's. The growth of the village population was such that, although there were changes in ownership, baked goods and confection items were always in demand as were the services of a professional baker. Records indicate that in the 1850's a number of establishments were devoted to making and selling ice cream, and in 1857, it was announced that the greatest of nineteenth century technical achievements, the soda fountain, was being installed in Goodell's store. There is hardly a person over forty alive today who does not recall with pleasure his initiation to the unique aroma of the ice cream parlor and the first sip of a bitter-sweet soda. While most of the general stores carried ready-made clothing, a number of specialty clothing businesses were started in Platteville. Jacob and Herman Niehaus, natives of Hanover, Germany, began a tailor

shop in the early 1850's and continued that trade for many years. In 1857, Mrs. Styles and Mrs. J. W. Grindell opened a millinery and dressmaking business on Main Street. Their chief stock in trade were hoop skirts which were then in such vogue that all merchants found it difficult to keep an adequate supply on hand.

Photographs have had long standing favor among prized family possessions along with a treasured Bible. Therefore, it is not unusual to find that photographic or Daguerreotype services were among the most widely advertised and popular of Platteville's business community. The earliest photographers were traveling men, like Professor Axtell who visited Platteville for one week during the fall of 1846. In successive years, C. C. Turner and A. Hesler placed advertisements in the local paper for patrons to make appointments for a sitting well in advance of their arrival. In the early 1850's, W. B. Burke established a permanent studio in a loft over the post office and in 1854, improved his facilities to include a skylight. He advertised his wares as "fine likenesses for $1.00 each." While not a transient, strictly speaking, Burke opened and closed his business a number of times in the mid-1850's. It appears that he became involved in the Kansas-crises and made frequent trips between Kansas and Platteville. In March, 1856, he sold his business to H. M. Gribble, but returned in October to resume his trade. Burke departed for Kansas again in February, 1857, and was replaced for a short time by Lacy and Douglas from Prairie du Chien, who advertised services in Daguerreotype, Ambrotype, Stereoscopes, and photographs. Burke departed and returned a number of times and was eventually replaced by L. Vanderbie who operated a competitive business until November 1865, when he sold out to James Nye.

Most newcomers to Platteville, or any other similar frontier community, faced a common problem of securing adequate room and board. Until they were able to provide for themselves, travelers and prospective settlers often had to seek shelter with one of the earlier established residents. John Rountree generally was called upon to make such provisions, even to the extent of providing credit at his store and tavern. It was not until 1840 that the first hotel or inn was erected in Platteville. A man named Tyler built a crude structure from materials he acquired from the McKee saw mill. That same year, Richard Lory traded his farm

on the Rountree Branch of the Little Platte for a half interest in the Tyler House, located where Taylor's Cafe now stands. At the outset of the Civil War, the business was taken over by J. W. and Addison Rewey in whose quarters hundreds of men were enlisted for military service.

Lory continued to be associated with them, for one story relates that his daughter escaped serious injury when the building burned completely in 1871. Later in 1840, two speculators Martin and Cocks, built a hotel and tavern on the corner of Mineral and Second Streets. Beginning in 1841, James Chambers operated the establishment as The Platteville Hotel, which had the advantage of being a terminal for a regional stagecoach and express company and in being located across the street from two livery stables. The hotel changed ownership numerous times in the pre-Civil War decades, but retained its original character and is still being operated as The Winsor Hotel.

There were several other hotels or inns established in the 1850's and 1860's, and were operated under various names. In 1846, a hotel was built on the corner of Main and Oak Streets, where the Gem Theatre is today, and a short time later Atwood's Hotel was built on Main Street. The latter was operated by William Butler for most of the period prior to the Civil War. On the corner of Market and Park Streets, facing the Public Square, there was the Union Hotel, known also as the Stevenson House and later The Streater Hotel. James Wright remodeled his home on South Bonson Street and operated it as the Wright House. Streater operated it for a time, and finally under Myron and William Bishop named it the Park Hotel, which it remained until the site was purchased in 1916 by the Masonic Lodge.

Hard times were endured during the first fifteen years of Platteville's existence. Even though prices began to rise in the early 1840's, there were serious shortages of capital, labor, and food. By the end of the decade, times were much better, although lead prices and mining were declining. One estimate suggests that two-thirds of the mining population of Grant County was drawn off in the general exodus to the California Gold Fields, but Platteville itself seemed untouched. The assessed value of property stood at $173,000, second only to Potosi in the county. In 1851, Harlan M. Page, editor of the *Independent American,* reported that business in Platteville was ". . . more active than at

any time before. Merchants' stocks are large and prices lower than hitherto. It is mercantile and mechanical industry and enterprise and our schools, therefore it is healthy." In ensuing years, Page continued to be the village's best business booster remarking that Platteville supplied needs for forty miles around, that prospects for prosperity continued to be good, especially with a railroad connection only twenty miles away. He suggested, further, that the urgent demands for good housing and frequent labor shortages indicated signs for expansion.

Local optimism may have declined somewhat in 1857, the year of a national financial panic, but hopes were not shattered. There were relatively few notices of business failure, although a number of businesses changed hands, frequently to persons who sold their farms to move into town. Editor Page attributed the conditions to extravagance and unwarranted land speculation and remarked that happily very few people in Platteville were so foolish as to entertain such wild notions. His thinking was apparently justified, for within a year evidence of growing prosperity and work opportunities returned, and Platteville once more became "one of the most flourishing villages in western Wisconsin and contained a large population (c. 2,700) in well to do circumstances."

Relative to the development, and occasional decline, of business and commerce in the Platteville area, it should be observed that there was virtually no banking in the region before the Civil War. From its founding, Platteville was dependent upon Galena for banking services, although after the 1837 panic, some time elapsed before even the braver souls had their confidence restored in banks. In the meantime, men like John Rountree, John Bevans, Elijah Bayley and others in business performed banking services such as exchanging currency and advancing short term, low interest loans and credit. When larger sums were involved, persons with collateral were able to deal with one of the first banks chartered by the territorial government in 1836, the Bank of Mineral Point. Most of this bank's assets and business were directed toward smelting operations, although many of its stockholders were undoubtedly involved in land speculation. A federal land office's being in Mineral Point was too fat an opportunity to be dismissed.

During the late 1830's, meetings were held in Platteville and

Lancaster to discuss splitting the county, as previously mentioned, but attention was also being given to the establishment of a sound bank for the western edge of the lead region. No action was taken on the latter, probably because the atmosphere had become so volatile over the Platteville proposal to create a new county. Faith and confidence in banking was further shaken when the Bank of Mineral Point failed in 1841, chiefly because of a decline in lead prices, but also because of a delayed reaction to typical wild cat frontier banking practices. A public meeting was held in Platteville in November, 1842, led by Bennet Atwood and Alonzo Platt, to try to determine a course of action to protect "bill holders of the defunct Bank of Mineral Point." No formal action was taken, although some discounted redemption may have occurred.

Events leading to the development of state government have already been discussed, but it may be inserted here that one of the fundamental issues on which there was a great diversity of opinion among members of the first constitutional convention was on banking. The document which was submitted for public approval specifically banned bank charters and further limited the circulation of paper currency. Enough additional ultra-conservative financial and commercial limitations were included so as to alienate most of the Democrats and much of the business community. In short, for a variety of reasons, the first constitution was defeated. The second convention, with a much smaller membership opened the door to legislative bank chartering if a referendum of the subject should receive public approval. The second constitution including a number of significant compromises was ratified by a substantial margin among the voters, whose major interest may simply have been the immediate prospect of statehood.

It was not until 1853, that the legislature submitted an advisory referendum to the public on the banking question. While a majority of the public approved the measure, there was still strong anti-banking sentiment in the state. In fact, during the summer of 1853, an Anti-Banking Meeting was held in Platteville to consolidate opposition to any banking law which would authorize banks to issue paper money, or any currency but gold and silver. However, elsewhere in the state, newly chartered banks were issuing paper money and extending credit to farmers, and businessmen on relatively liberal terms. In addition, "wild cat"

money from outside banks, often distant, was received and exchanged at par value. A concerted effort by Woodman and Washburn, bankers and speculators in Mineral Point, was successful in practically ridding the state of undesirable "wild cat" notes. Banking was reviving in the lead region, where in Platteville E. R. Hinckley, an officer of the Bank of Commerce of Chicago, established the Bank of Grant County in a space over Bromley's Store on Main Street. Hinckley was named as President; Elijah Bayley, Vice-President; and L. McCarn, Cashier. The charter was granted for thirty years with the provision that $26,000 worth of currency could be issued on the total assets of $50,000. Some $30,000 worth of Tennessee, Louisiana, and Missouri bonds were deposited with the State Treasurer. The Bank opened its doors for business in the spring of 1857, in the face of the nation's worst financial disaster, which crushed the Bank of Commerce in Chicago, but which did not affect the local institution. In June, 1857, business prospects seemed so good that the Bank paid $1,990 for the western third of the Bayley and Block building on Main Street and expended further sums to furnish the facilities including a new fireproof vault, all on the first floor. The bank continued to operate until the Civil War.

Contact with the outside world became and remained one of the community's vital problems. As was indicated earlier, John Rountree was appointed Postmaster for Platteville and vicinity in 1829. He operated the post office from his home and later from his store, where people came to collect and deposit their mail. Rountree either went personally or sent someone to Galena once a week in good weather to dispatch and collect mail. Later when the Frink and Walker Stage Line operated between Galena and Mineral Point, mail was dispatched more easily. Beginning in 1838, mail was carried from Galena to Prairie du Chien, via Platteville, twice a week. Shortly thereafter, direct mail service from Platteville to Mineral Point was re-established. In 1841, mail arrived from the West via Lancaster every Tuesday and Friday morning; and from the East every Tuesday and Friday evening, with dispatched mail also on a corresponding schedule. It was about this time, that John Rountree was replaced as Postmaster by David Kendall, who moved the post office to his grocery store on Second Street. Rountree was re-appointed Postmaster in 1857, as a result of the successful Democratic canvass of 1856. In the

interval since his previous term as postmaster, six different men had served for approximately three years each.

Mail service improved as roads improved, and as the Post Office Department reacted belatedly to local needs. It still took twelve hours to carry the mail 32 miles to Mineral Point and thirteen hours the 40 miles to Muscoda. Until a change in routing in 1853, it took three and a half days to carry mail between New York City and Galena, thereafter it took five days. Needless to say, there were many protests over poor mail delivery, especially for newspapers which were often weeks late in reaching subscribers. Beginning in 1855, Platteville patrons were notified that new postal regulations required pre-payment of fees which amounted to three cents for letters traveling any distance up to 3,000 miles within the United States. Beyond the 3,000 mile limit the uniform rate was ten cents. Possibly as a result of collecting additional revenue, mail services improved, and a number of new routes were established, and service was increased from two arrivals and departures per week to three to most towns in the vicinity of Platteville.

In 1849, Henry O'Reilly formed a corporation and obtained subscribers to develop a telegraph system in Grant County. The line started at Dubuque, extended to Potosi, Lancaster, and Platteville, and terminated at Mineral Point. When service began in November, 1849, Platteville was thus connected instantly with the outside world, but the operation proved so costly that service was abandoned early in 1850. A revival was attempted when the editor of the *Grant County Herald,* J. C. Cover, urged re-financing, but ultimately failed to impress already indebted and bankrupt stockholders. The lines were subsequently dismantled and used by area residents for clotheslines, which proved to have greater utility than instant communication. It was not until the late 1860's, that telegraphic communication was restored with the arrival of railroad service to several towns in Grant County.

Most news and information of any significance, if not transmitted by letter, was spread by visitors, travelers, stage drivers, or by area newspapers. One of the earliest newspapers was established in this area; *The Northern Badger,* Thomas Eastman, Editor. While its life was short, the paper did supply a great deal of national, territorial, and area news, including election information, market prices for farmers and miners, and a few advertise-

ments. It was succeeded by the *Wisconsin Whig* and the *Wisconsin Register,* each of which was devoted primarily to contemporary political issues and persuasions, the Know-Nothing line for the latter. In 1845, John L. Marsh commenced publication of the *Independent American and General Advertiser,* with the simpler intention of spreading area news and of promoting business, commerce, and farming in the area. It ceased publication for a short time, 1849–51, but was resumed under the ownership of Harlan M. Page, who in 1854, adopted the credo of the Republican Party which he eagerly transmitted to his readers. Occasionally this caused some bitter repartee between the editor and "ill-informed readers" and often between Page and editors of other area newspapers. Possibly Page may have antagonized too many people, for business noticeably declined in 1856 and 1857. On the other hand, Page pointed out in a number of editorials that publication costs were increasing beyond the scope of his general printing business. He appealed for more advertising, more subscribers, and additional job printing. In the midst of the 1857 Panic, Page gave notice that he had about decided to leave the publishing business and to return to his home in the East to regain his health. An assistant, J. C. DeHaven, was left in charge to manage affairs until his return. In a farewell editorial in October, 1857, Page described his major problems in a tolerant and understanding way and announced that he hoped someone would continue publishing a paper for the benefit of Platteville's public. He indicated that in the interim, the *Grant County Herald* (Lancaster) would assume the responsibility for his subscribers and advertisers for the remainder of their contracts.

During 1858, *The Platteville Examiner* was published for a few months, but it was not until the summer of 1859, that Platteville was to have its next long-lived newspaper. On July 14, 1859, George Shaw, Editor and Publisher of *The Grant County Witness,* informed his readers that he was moving his paper to Platteville in order to take advantage of better business opportunities, meaning perhaps he wanted to escape the immediate economic competition with *The Grant County Herald.* In any event, Shaw issued a special "extra" which was not counted against regular subscriptions and began publication in Platteville on July 28, 1859. Throughout its long life, the *Witness* worked to "advance the principles set forth in the national and state

Republican platforms; . . . and advocate the right and reprove the wrong whenever seen."

Road travel was the earliest principal means of entering and leaving Platteville. The first route was laid out by earlier miners who entered the region on foot from Galena. In all probability, they followed a well cut trail made by Indians and trappers of earlier years, and conforming to the most level part of the terrain, that followed by Highway 80 today. The route was improved somewhat so that in the early 1830's, wagon loads of ore and supplies could be hauled by oxen to and from Galena. At the same time, the Frink and Walker Stage Coach Line began passenger and mail service along a route from Galena to Prairie du Chien or Mineral Point, via Platteville. Early travelers commented on the bad condition in which the road frequently was found, especially when travel was slowed down by long trains of ox drawn loads of ore proceeding at a snail's pace. Otherwise, the countryside was described as quite picturesque and reminiscent, for some, of Pennsylvania or other parts of the northeastern United States.

In the meantime, some distance from Platteville the United States Army Topographical Engineers were building a road system from Fort Howard at Green Bay to Fort Crawford at Prairie du Chien via Fort Winnebago at Portage. After leaving Mt. Horeb, the western section of the road passed along the high ground on the south side of the Wisconsin River, known as the Military Ridge. Subsequently, subsidiary roads were built from a number of communities, including Platteville, to connect with this road. In 1851, and 1852 many residents in Platteville were elated at the prospects of a Plank Road project from Galena to the Wisconsin River, a part of which would be routed through Platteville. Inasmuch as there was a recurrent Railroad Fever at the same time, the former project did not fully materialize.

Better travel facilities were afforded, however, when the federal government released additional funds in 1852 for the improvement of Post Road, and when several new stage lines were developed. In 1854, N. Hutchens began tri-weekly stage service between Platteville and Galena, and about the same time. O. A. Boynton operated a passenger stage coach line between Mineral Point and Galena via New Diggings, Benton, Elk Grove, and Platteville, three times a week. It was possible to travel from

Galena to St. Paul via Dubuque along the west side of the Mississippi in nine days for $21, or a shorter trip by fifty miles along the east side in six days for $17, with overnight accommodations. The fare from Galena to Prairie du Chien, one way, at this time was $4.00. This came about through an arrangement between Hutchens and Judson Hurd of Prairie du Chien. During the mid-1850's, Hutchens began to receive some competition from the Wisconsin Stage Co., which had the effect of sparking lower prices and better schedules for passengers in this area. One departed from Platteville at noon by stage for Mineral Point, where overnight accommodations were secured. The following day, one caught a stage to Mazomanie to meet the 3:00 P.M. train to Milwaukee, arriving there in the evening.

There were occasional mishaps and problems, even on short journeys. The horses were frequently strained with overloads, mud, or hot weather. W. R. Snowden reported traveling from Galena to Platteville through springtime mud which came up to the axles. The August heat took its toll, as P. D. Hendershot, a driver for Hutchens, lost three horses on a trip from Muscoda to Galena and return. Once or twice a year, it was reported that a coach had overturned on the Galena Road. On one occasion, the horses were frightend by a lady's riding dress and ran off the road, overturning the coach and injuring three of four passengers quite seriously. Another time, a team broke from its driver's control on the steep grade leaving Platteville and plowed through Major Rountree's fence. Fortunately there were no injuries as the team straddled a tree and was stopped. Journeys were made easier as teams were changed at relay stations at ten mile intervals. One popular stopping place was the Half-Way Inn between Platteville and Galena. It was there that passengers were advised to take on a supply of anti-freeze during the winter months of travel. One French traveler followed his driver's advice, but found after going some distance in sub-zero weather that his spirits had frozen solid. Needless to say his Gallic scorn was leveled at the sub-standard contents of American liquor.

In Platteville itself, visitors and traveling men were able to take advantage of subsidiary travel facilities at any one of a number of livery stables. Two, for example, were located on corners opposite the Platteville Hotel on the corner of Mineral and Second Streets. In all probability, as previously indicated, all of the equipment;

wagons, harnesses, and horses, were local products. Travel within the village of Platteville was frequently as disconcerting as that attributed to long-distance travel. Relatively little time, effort, or money was given to the maintenance of town roads, and but for exceptional circumstances one was faced with a long stretch of mud or dust merely in traversing Main Street. Frequently, the Village Board heard bitter complaints from the residents and businessmen, whose argument was extended by the editor of the local newspaper. Generally, the main trouble lay at intersections where drainage from the north side streets passed over the main thoroughfare on its way to low ground on the east and south sides. Deep gullies and holes appeared with such regularity that the scene was described as a pock-marked battleground. When some enterprising aide began filling the largest of the holes with manure, Editor Page of the *Independent American* raised the battle cry again. Some relief was obtained when Elijah Bayley directed a massive regrading operation of the worst section of the street. It was during this project that a drain laid several years before, was discovered under four feet of silt and rock.

In 1855, there began a project of placing board walks along Main Street during the spring thaw. While the newspaper applauded the fine work of the marshalls and the Village Board, there was some complaint that the walks were too narrow and frequently more menacing for pedestrian travel when the surfaces became slippery. Dr. Davidson fell and ripped his trousers in December, 1859. He brought suit against the Village and after two trials received a verdict of $10 damages and court costs. It was not always a matter of neglect that Platteville's streets appeared to be in such poor shape. Sometimes an abandoned mineral hole would suddenly open up under heavy traffic or moisture and create unseen hazards for pedestrians and wagons. Immediately beyond the village boundaries, other problems developed in respect to bridges across the major streams surrounding Platteville. Some bridges became weakened from erosion on top and below and suddenly collapsed from the weight of horses and wagons. During spring freshets, bridges a number of times were washed away. Fortunately, replacements were often made with stone and heavy wooden materials.

Railroad development seemed to many during the early nineteenth century the way to economic salvation and security. Prior

to Wisconsin's becoming a Territory, various internal improvement schemes had been proposed by area residents, generally supported by evidence gathered by government agents, e.g., Lt. Martin Thomas and Henry Schoolcraft, who wrote chiefly about improved river and canal navigation. In 1836, during the first meetings of the Territorial Assembly, a grandiose railroad project from Milwaukee to the Mississippi was discussed in the same heady atmosphere with the location of the capital and of banking privileges. The original scheme, proposed by Morgan Martin and a group of Green Bay businessmen, suggested vast development possibilities to the politicians and population of the lead region, so much so that many were eager to trade on a compromise site for the capital in exchange for assurances that the proposed railroad would be routed into the heart of the mining area. Initially, the Lake Michigan and Illinois Railroad; the Chicago and Galena Railroad; and the Milwaukee and Mississippi Railroad all offered great promise for the development of ideal transportation through the lead mining community. However, during the course of constructing the latter road from Madison, it was decided that the most practical route would be along the south side of the Wisconsin River through Helena, Muscoda, Boscebel, to Woodman and Prairie du Chien. The southern townships in Grant and Iowa Counties found themselves severed from Adam's Will and more dependent than ever on proposed southern routes.

Shortly after statehood was gained, efforts for acquiring railroad service for the southwestern counties was renewed. Conditions seemed especially promising as connections had been established from Janesville to Gratiot and to Mineral Point. It seemed then just a matter of time that extensions should be constructed into Platteville and vicinity. Beginning in October, 1853, and continuing for a number of years, railroad meetings were held in Platteville where area business, political and farm people joined to discuss ways and means of encouraging railroad development. Pressure mounted as work progressed on the Milwaukee and Mississippi line to the north, and thoughts were given to reviving a petition to Congress for a railroad from Milwaukee to San Francisco, via southern Wisconsin and Dunleith (East Dubuque). Late in 1856, a meeting of persons interested in an action campaign brought forth a number of resolutions to contact

legislators and various railroad companies. In January, 1857, monumental action was taken to raise funds to subsidize the Arena and Dubuque Railroad line. After some $8,000 was pledged, a group headed by Rountree began a campaign to secure legislative approval. Most of the area newspapers, including the *Independent American,* gave full support to the project by presenting full coverage of all the meetings and urging massive support in a series of editorials.

Within a few weeks, the Wisconsin Legislature granted a charter to the Arena and Dubuque Railroad, among whose stockholders were Rountree, Virgin, Messersmith, Jones and others. By the end of February, about $20,000 of the $50,000 needed had been subscribed and the charter was amended to allow for the extension of bond issues to 500 shares. The stockholders met in April, 1857, at Butler's Hotel in Platteville and elected John Rountree the President of the Board of Directors, with Hanmer Robbins as Secretary. It was emphasized that control of the company would be exclusively in the hands of Platteville subscribers and that the Board favored becoming a part of the Watertown and Madison extension of the Milwaukee and Mississippi Railroad. By the end of May, 1857, survey teams had mapped out a feasible route from Dunleith to the mouth of the Platte River, and the Board of Directors was securing property for the right of way. By mid-summer, evidence of depression and panic was seen in southwestern Wisconsin, although Editor Page wrote a number of strong editorials to reassure his readers that the rumors about the Watertown & Madison extensions being abandoned or merging with another line were false. However, the effects of the Panic of 1857 were so strong that all of the principal railroads in Wisconsin ceased operation and went into receivership. Revival efforts began in 1859, but initially only the eastern and populous section of the state was affected. Ironically, perhaps, Harlan Page was forced to suspend operation of the *Independent American* because of financial reverses.

Platteville's railroad boosters were discouraged but not defeated. They had pledged support for a railroad, some had mortgaged farms, but their funds were still relatively safe. A small percentage of the working capital had been spent on land purchase and surveying, but none on construction. With a return of relative prosperity, railroad meetings were held again, and after

all old accounts were settled, it was agreed that steps should be taken to develop a railroad connection for Platteville and vicinity. Meetings were held during the fall of 1860, and great interest renewed. A formal proposal to incorporate and request a charter for the Platteville and Calamine Railroad was passed. Funds were subscribed, much from the same persons who had supported the Arena and Dubuque Railroad idea, and the legislature was approached for a charter. A barrage of letters and editorials appeared in the newly established *Grant County Witness* indicating that most people favored renewing the railroad project to be built between Platteville and Calamine, at which point there was a connection to a north-south line from Mineral Point to Monroe via Gratiot. The charter of the Calamine and Platteville Railroad was passed by the legislature early in 1861, with the provision that it might be consolidated with any other railroad. There was some adverse criticism from business interests in Galena and Dubuque, but Platteville's new opportunity was accepted here with great enthusiasm. Unfortunately, the advent of the Civil War retarded its development for some years. Building was resumed after the war and over 100 Platteville citizens, anxious for immediate completion, volunteered to work on grading and track laying without pay. The line was finally completed in 1870.

Economic well-being was a predominant factor in the lives of most people in the Platteville area, but physical health was also a matter of importance. Generally, most Americans in the early nineteenth century accepted physical ailments and chronic discomfort as facts of life. They relied chiefly on a host of home remedies and "doctored" only when other means failed. Bilious fever, intermittent fever, ague, and respiratory infections were tolerated in due course, although people were no less grief stricken when death occurred. Frederick G. Hollman, for example, was fortunate in maintaining good health and lived a long life, but five of his nine children died before he did. The oldest daughter died of pneumonia, and four of the boys had accidents, including one who burned to death. Farm accidents, wagons capsizing, and attacks by wild animals were common fare on the frontier. Undoubtedly, a number of infections resulted from large manure piles which were often too close to dwelling places.

Joseph Jackson Bayse, a long term resident of the area, engaged in farming and mining, but devoted most of his adult life to

medical practice. His background and experience as a physician was typical of most doctors in frontier communities. Born in St. Louis, Missouri in 1799, he moved with his family into the interior shortly after the Louisiana Purchase. As a youth, he followed in his father's footsteps as an itinerant Methodist preacher and a general practitioner, largely self-taught. During the early 1830's, his brothers James and Seth migrated to the Upper Mississippi lead region between Dubuque and Grant County, where large numbers of former Missouri lead miners had gone. In 1836, Joseph Bayse and his family joined them in the combined occupations of farming, mining, preaching, and medical practice. Dr. Bayse was a very popular and successful "horse and buggy" frontier physician. What he lacked in professional preparation, he made up for in kindness and sympathy for his patients. He traveled long distances in all kinds of weather and usually had many of the illnesses with which his patients suffered. On one occasion, his brother Seth reported to the family in Missouri that Dr. Joseph had the ague to such an extent that he shook all of his teeth loose. In fact, the doctor and his family had the malady for three or four weeks at a stretch. In writing to a member of the family, Joseph Bayse described his antidote for a common remedy for arthritis or rheumatism. Since "turpentine may injure the joints and destroy the bones, I recommend an antidote. I use—six ounces of sulphuric ether, one ounce of laudanum, two ounces of alcohol, and one ounce of best oil of lavender." Apparently, the latter ingredient was used to dissipate the fumes of turpentine. It is known that Dr. Bayse was one of the first physicians to perform major surgery in the Platteville area. On one occasion, he performed an operation on his own grandson, who was born with crippled feet (probably club feet). He cut the short cords on the instep, put the boy in braces, which made it possible for the boy to lead a normal life.

Other men who were practicing in the Platteville area about the same time were John Bevans, J. C. Campbell, Dexter Castle, and a Dr. Russell. Their training was comparable to that of Dr. Bayse and except for Dr. Campbell, all enjoyed good reputations and long lives. It is suggested that Dr. Campbell "killed or cured with lobelia or steam." All became involved in the smallpox epidemic which struck the Platteville area in 1843. Innoculation was not common at the time among frontier people, who fre-

quently were seriously affected when their community's ecological balance was upset. It was believed that the virus was carried into town by a merchant who had visited Milwaukee and who stayed at the Platteville Hotel. Two of the first deaths occurred in the vicinity of Second and Mineral Streets, one of them a resident of the Hotel. According to a contemporary custom, insisted upon by the man's widow, the casket was left open and put on display in the lobby. By this means the virus was thought to have been spread. It was estimated that about half of the Platteville population of 500 was affected, and about 25 persons died. Public panic brought about nearly compulsory innoculation, so that the effects of the disease were not so widespread. But in the aftermath it was contended that the crash program did more harm than good. Some contended that the doctors were unable to distinguish between real and spurious symptoms and thus treated the alleged victims improperly. Also it was suggested that some of the vaccine used was of poor quality, and no protection was afforded when protection was desperately needed. Two well-known and respected businessmen, Hodges and Laughton, traveled to Galena many weeks after the epidemic had subsided, and registered at the American Hotel. Within a few hours, the proprietor was forced by public clamor to evict them at arm's length, but graciously informed them that they would not have to pay for their lodgings.

Between 1832 and 1834, there was a wide-spread epidemic of Asiatic Cholera in the West, confined largely to the Mississippi Valley region. There was some evidence of the disease in the vicinity of Dubuque and Prairie du Chien, and its transmission was attributed to the flow of migration following the Black Hawk War. Fortunately, there was relatively little new migration into Platteville for several years, and there were only one or two isolated cases recorded. The western epidemic of the 1850's was also severe, but again the main stream of western migrants bypassed the Platteville area for the most part. However, on these two occasions, there were expressions of fear and concern lest so awesome a plague strike the community. On the other hand, as previously indicated, there were epidemics of various types of fevers, which were as devastating as any other disease. It was not likely that any of these fevers were insect borne, but on the other

hand, it is quite probable that contaminated water supplies caused more than one outbreak of fever.

Without question the community was concerned about its health and frequently gave thanks for the enjoyment and benefits of good health, when it was observed that communities elsewhere were frequently unhealthy. Letters from Platteville residents to relatives and friends in Illinois, Missouri, Iowa, and Kansas, suggest that great stock was taken in the healthy climate in Wisconsin, notably the reasonably cold, long winters and relatively warm, short summers. Others suggested that clean living was the answer. Horseback riding, it was suggested, was great exercise and stimulated the circulation. Others claimed that daily doses of purgatives or mineral oil aided in maintaining or restoring health. Still others placed great faith in non-alcoholic fruit juices, one of them Dr. J. J. Bayse who dispensed "pure, free from alcohol grape juice" to his patients. Fern Green suggested in a letter to the editor of the *Independent American,* that men should give up their filthy tobacco chewing habit and enjoy better health. Another reader of the *Independent American* suggested that a "master evil" of the day was sleigh-riding because it led to consumption and ruined people's health. A storm of controversy raged for some weeks on the subject with the majority of writers and the editor standing in favor of the benefits of sleighing. The editor wryly remarked that 1857 was the best of all years, in that there had been 120 good sleighing days during the past season.

There appears to have been as much concern about hogs and other livestock running loose as any disease. A number of newspaper editorials suggested that the spread of hog cholera and other disease resulted in addition to the situation's creating a public nuisance. The Village Board passed and re-passed ordinances many times to prohibit pigs from running at large. Enforcement was oftentimes the major problem, even when a $1 fine per hog was imposed. The identity of hogs' owners was difficult to determine, and the hogs had enough homing instinct to return to their own yards after a day on the town. In 1854, the town marshal built a public pound and announced that he was rounding up all hogs, which could be reclaimed by their owners at $1 per head. There was no indication that there would be a roast pork barbeque if there were any unclaimed hogs. Once or twice, there

were threats of hydrophobia, and in 1854 a mass meeting of Platteville residents resolved to have the marshal shoot all stray dogs and cats during the month of April. The following year it was reported that Mr. P. B. Hendershot's cat and dog died, the latter after biting a calf. A girl, who later fed the calf, got some of the froth on her finger and supposedly was infected. She was taken to Ellenboro where a "mad stone" was placed on her finger, and although there were indications of her being infected by the virus, she showed no signs of the disease otherwise. Finally, an indication of progress toward organized control of public health problems was seen when in July, 1860, the Board of Trustees of the Village passed a resolution that they would act as a Board of Health in the application of existing ordinances involving the health and well-being of its citizens.

Whether for sanitary or moral reasons, Platteville made ample provision for burying its dead. One of the earliest cemeteries was located near the site of the present post office and Masonic Hall. Later a plot was set aside in the area east of the old brick school, between Fourth and Court Streets, which at the time was a considerable distance from the residential area. Another was located where Broadway turns into the Mitchell Hollow Road. In the 1840's, an Association was formed and a new plot was laid out on the site of the present Hillside Cemetery. When it appeared that the latter location was inadequate, and perhaps inconvenient since the Rountree Branch had to be spanned, a new association was formed and $230 was subscribed to purchase ten acres of land in the school section (#16) west of town, the site of present Greenwood Cemetery. One early resident reported that funerals were a normal matter in everyday life and that there was little ceremony involved. A carpenter was hired to fashion a crude coffin from two boards, the remains were loaded on a one-horse wagon, there being no hearse, and relatives and friends proceeded to the cemetery where a couple of miners had been engaged to dig the grave. Since there was a shortage of ministers, frequently, someone in the party recited the Lord's Prayer and the services were concluded. It was not until 1856, that the monument business started, when A. L. Burke opened a marble shop on main street. He later sold it to O. A. Boynton who in turn disposed of it to A. L. Rogers. Theretofore, rather crude sandstone markers, or imported markers were used. It appears, from newspaper records,

that one of the major functions of the Cemetery Associations was to erect and maintain fencing to keep hogs and cattle out, and to cut grass and noxious weeds in the cemeteries.

Intemperance appears to have been one of Platteville's earliest and most pressing health problems. Early inhabitants have indicated that most miners spent most of their earnings on liquor every Saturday night and most of Sunday morning. Election days, fair days, and special holidays generally called for a prolonged celebration spell. At first, there was relative freedom in the sale and acquisition of liquor, the only restriction being no liquor for Indians. While most storekeepers carried a ready supply, it could also be obtained from traveling peddlers or from some enterprising soul who had his own still. No form of control was exercised, except a nominal geographical concentration of the majority of grocery stores being located on Grocery Street. The situation may be viewed as typical of most frontier mining communities, where license rather than liberty prevailed.

Shortly after Grant County was established by the Territorial government, steps were taken by the County Board to install liquor licensing procedures, primarily for the purpose of collecting fees in the county's revenue program. Four grocers in Platteville were licensed in 1844. They were: Ben A. Farmer, S. M. Hammonds, John Symonds, and Thomas Stephens. Undoubtedly, there were others who carried liquor illegally, as well as supplies of beverages with lower alcoholic content. Some concern was expressed by numbers of residents, prior to and following the licensing program. They objected to the unrestrained revelry and disturbance of the peace on Grocery Street. A number of prominent citizens and clergy protested to the Village Board, shortly after it was formed, but to little avail.

In the meantime, Platteville was being populated with a larger percentage of church affiliated business people and farmers. Many of them had been influenced previously by the national temperance movement which was taking place in the 1820's and 1830's. While there was no strong national organization at the outset, still there had developed strong, local temperance societies in the northeastern states particularly. Beginning in 1826, the American Society for the Promotion of Temperance attempted to coordinate local reform efforts. It is estimated that by 1835, there were over 5,000 local chapters with a membership of more than a

million. Members were merely required to take a pledge to refrain from the use of heavy intoxicants and to set a good example for others. Within a decade, however, the moderates were left in the wake and adherents to the movement urged total prohibition through restrictive legislation. Northeasterners, thus, who migrated to Wisconsin in the 1830's carried with them a strong belief in temperance, if not total abstinence. A large number of the local temperance chapters were formed in the Wisconsin Territory, consisting mainly, it appears of those affiliated with the Washingtonian Movement, or Cold Water Army, which advocated militant, prohibition. One such organization was formed here as the Grant County Washingtonian Temperance Society and held its first meeting early in September, 1846.

There was no adamant opposition to liquor or prohibition in the conclaves of the Constitutional Convention, but shortly after the first meeting of the legislature after Wisconsin had become a state, an act was passed in 1849 to require every liquor dealer to post a $1,000 bond "on which he could be sued for damages either to the community or to an individual resulting from his sale of liquor." The foreign-born element, especially the Germans, resented such an intrusion on their privacy and maintenance of native customs. The act was strengthened the following year, but still there were no prosecutions. In 1851, a new liquor law was passed, repealing earlier ones, and establishing a lighter licensing and bonding fee, however, many temperance advocates pressed for additional legislation comparable to the "Dow Law" recently passed by the Maine legislature. During the 1852 campaigns, both Whig and Free Soil candidates stumped on a strong prohibition plank, while the Democrats ignored the issue. While the prohibition candidates were generally defeated, a referendum for prohibition was passed by a 3,000 vote margin, which the new legislature ignored. The 1855 legislature passed a prohibition law, but Governor William A. Barstow vetoed it.

In the meantime, the Platteville Village Board was acting to solve its own problems. In January, 1850 it passed a resolution that it would not grant licenses (after the termination of existing contracts) to any person to keep a grocery within the corporation limits of the Town of Platteville. The motion was passed unanimously, including the vote of Thomas Stephens, a grocer. Subsequently, there was relatively little evidence of an intemperance

problem, although the local newspaper continued to report on legislative action on liquor licensing. A number of deaths attributed to over-indulgence were reported, perhaps more as a warning than as an indication of a serious outbreak of intemperance. The Village Board passed a new resolution in July, 1852 for the suppression of drunkeness, by providing for a special jail for offenders. Some tempers were ruffled when, according to the editor of the *Independent American,* "some villain, a few nights since, while under the influence of whiskey of the D—l sawed down the Liberty Pole in this town. . . . when the guilty one is taken he should be tied to the stump and receive 30 stripes, well laid on."

Throughout the late 1850's, the Village Board continued to pass resolutions condemning drunkeness and restricting licensing with modest success. The *Independent American* kept up its attack with timely messages on recent deaths due to alcoholism, persuasions to parents to curb their children to keep them from "smoking, chewing, profanity, and drink." The results of a number of suits emanating from violations of existing Village and State Laws were spread boldly in the newspapers. Editor Page remarked, "There have been too many people intoxicated lately for a town where no liquor is sold." In the case of an accidental death of a man who was drunk and drove his wagon too fast down Rountree's Hill, Page commented, "Does no responsibility attach to those who dealt him the deadly poison?"

The local Temperance Societies continued to meet and carry on their educational program in the face of a mounting illegal liquor trade in the Platteville area. A large number of meetings were held in Temperance Hall over P. D. Hendershot's store, where lyceum programs and debates were frequently held on the subject of temperance. In December, 1854 at the annual meeting of the Grant County Temperance League, and its affiliate the Platteville Son's of Temperance, Josiah L. Pickard, Headmaster of the Academy, was elected one of the fourteen district Vice-presidents of the League. A number of guest speakers appeared on the 1855 lyceum lecture series, including Mrs. Sarah R. Shepherd of Beloit, a noted temperance worker. Editor Page commented enthusiastically on her message, but thought it extremely inappropriate for women to display themselves, as Mrs. Shepherd did, before mixed audiences. Page's concern seems to have been

extended when he reported with considerable chagrin that a group of Platteville ladies had attacked a liquor store, spilling large quantities of liquor there and gaining considerable notoriety unnecessarily.

Beginning in 1860, the Village Board resumed licensing retail and wholesale liquor dealers to the extent that eight persons were granted such permission within Platteville. At the same time, better enforcement procedures were established, and it was decided to meet the matter head on, rather than trying to suppress an insidious undercurrent of untaxed, illegal liquor distribution. At the same time, the Board issued a "blacklist" to liquor dealers, enjoining them not to sell spirits to certain, named individuals. The temperance movement continued, but it paled considerably beside two more virile movements in stemming the tide of secession and abolishing slavery. Efforts to restore statewide prohibition would be resumed after the Civil War, but actually many years passed before the noble experiment was undertaken on a larger than local scale.

Despite preoccupation with earning a living, staying alive, and engaging in occasional flings into the headier realms of social welfare, the people of Platteville engaged in a variety of recreational and social activities. Closely connected with the establishment of saloons in the early years, there were a large number of gambling opportunities. Most saloon keepers provided facilities and personnel for games of chance, dice, cards, billiards, and Keno. The latter appears to have been an early form of Bingo. Reading between the lines of early nineteenth century accounts of the rough and tumble life on Grocery Street, one may conclude that there also were prostitutes available at nearby hotels or rooming houses. Newspaper accounts reflect a large measure of Victorian prudery, but at the same time, the Village Board passed resolutions in respect to penalties for keepers of disorderly houses. When liquor sales were brought under moderate control and when family life and other institutions were established, the revelry of the single miners diminished somewhat.

Early each spring, when winter's traces had almost disappeared, impromptu horse races were held among the owners of better than average animals. Significantly, the tradition or stereotype of Kentucky horse breeding seems to be borne out in the interests of a number of people from the Blue Grass State, many of whom had

sallied into the lead region directly from Kentucky or indirectly from Missouri. Inevitably, gambling was associated with racing, and a large number of bookmakers and professional con-men appeared to join the saloon keepers and card players in fleecing the miners. One of the earliest tracks in the area was located at Sugar Bowl Mound, where a half mile track circumscribed the hill, which was used as a grandstand for the spectators. Later, a track was laid out closer to town, about one quarter mile North East of the present Country Club. It was there in 1848 that a most illustrious race was scheduled between horses owned by Jacob Hooser and J. R. Vineyard, Hooser's horse "Big Ann," was the favorite, but Vineyard allegedly bribed the jockey to lose the race. Hooser learned of the plot, but did not reveal it until the last minute. In the meantime, he kept raising the stakes, finally wagering all his money and property, and hiring a substitute jockey a week before the event. On the day of the race, Hooser exposed the bribery plot by replacing the regular jockey with the substitute and refusing to allow Vineyard to withdraw. The race was run, "Big Ann" won easily, and Hooser increased his holdings by several thousand dollars. Hooser and "Big Ann" retired from racing, and presumably Vineyard learned a valuable lesson in sportsmanship. Others were not so fortunate and sizable sums were wagered and lost to the bookmakers on "ringers" entries.

Independence Day was for most Americans the most important holiday in the year and was celebrated no matter how far they were removed from the main stream of society. It is estimated that the first celebration in the lead mining region occurred on July 4, 1826 at Galena. The whole population, about 150, boarded the steamboat "Indiana" and steamed down to a large Sauk Indian settlement at the mouth of Catfish Creek on the Mississippi just below Dubuque. Platteville's first celebration took place in 1836. Stephen O. Paine and Lorenzo Bevans, both early settlers, were the main speakers. A feast, including a barbecued ox, attracted a great many people who certainly must have been much elated over Wisconsin's having become a Territory on July 3. The following year, a mammoth celebration was staged at Cassville, temporary, but hopeful, seat of government for the newly established Grant County. Subsequent celebrations usually featured some ceremony around the "Liberty Pole" in the public square, where Sunday School Classes generally presented a pageant of some sort. Spirits

were dampened somewhat, as previously noted, when some culprit sawed down the "Liberty Pole." It was replaced in 1855, when H. Hurlburt donated a 124 foot pole to the Village Board. The pole had been cut on the north side of the Wisconsin River, taken by water to Muscoda, and thence overland to Platteville. The Independence Day celebration was duly held with the installation of the new pole. Another disaster occurred, for a year later the editor of the *Independent American* was spearheading a fund raising campaign for a new pole. Nothing materialized, apparently, for July 4, 1856 was reported as a very quiet day, except for a large number of people who went fishing. Lancaster, Elk Grove, and Tafton, however, reportedly had appropriate ceremonies.

In 1857, enough money had been collected to finance a new liberty pole, one to be fabricated with several sections for greater stability. By July 3, the job had been completed and all was in readiness for a grand occasion. Between midnight and dawn the noisemakers had started firing their pistols, rifles, and crackers, and at sunrise the flag (slightly faded and in need of replacement) was raised to the top of the flagstaff. The town's cannon was dragged to the public square and fired intermittently for the rest of the day. A baby carriage parade and contest was held for the younger citizens, and a few short addresses were given, but people generally engaged in small intimate activities for the day; going fishing, visiting relatives, gathering at the ice cream shop, or for some, spending the day on Grocery Street. Mr. McWilliams put on a banquet at the Union Hotel, facing the public square, and the Academy sponsored a fireworks display on their grounds that evening. With some remorse the *Independent American* reported that over 5,000 people had gathered at Darlington for a sensational celebration. Some added incentive for formal celebrations was apparent after the beginning of the Civil War, when allegiance to the Union and principles of the Declaration of Independence were reinforced. Various organizations participated in planning for the event, and it became a matter of some pride and importance to be elected president of the day. Such an honor was accorded to Major John Rountree in 1864, when there were probably a large number of military men and veterans in the area.

Other holiday observances included Thanksgiving Day, Christmas, and New Year's Day. A national Day of Thanksgiving

was not regularly established until President Lincoln inaugurated the practice of issuing an annual proclamation in 1863. Prior to this, a number of Presidents had issued proclamations on rare occasions, although a large number of Governors among the northern states had instituted the practice on a regular basis in the early nineteenth century. Undoubtedly, Platteville's large Yankee delegation had transplanted the colonial practice in connection with successful harvesting very early in history of the village. After statehood was realized, the Governor generally issued a special proclamation several weeks in advance of a date late in November. Far more glamorous and exciting were the host of celebrations during the Christmas season, when Platteville's Society gathered in large numbers at various places for cotillion parties and dances. Some were livened by the flowing bowl, while others simply featured large quantities of music, food, and dancing. In 1853, for example, Major Rountree entertained several dozen people at his spacious home, while another group gathered for a fancy dress ball at Butler's Hotel, where it was reported the twenty-eight couples filled the ballroom (before later adjourning) to a sumptuous banquet. Dr. J. J. Bayse held a special New Year's Party for all the widowed ladies in town, and the Odd Fellows Lodge held a party for their members and guests. At various other times during the year, dancing parties were sponsored by a great number of business leaders in their homes or at one of the hotels. One such event was staged as a "Leap Year Party" in August 1860, for eligibles to become better acquainted.

Circus Week was one of the most colorful events of the year Early residents, of course, were familiar with traveling spectaculars which had originated in the Northeast. When transportation facilities were extended into the Midwest, a number of organizations conducted an extensive tour circuit to outlying districts. One of the first to visit Platteville was Raymond Waring's Great Zoological Exhibition on August 4, 1846—

> Doors open from 1 to 4 P.M. Adm. 25¢. Children under 10 years of age 15¢. On entering each place of exhibition, the menagerie will be preceded by the grand novel spectacle of an elegant music car, drawn by a noble Elephant, containing a superior band of musicians, who will enliven the scene by executing a variety of favorite pieces of music.

Thereafter, Raymond and Company's Mammoth Menagerie made almost annual visits to Platteville. Other companies found

their way by railroad and wagon too. When Spaulding's North American Circus came to town in 1848, J. L. Marsh commented generally on such kinds of entertainment and concluded that most were a waste of time and money. Perhaps he was reminded of Barnum's epithet of "one being born every minute," although he was quite enthusiastic about Raymond's show in July, 1852, when a "wonderful crowd of 4,000 to 5,000 people attended." Barnum's Grand Colossal Museum and Menagerie visited in August, 1853 and the following year both Franconi's Colossal and the Hippodrome came to town. In 1856, North's Circus came through in May, H. Orton's Great Badger Circus in June, and Herr Dreisbach's and Company's Circus entertained in August. Three other circuses played in Platteville during the summer of 1857, the last being Spaulding and Rogers' Circus, which featured a forty-horse team in a grand parade down Main Street. For years thereafter, Platteville's youngsters could look forward to at least one such entertainment, especially when Wisconsin became something of a circus center in the late nineteenth century. Youth never tires of seeing the display of wild or unusual animals, of packing into the big tent and thrilling to the daring exploits of the riders and acrobats, of laughing at the antics of clowns, and being excited by the sounds of stirring martial music. Perhaps, too, there was a certain amount of local pride, when Mr. F. W. Shadick, a Mineral Point teamster came through with a number of shows. Shadick, born in Cornwall, was seven-feet-four in height and was billed as the "Scotch Giant" and "Strong Man." He was reported to have been able to lift three hundred pounds of pig lead over his head. Many were saddened to learn of his death, while on exhibition in 1854 at LaPorte, Indiana.

Not all entertainment centered on the spectacular, however. One of Platteville's earliest institutions was a Lyceum Society, which was organized in 1840 as a joint stock company, headed by a Board of Trustees. Their chief difficulties involved getting enough regular subscribers to plan programs and to secure accommodations for them. The organization particularly wanted to have its own Hall for meetings and programs, and consequently most of their energies and discussions were directed toward that end. At the outset, the programs were chiefly discussion and debate activities among the members on such topics as "Are males more benefited by a finished education than females?" or "Are

men governed more by a sense of justice than a fear of punishment?" Relatively few outside programs were booked because of travel problems and relatively high costs beyond the organization's ability to pay. Traveling clergymen were frequently invited to appear for modest sums, inasmuch as they had other engagements in the area at the same time.

A new organization was formed in the early 1850's as the "Mechanics Lyceum," whose members were largely drawn from the working class and whose interests were chiefly confined to economic and political issues. Generally, Lyceums were then organized on an annual rather than a continuing basis. A series of good programs were provided for general rather than specific interest, so that both speeches, or debates, and music were included in the presentations. In 1857, a group of Kickapoo Indians presented an exhibition and gave a program on tribal customs. There was considerable interest in that these Indians were among the original residents of Southwest Wisconsin. Potter, a juggler and magician, presented an outstanding program in December, 1859, and several years later The Titus Family presented a concert at Rountree's Hall. Other events were scheduled in church buildings, the main hall of the Academy, Hendershot's Hall, the Masonic Lodge, or the Odd Fellows' Hall.

Music played an important part in people's lives. Many an evening was spent in family gatherings where one or more members played instruments or sang songs together. An indication of material progress is seen in the increasing number of pianos, harmoniums, and stringed instruments which are mentioned in family correspondence and newspaper stories. A surprisingly large number of people were reputed to have had excellent voices and a number were classified as professional. In 1845, a brass band was organized under the direction of G. P. Abel, and several years later a Platteville Music Association was formed. In 1854, a special subscription drive was held to raise money for band instruments. Apparently it was successful, for in 1855, it was noted that there were two brass bands in the town. The old band of nine members was led by the Mann brothers, and the newer one of eleven members was led by Mr. King. The former was designated as the "miners band" for a number of years, but both presented concerts at frequent intervals. In addition, a group of citizens organized a theatrical troupe as a source of recreation.

They presented programs not only in Platteville but in a number of neighboring towns during the 1850's. Possibly influenced by veterans of the Black Hawk War and the Mexican War, and following the traditional New England practice of maintaining a local militia unit, a number of townsmen organized a Volunteer Artillery Unit in 1853. The following year, the organization expanded, arms were procured, and regular drill sessions were held.

Mining activities were Platteville's first main stock in trade, but, as indicated previously, agriculture soon became the chief means of livelihood for most people in the area. One of the earliest organizations formed was an Agricultural Society, first on a local basis and later on a county basis. Beginning in the late 1840's, the Platteville Agriculture Society scheduled annual stock fairs. Regular meetings were held during the year, at which times discussions were held on subjects of importance to stock raisers and other farmers. The big event of the year was the horse and cattle show, for which prizes and premiums were awarded for the best bull, the best milk cow, the best mare, and the best stallion in various age brackets. In later years, the fair activities were enlarged to accommodate all members of the family, especially the wives whose needlework and cooking were appraised and commended.

Fraternal orders may be considered as a typical establishment by which to judge the social and cultural process of village development. Again the person of John Rountree looms large in the development of the Masonic Lodge in Platteville. Like many other young men, Rountree had been forced by circumstances to neglect his Masonic duties in such an isolated place as Platteville, although he did occasionally attend ceremonies in Galena, where in 1828, he received his Master's Degree. As soon as a sufficient number of Masons appeared in Platteville, Rountree led the way toward establishing a lodge here. Melody Lodge Number Two, the second one in the Territory, was chartered by the Grand Lodge of Missouri in February, 1843. For a short time, meetings were held at the old Academy Building on Bonson Street, but at the same time, the lodge purchased a log building from Samuel Moore and established headquarters on the corner of Bonson and Mineral Streets; on the site of the present Congregational Church annex. The log cabin was used for three or four years, while plans

were being made for a permanent accommodation. In 1846, the lodge purchased a lot and erected a brick building on the corner of Court and Pine Streets. The Masons used the upper floor and leased the lower floor to the Odd Fellows, a German Society, and other fraternal organizations. In ensuing years, Masonic activities were prominent in the town's life for both public and private occasions. The I.O.O.F., previously mentioned, was chartered as the Lily of the Mound Chapter in the spring of 1846. This group occupied the lower floor of the Masonic Building until 1912, when they erected their own facilities.

Reading was considered a useful pasttime, and to this end a group of citizens organized The Platteville Social Library in the summer of 1829. Funds were raised by selling shares, which entitled the shareholder to free use of the facilities. A reading room was established, but moved from place to place as circumstances demanded. By 1840, it had about 135 volumes of elementary, historical, and philosophical works; but one shareholder bemoaned the fact that the collection was showing considerable wear and needed immediate attention. In addition, an outstanding debt of $100 needed to be raised to carry on. It was at this time that such persons who would usually support a subscription library were being prevailed upon to aid in the support of the new academy. At the same time, funds were being directed towards a number of other worthy ventures, including the development of churches.

A church is one of the most difficult institutions to establish in an isolated, frontier community. It takes time, effort and money, where little are to be had, and on the surface produces no marketable crop. This is not to say that pioneers were always irreligious or sacriligious, although early nineteenth-century missionaries were genuinely concerned about the state of affairs in the West. Perhaps, it might be noted that easterners were generally more concerned about the matter than were the frontiersmen themselves. Most denominations, from earlier experience and observation, believed that the West harbored a large percentage of lawless, ungodly men who had rebelled and escaped from the control of decent society. While they were concerned for their souls, they were more concerned for the moral safety of countless numbers of church affiliated pioneers. Easterners feared that the absence of western churches alone imperiled their own safety, and

too, the major Protestant denominations looked askance at the inundation of Irish and German Catholics into the Mississippi Valley with the view that Protestants might be tainted, or worse, converted to Catholicism by default.

Driven by motives of fear and impelled by missionary zeal, which varied from one denomination to another, Protestants formed a number of societies to combat ungodliness on the American frontier. Congregational and Presbyterian churches combined to form the American Home Missionary Society, whose 1835 budget was $100,000, which was used for subsidizing church development and clerical salaries in the West. Other church groups formed similar agencies, and generally cooperated with one another chiefly to combat Catholicism rather than to establish a united frontier *per se*. While their chief targets were Indian settlements, they did not overlook the opportunities for converting or reclaiming lost white souls. The earliest contacts in Wisconsin were through established communities in or near western military posts, where their missionary personnel often were official or semi-official chaplains.

At the same time, the Methodists particularly had developed an aggressive technique of servicing the frontier region through their circuit riders. At first these men existed largely on the substance of "their calling," although by the 1820's, they were being subsidized by eastern church groups. In 1819, The Methodist Missionary Society had been formed, but until 1832 the church's work in the West was taken care of largely by circuit riders or lay preachers. For example, Colonel Samuel Ryan while stationed at Fort Howard, near Green Bay, had undertaken to provide Sunday worship services for his personnel and local civilians. In 1832, the General Conference resolved to extend its work among the Indians in the Northwest and to that end, Reverend John Clark was sent to Green Bay, where a large number of Oneida Indians had been transplanted and where important groundwork had been laid by Colonel Ryan. Together they effected a number of conversions and established a church.

In the meantime, in 1828, Reverend John Dew, a member of "the Illinois band," had been sent to Galena to establish Methodism in a community which commanded the entire lead region. Using Galena as a center of operations, Dew made a number of trips to the diggings to the north, presumably to Platteville too.

While in Galena, he performed the marriage ceremony between John H. Rountree and Mary Grace Mitchell in August, 1828. Miss Mitchell's father, Reverend Samuel Mitchell, was a Methodist clergyman in southern Illinois at the time and her brother, John T. Mitchell, was working under the auspices of Missionary Society in the West. It was through these human links, chiefly Mrs. Rountree, that the first religious body was organized in Platteville. Having been visited a number of times by circuit riders from Galena, including Reverend J. T. Mitchell, it was concluded that a class should be formed in Platteville. In 1832, Mr. and Mrs. Rountree, Mr. and Mrs. W B. Vineyard, Miss Paine, and Mr. McMurray were addressed by Reverend Smith L. Robinson and formed into a relatively permanent congregation. Because there were still Indian difficulties, Reverend Robinson departed, but was replaced by circuit riders Barton Randle and John T. Mitchell during the next year. John Rountree donated a log cabin, which was remodeled for worship purposes, and in December, 1833, it was dedicated formally in the presence of the "congregation" of six. Platteville was not supplied with a regular clergyman for a number of years, but was cared for by a succession of circuit men, including John Mitchell who lived with his sister's family and Reverend Samuel Mitchell who retired to Platteville in 1836. In 1834, the Rountree cabin was abandoned because it was too small, and for the next three years church services were held in the schoolhouse southwest of town. During this period the size of the congregation increased to one hundred and thirty and a building fund of $1,200 was raised for a new structure on Rountree's property on Main Street. It was completed at a cost of $2,600 and served as the Methodist Episcopal Church in Platteville until 1845 when the congregation outgrew the accommodations and built a new brick building on the corner of Main and Chestnut Streets, the site of the present, more recent structure.

In 1839, a second religious body developed in Platteville, when a group of nine people met in a private home to form a Presbyterian Society. They rotated their meetings from house to house and conducted services under elected elders. In 1840, the part-time services of Reverend Solomon Chaffee of Mineral Point were secured for alternate Sundays, but the following year Reverend James Gallagher was assigned to conduct revivals in the area, so that the membership was augmented to thirty. During this

same period, the group, led by Reverend A. M. Dixon was involved in the development of an academy, which will be treated more fully later. However, it is significant to note that this venture gave the Presbyterian group a more solid footing in the community, if only that they were able to use their school building for worship services also. By 1846, the status of the congregation had progressed to the point that they were able to erect a separate church building on the corner of Bonson and Market Streets. In July, 1849, another significant change occurred, when according to an agreement among the national bodies, and by action of the state legislature, the congregation by unanimous vote decided to change the name and form of their church from Presbyterian to Congregational. Much of the success of the parish thereafter was due to the untiring efforts of Reverend John Lewis, 1847–1860.

During the 1840's, four new religious bodies were established in Platteville. Fr. James Causse, a priest from Potosi, said Mass and performed services in the homes of several communicants in Platteville beginning in 1842, as he did in countless other parts of Grant County. The following year sufficient funds were raised to erect a frame building, twenty-four by thirty-six, on a lot donated by John Rountree. The church was dedicated that year, but the congregation, consisting chiefly of Irish miners and their families, was not sufficiently large or prosperous to establish a parish until 1870. Until that time, St. Mary's was served as a mission church by Potosi or Mineral Point parish priests. In 1843 or 1844, a group of people gathered around Reverend Lazembee, to form a Primitive Methodist body. The Primitive Methodists represented a division within the Wesleyan body in England, where camp meeting techniques had been condemned by the parent body. The Primitive Methodists doctrines were not introduced into the United States as a separate sect until 1832, but the group in Platteville was strong enough in 1847 to finance a church building near the corner of Cedar and Second Streets. The group expanded considerably between 1850 and 1860 and they were able to replace their frame building with a thirty-five foot square brick edifice.

Beginning in 1847, the Disciples of Christ or Campbellites initiated meetings in various homes, led by J. P. Lancaster. The

Disciples represented a split from a number of Protestant denominations, chiefly Presbyterian, in the early 1800's on the issue of baptism by total immersion. Their leader, Thomas Campbell, donated his name to the following, which spread rapidly throughout the western frontier establishing schools and colleges and attracting members with the principles of immersion and strict adherence to the authority of the Bible. The Disciples, including the Campbell, Tibboot, Smekler, Whitaker, Chatfield, and Wannemaker families in Platteville, prospered to the point that they were able to purchase a frame building from the German Methodists in 1862. The latter group, comprising the Spink, Nehls, Wellers, Boldt, Rige, and Niehaus families, led by Reverend H. Whithorne, built a church for $500 on the corner of Cedar and Second Streets in 1848. The lot was donated by Major Rountree. In 1862, after selling their holdings to the Disciples of Christ body, the German Methodist Church moved to a new site on the corner of Furnace and House Streets (now North Court Street). In 1850, another group of German speaking peoples organized the German Evangelical Church of Platteville, but soon thereafter changed their name to the German Presbyterian Church. They built a substantial brick building on the corner of Cedar and Green Streets (now Chestnut Street). Their first pastor was Reverend John Bantly and the founding families were J. J. Brodbeck, M. Brucher, J. V. Carl, C. N. Doscher, C. M. Firt, John Kolb, and V. Fritz.

Another German Church body was established in the mid-1850's when the Evangelical Church became Presbyterian. Two Lutheran ministers from Dubuque, Reverend S. Fritschel and Reverend Beckels, were traveling on foot to Monfort to contact some Lutheran families. Bad weather conditions diverted them from their route and they arrived in Platteville, where they discovered that there was no Lutheran Church, but that some families recently departed from the Evangelical Church were desirous of establishing one. Reverend Fritschel carried the burden with bi-monthly trips from Dubuque and within a short time, by 1855, a regular parish was incorporated here. The following year, a church building was started on a lot donated by Henry Carl, but Reverend Fritschel was replaced by Reverend Burk who saw the building project through to completion. In successive years, as

was the situation with most frontier churches, there were frequent changes in pastors, but the church body continued to thrive and grow.

Finally, one other religious group established roots in Platteville, although because of the nature of its governing body it did not come to full bloom until the Civil War era. A number of Protestant Episcopal Church members had migrated into Platteville, with the second surge of population expansion. One of them George Laughton arranged to have meetings in his home, and on rare occasions, ministers from Galena or Lancaster traveled here for special services. On those occasions, accommodations were arranged in other churches. For example, on June 5, 1853, Reverend E. Williams conducted Episcopal services in the Methodist Church at 11:00 A.M. and 3:00 P.M. Similar arrangements were made in subsequent years, but without a church building or a pastor it was impossible to develop a large congregation. It was not until 1862, that sufficient funds were raised to consider planning and erecting a church, which was completed by 1865. It is reported that a man named Kimball, perhaps knowing of the origins of Episcopal Churches in Lancaster and Galena, scoured the eastern United States for funds for the purpose. Connected with the earliest Episcopal service recorded at Platteville in 1852 is a legend of a legend. There was a notorious Reverend Eleazar Williams of Indian stock, who had grown up in the Green Bay region, where he became connected with the Episcopal Church. For over twenty years, he was intimately connected with the Oneida and Stockbridge Indians, but because of mismanagement of their affairs and his wife's property, he was discharged from his duties. In 1850, he was granted a small salary and permission to preach to the St. Regis Indians near Hogansburg, New York, where he died in relative obscurity. In 1853, he appeared briefly at the center of the human stage to proclaim to all who would hear that he was the lost Dauphin of France, who reportedly had died in prison in France in 1795. Few believed him at the time, in fact many engaged in a concerted effort to gather documentary evidence to prove that his claim was false and that he was demented. Apart from his incredible story, it seems unlikely that he would journey from New York to a remote corner of Southwest Wisconsin at the very time he was creating such a stir.

Thus, within a generation from the time of earliest settlement,

the major social and political institutions had been established in firm ground in Platteville. The population had grown from a handful of prospectors to over 2,800 in the township, including some 1,500 village residents. Not all were deeply enmeshed in the substantial movements to provide religious facilities, to curb intemperance, to provide transportation and communication, or to promote self-government. The leadership for each and all has been identified, but ultimately their efforts would have failed without the nominal support of a majority of the citizens in the area. It may be stated then, that a community identification had evolved, and prompted by prosperity minded newspaper editors, had produced considerable tangible evidence of permanance and future growth potential. Yankee morality intertwined with frontier courage goaded the second generation into more progressive development of existing institutions. Despite the calamity of the Civil War and of the consequent decimation of a substantial portion of the young male population, the community retained its optimistic and exhuberant outlook. Platteville's star would continue to shine brightly, as a proper atmosphere for launching educational institutions was being established.

CHAPTER II

Public Education and the Academy

THE ESTABLISHMENT of schools in Platteville was intentionally omitted from the previous chapter, in order to focus attention on the antecedents of higher education. Education, of course, was an integral part of the pattern of early Platteville, as were the chief political, religious, social, and business institutions. Generally, the same kind of leadership prevailed and the same motives existed for the maintenance and development of familiar and useful services. Frontiersmen were preoccupied with survival and economic achievements, but traditionally they paid immediate attention to church and school facilities. There was no question that the principle of free public education had been established early in the Republic's history, and that local and regional government agencies were responsible for support and control. The chief problem of every frontier community like Platteville was in gathering the economic support necessary to initiate a common school program.

Platteville was legally a part of the Michigan Territory in 1827 when first settlement occurred, although Platteville residents voted for Illinois office seekers in 1828, and for many years remained within Galena's sphere of influence. The Michigan Territorial legislature did not pass a comprehensive school law until 1833, however. That act provided that general property taxes would be the source of income for building schoolhouses, although labor and materials might be used in lieu of money. A rate tax might be levied on parents whose children would attend school to underwrite the cost of instruction. Further, it was expected that parents of school children would supply wood for

fuel. Township school officials were charged with the responsibility of examining teachers and inspecting schools, but administration was left to district officials. The existing legislative prescriptions, however, were not applied in Platteville while it was a part of the Michigan Territory. In fact, it was some years after Wisconsin became a territory before school legislation was enacted and applied.

In the meantime, some provisions were being made for local schools in Wisconsin. The earliest were made in and around the military posts at Green Bay and Prairie du Chien. The commanding officer, the chaplain, or an itinerant schoolmaster was employed, usually by the Post Council of Administration, to teach the children of the officers and enlisted men. Later facilities were enlarged to include the children of most area residents. About the same time, a number of mission schools were established and operated for varying lengths of time, chiefly for the benefit of Indians. None were supported by government revenue, but rather by subscription, donation, or philanthropic largesse. None affected the population in the lead region, although similar approaches were apparent in local voluntary support of primary education. In each case, immediate preliminary considerations were dependent on security, survival, and a reasonable sound economy. The early years in the Platteville area were spent in discovering and exploiting lead deposits, and in establishing other roots of settlement. Family security was also a matter of concern until the Indian problem was resolved satisfactorily. It was not until 1834, therefore, that the first provisions were made for a school.

The pattern of settlement around Platteville was such that, although a number of families were living there, they were relatively isolated from one another because of the locations of their diggings or farming operations. A meeting was held and it was agreed that a school would be erected at a point more or less central to the various diggings, along a road between Rountree's settlement and the Comstock settlement, southwest of the present town. About $300 was raised by subscription for a building fund, but less than $150 was expended on erecting a 24 by 24 log cabin. The site selected, on the north side of the Comstock Road, was within Section 16, which the Northwest Ordinances and Territorial Legislation traditionally set aside for school use. No definite

land grant or appropriation was made at this time, however. The specific location is unmarked today, but data indicate that the building was somewhere in the southeast corner of the University's athletic practice field, near the corner of Southwestern Avenue and Jay Street.

The parents of each child who attended school agreed to pay a dollar a month or three dollars a quarter to compensate the teacher and purchase necessary supplies, but no public funds were committed for the purpose. Initially, there were about twenty-five children who attended the school, which, it is believed, operated only during the summer months for two successive seasons. Samuel Huntington was probably the first teacher, although little is known of his origins or subsequent travels. He and his pupils, the children of the Rountree, Reilly, Snowden, Waller, Vineyard, Hollman, and Chalders families, apparently spent considerable time on "field trips," searching for lead deposits and otherwise studying nature. Dissatisfaction was expressed by the parents toward Huntington's services, but the latter did not seem to mind as he subsequently discovered one of the richest deposits in the area. One or two other "summer schools" were operated in a similar fashion during the early 1830's, one at the Mitchell Hollow settlement and another at the Toadville settlement. The Platteville-Comstock school building was used for a variety of other purposes, when school was not in session. As previously mentioned, religious meetings of the Methodist Episcopal Church were held there, as were public meetings concerning town affairs. The building was sold, about 1840, and was used as a private dwelling until it was removed from the site in 1860.

After Huntington's retirement, school classes were held by Dr. A. T. Locey, whose medical duties were somewhat sporadic in so small a community. However, as his practice grew, he delegated the teaching responsibilities to his sister and to a Miss Walker from Cassville. The location of the school was moved, in 1836, when Dr. Locey became the teacher. He held classes in his home, probably on the corner of Mineral and Bonson Streets, which would place it near the center of the "new" Platteville which Major Rountree had had surveyed in 1835. Beginning in 1837, and continuing for two years, a new arrival from New York State, Hanmer Robbins, was the village schoolteacher. At this time, the population had grown to about 200 and about 60 youngsters were

attending the school. The cost of instruction remained about the same, four dollars and fifty cents; but the school terms had increased from just a summer session to sixteen week sessions during the fall and spring. The curriculum included the ordinary elementary school subjects, reading, penmanship, and arithmetic.

In the fall of 1837, the marriage of convenience between religion and education was reinstated. The Methodist Episcopal Church congregation had expanded so rapidly that the little school building was not suitable for their meetings. As previously indicated, funds were collected and building plans made, so that during the summer of 1837, their new two-story frame building was under construction on lots donated by Major Rountree. The new building, located on the corner of Court and Main Streets, was for many years one of the largest in the village. It had a spacious stone basement, above which was elevated the two-story frame structure itself. The large meeting room, which accommodated 300 persons, was reached by a long flight of stairs from the front entrance. The continued ecumenical use of the building was indicated by Major Rountree in the original deed:

> the Basement Story of the Church shall be used and occupied for public School Rooms free from Rent or charge during the days of every week Sundays Excepted under such Rules and regulations as the Trustees of the School shall or may adopt not inconsistent with the Rules of a well Regulated School.

It may be presumed that Hanmer Robbins continued his teaching here, until his retirement to farming and mining and before his brief sojourn to the California mining area.

In the meantime, Wisconsin had become a territory, and some progress was being made to provide for public schools. Initially, the Territorial Legislature merely carried on the Michigan School Law and added only that trespassing on Section 16 was illegal. In several subsequent sessions, various attempts to frame a satisfactory school law were unavailing, but in 1839, the first of Wisconsin's school laws was passed, strangely as a revision of a law that did not exist, except perhaps in reference to earlier bills which failed passage. The 1839 Law, inconsistent and inadequate, proclaimed that school districts were to be created in each town which contained ten families, although towns with larger popula-

tions could be subdivided into two or more districts. On one hand, jurisdiction over the schools was granted to town school inspectors, and on the other hand, the districts themselves were granted authority. To support public education, it was decreed that a general property tax of one-quarter of one per cent would be imposed by the county government, but no such power was granted to towns or districts, where public school development was most likely to occur. This action did not mean that local school developments were impossible; for in an earlier session the legislature had authorized the Milwaukee town government to raise school funds through a general property tax up to one per cent. At the same time, however, Milwaukeeans still operated their schools from tuition charges.

In the meantime, significant events were taking place in Platteville. On one hand, Alvin M. Dixon had arrived in the village in 1838. Dixon, a graduate of Illinois College, Jacksonville, Illinois, was vitally interested in common school development and more extensive curriculum provisions, notably those frequently found in academies. To this end, he and his wife started a private school in Platteville to supplement the kinds of training pupils initially received in the village school. On the other hand, Dixon was active in a regional education meeting, which occurred early in 1839, and which was attended by community leaders of the Lead Region, from Prairie du Chien to Galena. The meeting resulted in the formation of the Literary Association of Grant County, whose objectives were stated as the promotion and encouragement of common school education in the County, and in conjunction with other similar groups, promotion and support of common schools in the Territory. Officers were elected, committee members assigned, and a number of resolutions passed to urge the Territorial Council toward some positive action. The meeting was dominated by clergymen, although other prominent professional and civic leaders took part. Reverend Samuel Mitchell was the presiding officer during the meeting, but John H. Rountree was elected President of the organization, presumably because of his standing as a member of the Territorial Council. Throughout the meeting, there were presented a number of speeches, described as both eloquent and inspiring, and a variety of resolutions, which suggest that Platteville's present and past educators would have had a great deal in common. Apart from complaints about poor

attendance and a lack of adequate physical necessities, early promoters of education railed at parents' interference. On one hand, it was stated, parents improperly influenced their children at home and expressed no sympathy for teachers or formal schooling. On the other hand, some parents expected too much of the school and expressed too great an anxiety for their children to obtain a practical education. It was hoped that legislative action would remedy these problems, chiefly by providing a substantial tax base for common school development. Educators live in the dream world where they believe the public will first provide ample financial support for public education and then will take an interest in how the funds are being used.

At the same time, another educational movement was swelling in Platteville, that of establishing an academy. The same men who were pressing for development of a public, tax supported common school system, also were progressive minded and far-sighted enough to envision the need for some form of higher education. Academies, in the United States, owe their origins to a mid-eighteenth century movement to provide a practical and semi-classical curriculum for students who were preparing for college and for those who were not contemplating college but who could master training beyond the elementary curriculum. At the same time, early academy promoters believed that the public Latin Schools were catering too much to the desires and needs of the upper class and were consequently less concerned with the lower strata of American democracy. While the public Latin Schools were not entirely replaced by academies, they were severely challenged, especially when most academies included the traditional, classical curricula within their own extensions into studies of literature, science, modern languages, and "female" subjects.

The academy movement gained momentum in the early nineteenth century through benevolent legislation in old and new states, thus giving the academies corporate status and relative independence from state control. Academy support varied from completely private sources to a combination of both public and private sources. Several states provided direct aid from their treasuries, while others provided land grants. Some legislation offered considerable tax relief to those who donated money or other gifts for academy support, while in other cases it was possible for

various sects to sustain themselves through the establishment of academies, generally open to the public, but supported largely by private funds. While academies were quite numerous in New England and New York, they were by no means unknown in the South. One authority indicates that there were 3,000 academies in the South in 1850, ninety of which were in the relatively new state of Arkansas. Platteville's civic and educational leaders had general, if not firsthand, knowledge of the academy's curriculum and purposes.

Interest in private school charters was also reflected in the work of successive sessions of the Territorial Legislature. At its first session in 1836, the Legislature approved the idea of establishing Wisconsin University at Belmont, and at its second session, held at Burlington, Iowa, 1837–38, provisions were made for chartering fourteen seminaries, one academy, two colleges (one a vocational or manual labor school), and two universities, one at Green Bay, the other at Madison. Chartering provisions indicated that such institutions would be joint stock companies, governed by a board of trustees, and with income generally limited to a thousand dollars, apart from tuition fees. On this basis, and on the basis of local incentive for expanding educational opportunities, several meetings were held in Platteville to implement the academy idea. It should be noted that the meetings coincided with the contemporary movement to promote legislation for common schools. Major Rountree, once again, was prevailed upon to sponsor legislative action for education in Platteville, and in February, 1839, introduced a bill for that purpose. After discussion and amendment, an act was passed and signed by Governor Henry Dodge "to incorporate the Platteville Academy in the County of Grant," March 1, 1839. The general purposes were stated for "a seminary of learning for the instruction of young persons, of either sex, in science and literature, . . ." The provision for coeducation would become more significant as time progressed to the point where demands for teachers for the common schools exceeded the supply, and women would be accepted for such classroom work. But at the time, the provision indicates an important departure from the concept, especially in frontier regions, that it was more important to educate young women rather than young men.

The Platteville Academy was consequently chartered as a joint

stock company whose shares were declared at par value of twenty dollars each. These were classified as the personal property of shareholders and could be transferred only on the books of the corporation. The corporation's purposes were designated as exclusively educational, and its maximum income of $5,000 was never to be used for any other purpose. Provisions were made for elections and the conduct of general business, and the following were named as Trustees: "James Mitchell, Ebenezer M. Oren, John Bevans, James Boyce, Henry Wood, A. B. T. Locey, Bennet Atwood, James R. Vineyard, Sylvester Gridley, David Kendall, and James Durley." Once incorporated, the Platteville Academy had trouble learning to fly, largely because it was difficult, even under the best circumstances, to attract investors to an institution which might never materialize or which would never be sound enough. Money was generally tight in frontier communities, and, if available, could be put to more profitable use in land or minerals.

In the meantime, A. M. Dixon reopened his private school for the 1839–40 sessions, borrowing the title The Platteville Academy. With his wife, Sarah, Dixon advertised that "for the common branches of English Education, per session of 22 weeks, five days each, six hours each day, $9.00. For those studying the higher branches of English, $12.00 per session. For the Languages, $16.00." Between 100 and 150 students, most of them Platteville residents, attended during that year, at the end of which public examinations revealed that both the staff and students had performed up to the expectations of the school's sponsors. While goals and expectation were sufficiently high, a twentieth century viewer might wonder how much depth there was in a curriculum offered by three staff members and described as follows:

> The following branches are considered by them necessary to fit our youth for the right discharge of the duties they owe their Maker, their country, and themselves. A thorough knowledge of spelling, Reading, Writing, Arithmetic, Geography, English, Grammar, History, Music, Intellectual, Moral, and Natural Philosophy, and also a short course of Astronomy. The academical course embraces all the branches commonly taught in Academies to prepare youth for college, for teaching, and for filling other important stations in life.

The same "booster spirit" which prevailed for the business community was also applied to supporting the Academy. A

succession of newspaper reports and editorials praised the endeavor in glowing terms and encouraged general public recognition. A number of persons affiliated with the Presbyterian Church, founded in Platteville in 1839, wrote to the American Home Missionary Society's headquarters in New York to solicit aid. Such aid, it was pointed out, could be in the form of donations or a loan for the purposes of supplementing Dixon's meager salary and of building a church for both religious and educational purposes. A suitable argument was offered that the Methodists were gaining great ground, both in providing facilities for schoolwork and in offering to acquire the services of teachers for the school. It was feared that attraction to Presbyterian offerings might be seriously jeopardized.

That fear was augmented, somewhat, early in 1840, when the Methodist General Conference subdivided their Illinois Conference so that the Rock River Conference embraced northern Illinois and the Wisconsin Territory. Within the latter segment, Platteville was designated as a separate district under H. W. Reed. While Platteville itself was not immediately supplied with a minister, by mid-summer Reverend Rufus Spaulding, recently returned from missionary work in Africa, arrived in town. Spaulding immediately threw himself into the schoolwork with Dixon, and together they operated The Platteville School beginning in October, 1840, on terms announced in previous years. In the meantime, the Presbyterians were progressing with plans to build their own church and implement their own educational program. Their cause seemed the brighter during and after the work of Reverend James Gallagher whose evangelism helped increase the fold from twelve to forty-two members. While this did not approach the Methodist stronghold of 265, it was still encouraging. At the same time, the common school movement continued, chiefly because of the more amenable legislation which had been passed during the 1840 session. Dixon had been in the vanguard of this movement from the outset, and thus participated in a series of meetings for renewing efforts to inaugurate a public school in Platteville. Having endured cooperative educational efforts with Reverend and Mrs. Spaulding on what appears to have been "Cold War" terms, Reverend and Mrs. Dixon announced their departure from the Platteville School and the opening of The Platteville Select School. Their session began in January, 1841,

and served as an interim arrangement until the District officers established the first true Common School in Platteville. The new situation also gave the Presbyterians the opportunity to sever formal connections with the Methodists, apart from any personal problems the Dixons may have had. In April, 1841, the Trustees of the District School of Platteville (Messrs. W. Vineyard, J. J. Bayse, and Wm. Davidson) announced that a three month summer term would commence on April 12, under the tutelage of Mr. A. M. Dixon, Mrs. H. A. Nixon, and Mrs. A. C. Lord. The cost per pupil was set at fifty cents to supplement funds supplied by the District School fund.

Thus, almost fifteen years after its founding, Platteville was, in 1841, an incorporated Village with a public, tax supported school. Various shades of self-sustaining educational enterprises had provided elementary and secondary school curricula to Platteville youth, but some of the results were agonizing to the leaders and participants. The public and nearly free school had been inaugurated, but the incentive for higher education remained unsatisfied. Consequently, the plan for the Platteville Academy was revived late in 1841, when James R. Vineyard, one of Grant County's representatives in the Territorial Council introduced new legislation to incorporate the Trustees of the Platteville Academy. The bill, after being amended by both the Assembly and the Council, was signed into law by Governor James D. Doty on January 21, 1842. The new charter was more liberal than the first in providing for numbers of full shares at $40.00 and half-shares for between $15.00 and $40.00, which shares could be more easily transferred to heirs, or new stockholders. Also, the maximum investment of the corporation was raised to $20,000, and the institution was made non-sectarian for teachers and officers of the corporation. Within three months, sufficient funds were subscribed so that a Trustee's election meeting was scheduled with the result that David Kendall, Joseph J. Bayse, and John Bevans were elected for three year terms, and Charles Dunn was elected as President of the Board of Trustees, whose other members were James Durley, Henry Snowden, William Davidson, William Madden, Benjamin Kilburn, and N. Wyeth Kendall, Secretary.

During the spring and summer of 1842, further progress was made toward the realization of actually opening the Platteville Academy. One step was made when Alvin M. Dixon, formerly

principal of The Platteville Select School, was designated as the principal of the new academy. Dixon, ordained in March, 1842, also had been selected to replace Reverend Solomon Chaffee as full-time pastor of the Presbyterian Church in Platteville. The Presbyterians, then numbering sixty, were progressing rapidly in the construction of their first church building, which was planned to accommodate the Academy on the first floor. In 1840, Major Rountree and his wife donated the land on which the building was located, presently owned by Miss Jessie Loveland on the corner of Bonson and Cedar Streets. Although the deed designated the Trustees of the Presbyterian Church as the beneficiaries, there was the understanding among the persons involved that the Academy would also share in the property. In March 1842, the Trustees of the Church granted a perpetual (nine hundred and ninety-nine years) lease to the trustees of the Academy for $100.00. It is noteworthy that several men served as Trustees on both Boards, and while some of the other men were members of the Methodist Episcopal Church, it appeared that the Presbyterian organization offered the better facilities for the development of the Academy. While the Academy was established as non-sectarian, there would be for many years, strong religious overtones of a Presbyterian quality. This was noticeable at the outset when Dr. J. W. Clark wrote to the American Home Missionary Society about the worthy purposes of the new Academy at Platteville, about its material needs (specifically books and equipment), but also about the need for clergymen in the West. "Here where the great need of Ministers is visible to all the senses, pious young men are easily led to pursue studies preparatory to engaging upon the Lord's service in preaching the gospel . . . . We hope & pray that it (the Academy) may be always under religious influence & the fountain from which shall flow pure streams to bless our infant Churches & elevate the morals of our new communities."

In August, 1842, the first formal announcement of the Academy's opening in September was made. Two sessions of twenty-two weeks each were scheduled and tuition rates were set at $8.00 for Common English branches and $10.000 for Higher branches of Mathematics and Languages per session. It was estimated that ample boarding facilities could be acquired in the village for one to two dollars and fifty cents per week. While both

boys and girls were invited to apply, no woman assistant was hired immediately. It was emphasized that the institution would be free from sectarian influences, but that the morals of students would be amply guarded.

Dixon opened the school as planned, but at the same time, carried on his church work both in Platteville and in the mining camps in the vicinity. As each project demanded more and more of his time and energies, he had to make a decision which to follow. From deep immersion in religious life for a number of years and from an obligation he assumed when he had earlier accepted a scholarship at Illinois College, Dixon reached his decision in January, 1843, when he announced that he was leaving the Academy, although he would continue to support its work in spirit. He subsequently moved his family to Fair Play, from which point he entered the role of itinerant preacher. Several years later, he attended Lane Theological Seminary at Cincinnati, Ohio, an important Presbyterian training ground in the West. Dixon had graduated from its undergraduate counterpart, Illinois College which was headed by Reverend Edward Beecher, and thus it was of some significance that he should have pursued his studies at Cincinnati under Beecher's illustrious father, Reverend Lyman Beecher of moderate anti-slavery and liberal Presbyterian inclinations. After leaving Ohio, Dixion returned to his pastoral work by serving successive churches in Illinois and Wisconsin until his death in 1887.

The Academy continued to exist, but not flourish when D. R. Carrier succeeded Dixon. Classes were held, examinations were announced for public interest, and sessions opened and closed regularly. At the end of his second year, in May, 1845, Carrier resigned to accept a similar position, with The Wisconsin Collegiate Institute, which was in the process of being formed by a local Methodist group. At the first organization meeting, the Institute's *raison d'etre* was stated in the belief that "instructions of learning flourish best in the charge and under the direction of some religious denomination, . . ." It was apparent that some dissatisfaction had arisen within the Board of Trustees of the Platteville Academy, which was dominated by Presbyterians and which institution was advertised as non-sectarian. In any event, the plans of the founders of the Institute were greater than their achievements. Resolutions were drafted to present to the Methodist Rock

River Conference for financial support, and a petition for a legislative charter was also prepared. In subsequent announcements, it was made known that the new school would "fairly challenge a comparison with any institution in the West, . . ." in terms of its up-to-date equipment for demonstrating principles in natural science. The terms were announced as four-eleven week sessions during the year, at rates comparable to those of the Platteville Academy. The Adams Hotel was secured as a boarding house for students who planned on entering the second term in August. The schoolhouse facilities were those which the Methodist Church had just vacated in their move to their new building. Major Rountree provided the funds for remodeling the older building and made it available for the new school.

Apparently, Carrier had difficulty in carrying the effort, probably because of a lack of support from the Rock River Conference, for he disappeared from the scene in January, 1845. At this time, it was announced that a "private school" was commencing an eleven week session in the "old Methodist Church." It was to be under the supervision of Mr. John W. Bayse and Miss Goodell, using equipment belonging to the Platteville Institute. In the fall of 1846, the Institute continued, but under the direction of Philander B. Wiley, and when the second term began in December, it was announced that Miss Annette Goodell would be in charge of the Primary Department. Miss Goodell probably had assisted Mr. John W. Bayse, who unfortunately died of small pox in November, 1846. The last term of the Institute occurred during the spring of 1847, still under the direction of Mr. Wiley, but with the Primary Department under Miss S. Maria Goodell. While the Institute was a short lived experiment in a religious oriented or supported school, it did compete somewhat with the Platteville Academy. Despite natural competition, it was made clear in several newspaper announcements that it did not intend to undermine the Academy by proselytizing its student body.

In the meantime, the Academy still accommodated students, while the Trustees searched for another principal. Fortune smiled momentarily, when George F. Magoun arrived in Galena in 1844. Magoun had graduated from Bowdoin College and had studied theology at Andover and Yale, before he began his crusade to light the lamps of public education in the West. Like many other pious and energetic New Englanders he was attracted by the

vibrant quality of the Western frontier, although he was turning his back on a closer, but probably less romantic frontier in Northern New England. In due course, Magoun earned a solid reputation as a teacher and lecturer in and around Galena. In April, 1845, he delivered two lectures in Platteville calling attention to the need for better teacher training programs through the establishment of Normal Schools, many of which had recently been established in the New England area. Whether Magoun's reputation preceded him to Platteville did not matter, for he ignited a spark of enthusiasm for popular education which kindled for years. J. L. Marsh, editor of the *Independent American,* wrote in glowing terms of Magoun's lectures and the messages contained therein.

The Trustees of the Academy may have conferred with Magoun but no action was taken immediately. However, on June 24, 1845, "the friends of Education in Grant and Iowa Counties" held a meeting in New Diggings where they formed an Educational Association to examine, discuss, and promulgate the needs for better public education in the Territory, the southwestern corner, particularly. There were in attendance a number of people from Platteville, including Byron Kilbourn, an Academy Trustee, and a number of members of the Presbyterian Church; one of whom Dr. J. W. Clark was elected Secretary of the new organization. Magoun was the principal speaker, and once again the Platteville contingent had an opportunity to evaluate his abilities. More important, perhaps, was that the membership of the convention reflected interest in education from a number of communities in the mining region, where a considerable population resided. The success of the first meeting is seen in the scheduling of a second meeting at Mineral Point in October, 1845, at which time Magoun was a notable participant. Early in the fall, he had been elected principal of the Platteville Academy and so he represented an institution and a community directly. On this occasion, the Trustees announced, with some relief perhaps, that the Academy would be opening the fall term in November and that Mr. George F. Magoun would be principal, assisted by Miss Charlotte E. Johnson in the Female Department, and by Edward T. Doane in the Primary Department.

The formal announcement is both interesting and significant in that it illustrates Magoun's energy and ambition. A three year

program of studies was undertaken to train young people for the business world, for college, and for the teaching profession. Moreover, the curriculum was expanded to include not only the elementary and common English programs, but also studies in higher English, algebra, geometry, higher mathematics, ancient and modern languages, vocal music, instrumental music, drawing, and embroidery. The fees were somewhat lower than before, but there were extra charges for music and drawing. Some attention was obviously given to the recent small pox epidemic, when the announcement proclaimed that Platteville was "in the center of a populous, thriving, refined society,—in a pure and salubrious atmosphere, . . . scarcely equalled by any other place." How effective advertising was is not known, but it should be remembered that the Platteville Institute was still a competitor at this time.

Magoun tried to implement the expanded curriculum in the new areas. He taught classes in German and Spanish, and Miss Johnson taught Latin and French. During the second term drawing lessons were offered, and Miss S. Buell was added to the Primary Department. During the evening hours, Mr. A. R. Dunton was allowed to give private lessons in penmanship. For the summer term, Miss Lucy E. Clark became an assistant in the primary department, and classes were offered in botany for young ladies and a study of natural philosophy. In the meantime, Magoun continued his "uplifting crusade" in urging the Trustees to accept the principle of teacher training in the Academy curriculum, although it was not implemented at the time. Magoun expended a considerable amount of time and effort in carrying his message to the general public. He delivered a succession of lectures in Platteville and vicinity, he wrote a series of articles for the local newspaper on contemporary educational issues, and attended conventions in Madison and Mineral Point. He was appointed to a committee which included Michael Frank, Rufus King, Mortimer Jackson, and other pioneers in education to petition the legislature for more comprehensive laws for the commons school system. It was at the Madison meeting that the Wisconsin Educational Association for the promotion of Common Schools was formed and the organization of local Teachers' Associations was recommended. These meetings were the seed beds for the later formation of the Wisconsin Teachers' Associa-

tion, the parent organization of the present Wisconsin Education Association.

It was during the summer term of 1846, that it was announced that Miss C. E. Johnson would be in charge of the Academy during the "temporary absence of G. F. Magoun." The latter's absence became permanent when he resigned later that summer and returned to the Andover Seminary for further theological training. He returned to the midwest in 1848, as a minister of Congregational and Presbyterian churches in Wisconsin, Illinois, and Iowa. In 1862, he was appointed President of Grinnell College, Iowa, where he served until 1884 when he returned to full-time teaching in philosophy. It cannot be said that George F. Magoun was a failure, for he was interested in deeper and broader currents in education than those that flowed through Platteville during his tenure here. Had he elected to remain, however, he might have devoted his energies to the field work of public education during Wisconsin's early years of statehood or he might have participated in the development of the first Normal School in the state. He was perhaps, an example of the many restless, but talented transients who contributed one measure of their lives to educational progress on the Western frontier. Possibly, he saw that a person could wear himself out prematurely with too little material resources at his disposal. In any event, it may be said that he passed this way and rekindled local faith in higher education.

With Magoun's departure, the Academy Trustees were once more in the quandry of selecting a new principal and of stabilizing the institution. Ironically, and coinciding with Magoun's first association with the Academy, another young Bowdoin graduate was in the throes of decision making at Brunswick, Maine. Josiah L. Pickard was involved in the spiritual and philosophical struggle common to many young college men at the time—what should he do with his life? There was at the time a strong current of self-examination and missionary zeal on the campuses of many eastern colleges, even in so remote a place as Brunswick. In part, especially at denominational colleges, these trends stemmed from occasional religious revivals among the student bodies, which were composed of large numbers of adolescents who may have been experiencing deep emotional experiences. In part, also, it appears that young college students were reacting to the normal

disciplinary controls found at most colleges. While Bowdoin was founded as a non-sectarian school, in 1841, it acquired certification as a Congregational institution in order to attract Christian philanthropists, and also a number of the early presidents were clergymen. It was in this sort of atmosphere that both Magoun and Pickard were educated.

Beginning in 1815, and for a generation thereafter, the new West was a focal point for missionary work in religious and educational enterprises, e.g. the founding of liberal arts colleges by religious groups. As suggested earlier, there was a growing fear and concern on the part of many easterners that the West was a seedbed of illiteracy and ungodliness, but through proper amounts of preaching and teaching, minds and spirits could be salvaged. Then too, there were the exhortations of such men as Joseph McKeen, President of Bowdoin (1802–1807) whose words still inspired Pickard's generation: "It ought always to be remembered, that the literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education . . . If its true that no man should live for himself alone, we may safely assert that every man who has been aided by a public institution to acquire an education and to qualify himself for usefulness, is under peculiar obligations to exert his talents for the public good." Pickard was also influenced by his preparatory school principal, David B. Sewall, at Lewiston Falls, Maine. It was under the tutelage of this man that Pickard decided his life would be "of greater usefulness in the work of a Christian teacher than in that of a clergyman." It is thus seen that there was the strong attraction in his youth, both from home and school experiences, toward the ministry, which was the route that Magoun had chosen.

The decision to migrate to the West came during Pickard's last years in college, but the actual move was delayed about a year after his graduation because of his father's illness. Pickard had a general interest in and a knowledge of northern Illinois and southern Wisconsin, gained from the many accounts which earlier New England emigrants had sent home. The specific location of his pilgrimage was determined by a Bowdoin classmate who was enroute to a tutoring position at a Mississippi plantation, and who informed Pickard that the village of Elizabeth, Illinois needed a teacher. Three days before Christmas in 1845, Pickard

departed from Maine and three and a half weeks later arrived at Elizabeth, Illinois, where he found that the village really needed a teacher. On one hand, the younger men there who were deeply concerned about education, had few children of school age; whereas the older settlers, with older children, were not quite so concerned or simply apathetic. Pickard managed to exist on meagre salary payments from public school funds and from tuition payments.

At the end of his first school year, two new teaching opportunities presented themselves, one at Galena, Illinois, the other at Platteville, Wisconsin Territory. The Trustees of the Platteville Academy apparently had learned of young Pickard, perhaps through eastern contacts or through clerical associates in Elizabeth. In September, 1846, several of the Trustees attended a Congregational-Presbyterian conference at Mineral Point where financial and other affairs of the Academy were being discussed. It was at this meeting, apparently, that the decision was made to invite Pickard to Platteville. Pickard weighed the Galena and Platteville offers carefully and after consultation "from an Omniscient Father," selected Platteville. It was during this period of his life that Pickard was in steady correspondence with his bride-to-be, Cornelia Van Cleve Woodhull, who offered her opinion that he should go anywhere in the West except Galena, which rather narrowed the choice. Possibly, the image of early Galena's being a riotous frontier community had been transplanted in a good many eastern minds. In any event, the Trustees of the Platteville Academy made their formal announcement of Pickard's appointment and the school's opening in November, 1846.

Whether or not the Trustees had doubts or reservations is not known, but they were once again faced with the situation of having an inexperienced but impressive young man as their principal (Magoun was 24 when he started; Pickard was 22) and a graduate of Bowdoin College (Magoun, '41; Pickard, '44). Their faith was redeemed, however, as they announced that the winter term would open on February 8, 1847 and would be under the direction of Mr. Pickard, "who has given ample satisfaction, . . ." The Academy's program was shored up with new equipment for a series of scientific lectures in addition to the usual courses of study. The most notable step was taken in announcing that a special class for teachers would be formed, if

there were a sufficient number of applicants. Magoun's teacher-training egg was thus to be hatched by Pickard. Other appointments made at this time were, Miss Jane E. Clark, teacher in the Primary Department, and Mrs. J. W. Clark, Instructor in Instrumental Music. Further, it was announced, that as soon as the Female Department was organized, a Preceptress would be hired.

The first catalog for the new school was published during the summer of 1847, and it is from that source that the general philosophy of education of both Pickard and the Trustees may be drawn. On the one hand, both conceived of the school's purpose as immediately functional in respect to providing physical, intellectual, and moral training. More specialized, however, were the purposes stated for preparing "young men for college, training young men for business life through English education, and to educate and train both men and women teachers for the district schools." For these purposes, the school was divided into several departments or curricula, wherein special attention was given to the students ultimate goals. A remarkable number of courses were offered in Latin, Greek, French, German, and Spanish during a three year period. Formal class instruction, including lectures and recitations, was supplemented by demonstrations using scientific apparatus in physical science and rocks and minerals for geology. Evidently, a primitive orrery and telescope were available for the course in astronomy. Some attention was given to the development of useful skills through extra-curricular classes in penmanship, declamation, composition, and music. Finally, responsibility to the community in the field of adult education was carried out through a series of lectures during the regular school terms as well as in the summer term, wherein the public was informed on principles and trends in natural science, philosophy, geology and mineralogy.

The reopening of the academy was not without its frustrations. Pickard faced the same kinds of problems Magoun had encountered several years before. Two of vital importance were: securing an adequate financial base for meeting expenses, and providing a sufficiently rigorous academic program to reach the stated goals. On opening day, November 23, 1846, only five students enrolled to create a maximum school treasury of perhaps twenty-five dollars. By the end of the year, however, over 100 students had

been enrolled for some of the time during the three terms, so that the success of the enterprise was fairly well established. There were several reasons for the lack of immediate and overwhelming response, but one or two appear to be outstanding. On the one hand, if a student or his parents foresaw the placement possibilities after graduation or completion of a program, he would have to expect to pay out additional funds for college expenses or be ready to invest funds in a business enterprise. Following another track, that of teacher training, a graduate could expect a rather meagre return for his investment in "higher education," 90–100 dollars a year for men teachers or 65–75 dollars a year for women teachers. Beyond these external factors, there was the pressing internal factor of providing and maintaining a quality academic program. The fact of the matter was simply that there were not enough young people in the community or in the immediate vicinity who had sufficient preparation to undertake courses of instruction in "higher education." The blight on the common schools had to be removed, before the Academy could progress with its program. It was toward this end that Magoun had devoted most of his energies at the expense of administering the Academy's affairs. Pickard, by design and necessity, had to follow a similar path but with the forehand knowledge of the dangers imminent in veering too far off course into the realm of common school education entirely. Pickard met the immediate responsibility of holding his classes at the Academy regularly, but of devoting additional time to publicizing the value and necessity of common schools throughout Platteville and vicinity.

An immediate tangible result of Pickard's activities is seen in the development of an educational convention in Platteville, June 3–5, 1847. Pickard interested several other teachers in the area and invitations were sent to interested persons in Platteville, Galena, Dubuque, and Mineral Point. Joseph T. Mills, a prominent attorney of Lancaster, addressed the convention on June 3, on the subject "Nature of the Human Mind." On June 4, the body discussed contemporary methods of instruction in reading, spelling, geography, and arithmetic, and during the afternoon session discussed and voted upon a resolution urging the use of uniform textbooks in major subjects by all schools in the region. The most important order of business conducted during the three day session was in the formation of The Mining Region Teachers'

Association, which became the direct ancestor of the Wisconsin State Teachers' Association some six years later. The Association's purpose was to promote the profession of teaching and to work for public education, with the provision that there would be no party affiliation or sectarian prejudice in the workings of the body. By the time the group met again, Wisconsin would stand on the threshold of statehood, at which time it was felt promotion of effective public school legislation was readily attainable.

In the meantime, the school year at the Academy was being brought to a close with the usual, general examinations open to the public. According to contemporary testimony both teachers and students conducted themselves well. Pickard's second year at the helm of the school was more encouraging and successful than the first. Two new staff members, Olive A. Lewis, Preceptress; and Meta M. Lullman, Drawing; joined J. L. Pickard, Mrs. Jane W. Clark, and Miss Jane E. Clark in attending to the educational needs of a larger student body. During the academic year, 1847–48, there were 155 students enrolled, most of them in the Classical and English program. Understandable the majority of students, over 100, were residents of the Platteville area, but some had come from as far away as Ohio, New York, Minnesota, Iowa, and Illinois. It is notable that the Presbyterian influence prevailed in that each one of the faculty was or became a member of that Church during 1846 and 1847. Miss Jane Clark and Mrs. Jane Clark, presumably, were directly related to Dr. Joseph W. Clark, who was not only a prominent local physician, but also the Clerk of the Presbyterian Church and a member of the Academy's Board of Trustees. It may be presumed also that Miss Olive A. Lewis was related to the new pastor of the Presbyterian Church, Reverend John Lewis, who arrived in Platteville in 1847, but who had been a member of the Academy's Board for over a year. Evidence points to a strong and fruitful alliance between Pickard and Lewis for over ten years, in that both labored for success in the Church's program, the Academy's strength, and the public school's development.

Generally, the Academy's program was enlarged through the efforts and talents of the new personnel, but also it is notable that the foreign language program was augmented through the acquisition of new texts for Greek, Latin, Spanish, French, and German studies. The school library was built up to 800 volumes and the

mineral collection was enlarged. The proof of success is seen in reports of public examinations given at the close of the second school year. The Trustees had appointed a group of able, well educated citizens of the region to supervise the ordeal. The group included, Ben C. Eastman, a native of Maine, who was a Platteville lawyer and a former member of the Territorial Council; Orasmus Cole, a native of New York and a Union College alumnus, who practiced law in Potosi and who would subsequently be a Grant County delegate to the Constitutional Convention; Reverend Samuel W. Eaton, a native of Massachusetts, who was pastor of the Congregational Church in Lancaster and later a Trustee of Beloit College; Reverend George F. Magoun, a native of Maine and previously identified as former head of the Platteville Academy, who was pastor of the Presbyterian Church in Galena, Illinois; Mortimer M. Jackson, a native of New York City, who was formerly attorney general for the Territory and judge of the fifth judicial circuit and was an attorney in Mineral Point, Wisconsin. Jackson, also, had been a prime mover in the free school movement; and Azel P. Ladd, a native of New Hampshire, was a physician in Shullsburg and also a promoter of free public education. He would become Wisconsin's second State Superintendent of Public Instruction in 1852. All of these men were familiar with the range of accomplishments in academy programs and could thus judge quite effectively the status of the Platteville program. Their comments were all complimentary for both students and teachers. One conclusion was striking in that the group was extremely enthusiastic about the improvement that the students exhibited. Apparently, all or many members of the examining committee had served before in that capacity, and while they were previously satisfied with the performances of students, they did see grounds for progress. Several students were cited for exceptionally good responses to intense questioning or for outstanding literary work in original essays. The female students astounded the committee with their excellent work in mathematics, an area which many believed was masculine. In all, the committee looked forward to the continued success for the Platteville Academy.

In the meantime, success was creating a new problem. Enrollment growth had exceeded preliminary expectations when the combined church and school building was planned in 1842. While

no single class was exceptionally large, there was serious crowding as five teachers attempted to conduct their respective classes simultaneously. The Trustees concluded that larger facilities would be needed to accommodate increased enrollment in the immediate future. The Presbyterian church board in the meantime had completed a separate church building in another location, but continued the lease arrangement with the Academy on the old site. A decision was made, therefore, to find a new site for the Academy where there would be room for expansion over a period of years. Between December, 1847, and October, 1848, negotiations were undertaken and about three acres of land were purchased for about $1,200.00. The prospective site for a new academy building was located on the west side of Elm Street between Main and Mineral Streets. No steps were taken immediately for raising additional funds for a new building, however, but at least serious thought was being given to future development.

With the prospects of more spacious facilities, The Board of Trustees for the Academy embarked on an extensive student recruitment campaign beginning in 1848. Dr. Joseph W. Clark, Secretary for the Board, wrote letters to ministerial colleagues to inform them about the Academy's program and to solicit from them the names of potential students. One area of particular interest for Clark was among the communities of recently arrived Norwegian immigrants in northern Illinois and western Wisconsin. One recipient, Reverend L. H. Loss of Rockford, Illinois, responded that he too was interested in the plight of the recent Norwegian immigrants particularly in their not having access to good schools and clergymen. Loss expressed the hope that something could be done to aid in the Americanization of such people, both in terms of their understanding democratic institutions and their accepting American religious piety. There was the fear of what frightful ends could result when the immigrants were released from the domination of their semi-infidel Priests & the heartless forms of their State Chh (sic)." Initially, only a handful of students were recruited from the adjacent Norwegian communities, but it may be said that the letter-writing campaign bore some fruit.

Pickard managed to inaugurate the first in a long series of teacher training classes during the winter term, 1848–49. As stated

earlier, it was the opinion and desire of both Magoun and Pickard to upgrade the common schools in the West, at least in the category of providing well prepared teachers for them. Although announcements had been made earlier, no formal class materialized until this time. Five men and five women undertook the experience of reviewing common school subjects and of becoming acquainted with contemporary devices and methods of presenting materials. Initially, the teacher training class contained not only a number of mature Academy students who expressed an interest in teaching, but also a number of young men and women who had had several years of actual teaching experience in the common schools. It was at this juncture that the Academy acquired the services of an experienced woman teacher for the training classes, thus relieving Pickard of carrying the entire burden. Miss Fanny S. Joslyn arrived in the fall of 1849 to begin twenty-one consecutive years of service in teacher education both in the Academy and later in the Normal School. Miss Joslyn was born in Waitesfield, Vermont in 1820, at which time the northwestern area of the state was still undergoing the ferment of the frontier experience. She was educated in a rural school and later attended academies at Montpelier and Bakersfield and the Female Seminary at Burlington. She taught in Burlington and Waitesfield until 1849, when she elected to join the ranks of "missionary teachers" for western communities. Both Magoun and Pickard earlier had become obsessed with the idea of joining the movement to Christianize and civilize the West, hence it is not strange that Miss Joslyn should follow in their wake. Actually, she had been preceded by a number of other young New England ladies who were interested in the same noble ends. For example, Racheline Wood, a native of Enosburgh Falls, Vermont had migrated to Platteville in the early 1840's. She stated her concern in a letter to her sister, Maryann, "How much there is to be done Christianizing this world, not only in heathen lands, but in our beloved America. . . . We have frequent accounts from the Western States which are fraught with forebodings . . . Catholicism seems to be taking fast root. . . . Protestant teachers are loudly called for. Shall we do nothing?" While Miss Wood was disappointed with Platteville because it appeared to contain the dregs of society and very few refined people, she did consent to marry James Bass who operated a thriving milling business with his cousin. Another transplanted

New Englander was Miss Olive A. Lewis, sister of Reverend John Lewis of the Presbyterian Church. Miss Lewis had written to her uncle, Jeremiah Allen in Walpole, Massachusetts that teachers were desparately needed in the West, not only to uplift the youth, but also to combat Catholicism. It must be remembered that anti-Catholicism was rampant in the Know-nothing movement throughout the United States during the 1840's, and thus such biased statements were not unusual. There was a human force behind the movement of young teachers into the West besides the Protestant Clergy. Governor William Slade of Vermont not only was engaged in leading a movement to reorganize the public schools of his own state, but also was, after his retirement from Vermont politics, the Corresponding Secretary of the Board of National Popular Education until his death in 1859. Among the Board's major objectives was to urge qualified young eastern teachers to migrate westward to fill staff vacancies in frontier community schools. Several other organizations existed at this time, they were; the American Institute of Instruction, the American Association for the Advancement of Education, and the Western Literary Institute. Their concern for the state of frontier schools was often sublimated to the more urgent demand for upgrading eastern public schools and to establishing teaching as a profession.

About the time Pickard was inaugurating his first teacher training class, and shortly before Miss Joslyn arrived in Platteville, Wisconsin had become a state. Wisconsin's Constitution provided for the creation of a school fund to be used for the support and maintenance of common schools and for academies and normal schools. The general constitutional provision was applied when the legislature passed Wisconsin's first state school law in August, 1848, but unfortunately the law did not become effective until the following April. In the meantime, public schools continued to operate under Territorial Legislation. The new law in effect centralized school authority in the hands of a Town Superintendent, who was able to examine and certify teachers, to consolidate districts within the town, and to classify students. The districts, under the 1848 law, were governed by annually elected officers and were taken to be self-sufficient in that their school projects were to be sustained by local property taxes. During 1849, the legislature empowered a board of three commis-

sioners to collate and revise all school statutes to remove conflicts, defects, and inconsistencies. Although Michael Frank was a member of the commissioners, he was not able to initiate many of the fundamental changes he thought necessary even some years before. Generally little was changed, therefore, although it may be said that the school code with its eastern antecedents was more liberal, and democratic than eastern counterparts. It would seem that the ultimate in democratic action, the district school meeting, was carried to an extreme where the process itself became more important than the end result. The point was reached where it was evident that there could be a schoolhouse in everyone's back yard, but without serious consideration of the quality of educational programs, particularly when a one-room schoolhouse contained students of all ages and capabilities. Various recommendations were made by successive state superintendents to establish central township schools where the older scholars would receive some instruction in higher or grammar school education. The decision to establish a central school was in the hands of the townships, and there were relatively few in the pre-Civil War period that elected to expand their educational structures beyond the primary grade levels.

The movement for tax supported public schools was well on its way, although the more progressive crusaders envisioned qualitative and quantitative expansion. Pickard became more intimately involved in the public school program in Platteville beginning in 1849, when the Board of County Commissioners for Grant County implemented new laws of the state so as to create sixteen townships within the county and to provide for implementation of the school law by scheduling meetings for the election of town school officials. On April 3, 1849, a town meeting was held in Platteville at Bennett Atwood's home, where Stephen O. Paine was elected moderator, William B. Bevans, clerk, and Josiah L. Pickard, Superintendent of Common Schools. It was also decided that $300 should be raised from taxes to support the common schools. Pickard was thus in a key position to promote expansion of the common school program, and also to raise standards, not only for the benefit of the students, but also for the benefit of the Academy. If the common schools were to be feeders for the Academy program, then it was feasible to assume that Pickard would do everything in his power to encourage solid preparatory

programs. At the other end of the spectrum, it may be assumed, Pickard was in the position of preparing competent teachers for the public schools over which he exerted some control and influence. Although he held office for only one year, he did subdivide the township into nine school districts according to the powers at his disposal, and thus breathed life into the local school system. For many years thereafter, there would be close ties between the Academy and its successors and the area public schools.

In the meantime, enrollment in the Academy continued to grow, even though added emphasis was being given to higher education and teacher training. Although a large number of miners and their families migrated from the area in favor of the better diggings in California, their places were gradually taken by farmers and their families. Once again, the problem of crowded conditions rose to the surface and action to develop new facilities was renewed. Having already purchased a tract of land, the Trustees of the Academy opened a series of meetings during the winter of 1851–1852 to discuss building plans. The general public was invited to attend and participate, particularly in raising funds for building materials. A committee appointed by the Trustees reported that in their opinion the construction of three buildings would be desirable. The largest of the three was to be forty by seventy feet, two stories in height, and capable of holding the main school rooms and offices. The other buildings, forty by sixty feet, were designated as study and sleeping facilities, presumably one for men and the other for women. A subscription plan was proposed and adopted as follows: Less than $15 = class 1; $15–$40 = class 2 with one stockholding vote; over $40 = class 3, two stockholding votes. Any person who would subscribe $100 would not only receive two votes, but also five years free tuition, and those who subscribed $200, would be entitled to free tuition benefits "until all his children shall have been educated." For the latter, this would mean a rebate equivalent of about $10 per child per year. During January, 1852, successive meetings were held and reports made on a steady flow of subscriptions and pledges not only from Platteville citizens, but also from surrounding communities and friends of education in the East. One notable contribution came from a Mr. Gardiner, a New York architect, who had been contacted by Reverend John Lewis and who agreed to

donate plans and specifications for the new building. The plans revealed some necessary compromises and contraction from the first proposals, so that only one building was to be constructed. It was to be a three-story building with a basement. The lower story would be used for classrooms and the upper stories for living accommodations. The whole structure was to be of stone or brick with a belfry mounted on the roof. Bids were invited for building materials and labor, and the choice of stone or brick construction would be determined by the relative costs of each. Mr. J. B. McCord and M. Armstrong were awarded the contracts for the rock and lime, and James Fanning for the sand. Joseph Huppert, of Kendall, received the masonary contract. Subsequently, bids were invited for timbers, framing, doors, and windows. It was noted that the building would progress as rapidly as possible, but that all would be contingent upon subscription payments. Evidence of optimism is seen, however, in a notice in the *Independent American,* May 21, 1852 that the building committee offered for sale the old academy property and a house and lot on Main Street. These items may have represented donations by private individuals or by the former Presbyterian Church, which had financed the construction of the building in which the Academy was first housed.

Building progress had advanced to a significant point by June, 1852, so that it was proposed that the corner stone laying be the center of Platteville's Fourth of July celebration. Elaborate plans were made with John H. Rountree designated as the President of the day, assisted by a committee composed of Messrs. Moore, Bayley, Hays, Clemmons, Eastman, and Pickard. On the appointed day, the appropriate exercises were held beginning at 11:00 A.M. with the procession of citizens from the Public Square to Major Rountree's home, where there was an invocation by Reverend Samuel Mitchell, the traditional reading of the Declaration of Independence by W. R. Biddlecome, and an address, "Mind, An Element of Freedom," delivered by Reverend T. T. Waterman of Galena, Illinois. Following these ceremonies, the entire group marched off to the new Academy grounds, where the main attraction of the day took place. John Rountree and the contractor, Joseph Hupperts, cemented the corner stone into place including the traditional burying of the steel box containing contemporary printed materials, viz., a copy of the Academy

Charter, a list of subscribers, a list of the Trustees and building committee, a copy of the *Independent American,* a brief history of the Academy, and a map of Wisconsin. A special banquet was prepared and served by the proprietor of the Platteville Hotel in the attractive setting of the grove adjacent to John Rountree's home. A number of addresses were given and many toasts were offered to pay homage to America's traditions of independence and liberty and to acknowledge past accomplishments of the Academy as well as to foretell future achievements.

During the summer of 1852, as building continued at a steady rate, the Trustees called for the second installment of pledges. It was felt that while space was needed, matters should not be rushed to the detriment of the project and that the building would be as sound fifty years later as it was on the day of completion. All of the stone work had been completed by October, when it was decided to suspend building operations until the following spring in order to allow the materials to season and settle. Even at this stage, considerable local pride was expressed such as: "We look upon the erection of the Academy building as the greatest improvement which has ever been made in this town. A dozen private residences would add to its beauty, but after completion they would cease to add to its prosperity; but the Academy will be a source of revenue as long as it stands or this town continues to exist." By spring, 1853, sufficient additional funds had been collected so that bids were invited for completing the interior of the new building so that it would be ready for use on the opening day of the fall term.

At this juncture, Pickard received an offer to teach at Illinois College where his brother had recently gone, but he refused the opportunity in order to continue his work, especially the building project at Platteville. He reported in August, 1853, that 477 young people had attended the school during its eleven years of operation, 179 of whom still resided in Platteville. Forty former students had continued their educations at some college, and seventy-eight had engaged in teaching at one time or another. Pickard undoubtedly felt a considerable amount of pride in having been partially responsible for the accomplishments of so many students, most of whom he had known personally since his arrival in Platteville in 1846.

In August, 1853, it was announced that the new building would

indeed be open and dedicated for the fall term on October 3, 1853. The editor of the *Independent American* assured those who would patronize the school that it would live up to all expectations in the moral, physical, and mental training of area youth. Marsh estimated that almost $10,000 would have been expended on land and building expenses, much of which had been realized through the generosity of friends in the East. Yet, he indicated, the school was a local asset and its continued good fortune and service would be dependent largely on the faith and generosity of Grant County citizens. Marsh attended the opening ceremonies, at which Reverend John T. Lewis spoke on behalf of the Trustees concerning the development of the Academy as well as its new surroundings. Lewis explained to the large number of entering students that certain rules were desirable and necessary for good order and the protection of the physical property. Over 185 students had applied for admission and additional numbers were arriving daily, so that all indications pointed to continued good health and prosperity. The students ratified the rules of order on the following day with a solemn pledge to live up to such great expectations. Two items bear repeating, if only to reinforce the high moral purposes of the school: "I will respect the rights of others and will strive to treat them as I would wish to be treated by them;" and "I will act in view of the fact, that I am not placed here for idleness, but to prepare to perform the duties of life."

A number of changes in the affairs of the school accompanied the opening of the new building. In an election for three vacancies on the Board of Trustees, J. L. Pickard and James Durley were reelected, but Nathaniel Hutchens replaced Samuel W. Eaton, who joined the ranks of Reverend John Lewis, President; Ben C. Eastman; Vice-President; John H. Rountree, Secretary; and Noah Virgin, Titus Hayes, and George Laughton, Members. New members of the faculty, joining Mr. Pickard and Miss Joslyn, were R. A. Rice, Penmanship, Bookkeeping, and Vocal Music; Miss M. C. Webb, Instrumental Music and Drawing; J. Bandli, German; and Chauncey Wiltse, Penmanship for the summer term. The school year was shortened to forty-two weeks and divided into two sessions of twenty-one weeks each. In turn, each session was divided into two quarters, of eleven and ten weeks respectively. Each session was concluded with a public examination, although it was the last examination at the end of the fourth

quarter which determined whether or not pupils would be promoted. The Trustees appointed the following as the Examination Committee: Reverend Aratus Kent, Reverend A. S. Allen, Orsamus Cole, Azel P. Ladd, Joseph T. Mills, and a Dr. Jenks. In order to devote more time and effort to the advanced curricula, the Primary Department was dropped, and the local common schools thereby were accorded the acknowledgement that they had achieved a respectable status. Not only were the curricula in the Classical and English departments strengthened, but also new courses in mechanics, calculus, and mathematical astronomy were added. Students were afforded the opportunity of attending public lectures on chemistry, physiology, and natural philosophy and in turn presented public declamations generally every two weeks. They also participated in forensic contests for which prizes were awarded.

School life continued much as before, except perhaps for the brief interim period when Academy classes were held in a dismal room at the rear of the Campbell House. Students were required to attend church on Sunday, wherever they or their parents designated, and with a relatively small student body and a general acquiescence for public devotions, it was not too difficult a task to enforce. Once a student was admitted by examination or certificate, his progress was reported to his parents or guardian at the end of every quarter. A more comprehensive report was provided for the patrons of the school. There were times after school and on weekends and holidays when the spirits of the young were exercised. While studies were serious business, relaxation and entertainment were not forgotten as facts of life. Classes were generally dismissed for a May Day celebration which usually involved both teachers and pupils. And, since the summer term ran through July, the glories and pageantry of the Fourth were noisily observed. It is consoling to find that classes were populated by human beings and not paragons of mid-nineteenth century virtue. Boys and girls were chided for sucking rock candy during recitations and were reproved for running between classes. During several declamation contests several mystery figures made elaborate arrangements to tie a strong cord to the tongue of the school bell which would be rung at dramatic moments during the orations. Others found it was possible to invert the bell in cold weather and fill it with water, so that when the principal at-

tempted to call school into session the following morning, he would either hear no tone because the mechanism was frozen or he would receive a shower of ice water. It is not difficult to imagine the endless variety of pranks which were conjured up by the boys in the top floor dormitory room, including midnight bowling tournaments.

The financial condition was of primary interest to Academy supporters, consequently a special public meeting was scheduled shortly after opening day. At this occasion, a general financial report was given both in terms of construction costs and future planning. In January, it was reported that the facilities were not large enough to accommodate all who applied for the second term, although Mr. Pickard indicated that the seating capacity could be enlarged to 200. While one area newspaper, the *Mineral Point* Democrat, suggested that communities other than Platteville would do well to establish their own academies, the *Grant County Herald* argued that the Platteville Academy should be supported as *the* school for the entire mining region. Whatever outside sentiment may have been, the Academy Trustees were aware that additional funds for expansion and high level operation were needed. In March, 1854, a new fund raising drive was inaugurated and Mr. Pickard devoted additional time to "road trips" to attract additional students as well as solicit funds. Success was realized in an amazingly short time, for by the end of the month it was announced that a $2,000 subscription had been completed and that the first installment payments were due in April, 1854. By the end of the fourth quarter of the first year in the new building, over 200 students had been enrolled, and it could be reported by the examining committee that all students had progressed satisfactorily. Particular praise was extended to the teaching staff in whom the committee expressed complete confidence: "It is not sufficient that a teacher be a fine mathematician, elegant and finished in *belles-lettres,* or a profound linguist, to instruct and govern the young, in addition he should possess the faculty of winning his pupils, and governing them in all instances, if possible by appeals to the higher and purer principles in our common nature."

During the next six years, the course of events moved along regular paths with quarterly and annual examinations, declamations, and musical events punctuating periodic beginnings and

endings. The enrollment generally increased, so that an average of 275 students could be counted among the regular occupants of the other end of the log facing Mr. Pickard and his staff. For a time, when enrollment in the model school sections and in the teacher training courses were augmented, new teachers were added. During the late 1850's, J. L. Pickard's brothers, D. Webster and Charles, successively aided in teaching and administrative duties as Associate Principals. Miss Joslyn's services were supplemented by those of Miss M. C. Webb, and Miss M. Page in music, by A. M. Sanford, Mrs. Mary Clarke, and Mr. Philip Walker in the model school and preparatory programs. On several occasions, a number of students in the teacher training program were pressed into service to help model school teachers with added enrollment burdens. Mr. Pickard continued his travels to maintain contacts chiefly in the New England area, from which there had been received many generous gifts toward the improvement of the Academy program and physical plant. However, it may be remarked that J. L. Pickard was absent less than a week's time because of ill health.

Because of enrollment pressures in both the Academy and the local public schools, the Trustees of the Academy took steps in February, 1856, to raise additional funds for an expansion program. Within a short space of time, an additional $2,000 was subscribed, as well as an additional sum for scholarships toward which several businessmen pledged $300 each. By June, plans had progressed to a review of the necessary requirements for erecting a new building adjacent to the original, according to the plans first presented by Gardiner, the New York architect. As was originally planned, the proposed structure was intended to provide boarding and rooming accommodations for a number of students, which would have made it possible to remodel the third floor of the older building for expanded classroom space. Shortly after the annual examination and commencement exercises in July, it was announced that the building contract had been let to Mr. Waterworth of Muscoda and, within a week, excavation work for the foundation had begun. Enrollment reports continued to be optimistic through the first quarter of the 1856–57 year, although building progress was temporarily suspended for the winter months. Spring brought greater optimism for the Academy Trus-

tees and faculty when the State Legislature was reported to have discussed a special bill which would have authorized the Platteville Academy specifically to borrow $3,000 from the public school fund. Hope was short lived as legislators representing the interests of other academies and seminaries offered amendments to enlarge the scope of the plan to include all institutions. The result was that the bill was killed inasmuch as the school fund could not stand so great a strain in order to accommodate requests from all private institutions. A further calamity occurred in March, 1857, when an overheated flue pipe caused a fire to break out in a third floor room which had recently been outfitted as the school library. About $200 worth of damage was the estimated material loss, but inevitably much time would be lost in replacing the books for which students, faculty, and Trustees had worked so hard to procure.

Before adjourning, the 1857 legislature did pass an important piece of legislation which renewed hopes for Platteville's Academy. The Act for "the encouragement of academies and normal schools" will be referred to in a subsequent chapter in connection with the ultimate establishment of state supported normal schools. At this juncture, it is important to note that the legislation provided that twenty-five per cent of the income from the sale of swamp lands could be apportioned to chartered institutions provided their respective governing bodies would establish and maintain a normal department. The Platteville Academy under J. L. Pickard already had been engaged in such a program for a number of years and therefore it was expected that some funds might have been diverted immediately. Perhaps J. L. Marsh, editor of the *Independent American,* best judged the situation when he wrote, "It is a carefully guarded bill and one of considerable importance. It was supposed that through it speedy aid could be procured, but we believe that expectation has been disappointing." When the Board of Normal Regents, which also was established by the act, convened, they determined that the purposes of the teacher training program could best be served by their fulfilling their obligations of examining teaching candidates and awarding about $40.00 to schools which supported a normal program whenever a candidate passed the Board's examination. Platteville Academy's teacher training classes never were very

large, so that during the course of an average year, the school received only about $400, which generally was applied on interest payments for outstanding debts.

Despite the minimum shock waves of the Panic of 1857, work on the new building was suspended, perhaps because of the lack of immediate state assistance. The enrollment for 1857–1858, however, was the largest ever recorded in the Academy's history, as some 310 young people attended classes that year. It is notable that, perhaps in the face of impending legislative largesse, the State Legislature had chartered over sixty academies and seminaries between 1855 and 1857. One of these was the Collegiate Institution at Hazel Green, whose blatant advertisements caused some concern among friends of the Platteville Academy that their school was in danger of being eclipsed. Such was not the case, however, as enrollment statistics indicate. Rarely did enrollment decline below 200, except for the war years. Another more imminent threat was encountered when several students of southern antecedents announced their objections to the prospective enrollment of a colored girl who had come to town with a white family. While the Trustees studied the matter, J. L. Pickard announced from his sickbed that if that girl were not admitted, he would resign immediately. Both Pickard and the Trustees were spared embarrassment when the girl announced her decision to enroll in the Rockford Seminary. Southern students declined in numbers by 1859 as the anti-slavery controversey thickened in the passage of personal liberty laws in Wisconsin and in the Harper's Ferry incident in Virginia.

Josiah L. Pickard regretfully announced his decision to effect a temporary retirement at the end of the 1859–1860 school year. For several years, his eyesight had declined, and he was advised by a number of oculists to change the nature of his activities to work which demanded less visual concentration. At the same time, he felt a burning zeal to devote his remaining energies and talents to education, particularly in the field of improving the common schools through expanded teacher training opportunities. His several needs were answered when he was elected to the position of State Superintendent of Public Instruction, which position he held through two terms from 1860 to 1864. It is evident that Pickard was well known and respected throughout the state, both as head of Platteville's Academy and as a prime mover in the

Wisconsin Teachers' Association. Pickard stated many years later that it was his intention to be away from "his Academy" for only a few years, long enough to restore himself to good health. However, as he admitted, the years multiplied so rapidly that he soon realized he could never return.

The Trustees elected Mr. Algernon K. Johnston, who had been Associate Principal under Pickard in 1859, to replace Pickard as Principal. At the same time, Samuel S. Mitchell, one of the younger sons of the illustrious Reverend Mitchell, was appointed as a new staff member. Miss Joslyn, Mrs. Clark, and Messrs. Banford and Walker remained, to aid in the transition process and continue the school's basic mission. Both Johnston and Mitchell resigned at the end of the year, however; the former to enter private business in New York City, the latter to complete his studies for the ministry. Mr. George Guernsey, a native of Tioga, Pennsylvania and a former teacher at Milton Academy was hired to replace Johnston as Principal but, because of a drop in enrollment, only Miss Joslyn and Mr. Walker were retained. Miss Sophia M. Aspinwall, a graduate of the teacher training program, was hired to teach in the model school.

During the period of transition, from the time when J. L. Pickard resigned to become State Superintendent of Public Instruction to the time when George Guernsey became Principal of the Academy, the enrollment dipped slightly, but the progress of the school continued. On one hand, the teacher training program was forwarded in a number of ways. More young men and women were enrolled in Normal classes and several were invited to become staff associates to assist in the Model School. For example, between 1857 and 1860, the following were listed in Academy Catalogs as student assistants: Mary Patterson, Harriet Patterson, S. Elizabeth Patterson, Harriet Eddy, Thomas J. Law, and Sophia Aspinwall. In addition, each year between six and twelve other students, after completing their programs, successfully passed the examinations administered by the County Superintendent of Schools or by the State Superintendent of Public Instruction and were granted first, second, or third grade certificates. Most of these graduates were offered immediate employment in the Platteville area and through successive years of effective service directly contributed to the high reputation of the Academy's program. Indirectly, the Academy promoted further training for active

teachers. In September, 1859, the Academy made its facilities available for a Teachers' Institute, which was directed by the renowned Henry Barnard, who then was Chancellor of the University of Wisconsin and the agent of the Board of Normal Regents. The following year, in April, 1860, Josiah L. Pickard, newly elected Superintendent of Public Instruction, organized and directed another Institute at the Academy. Both sessions were reported as having been eminently successful, both from the teachers' points of view and from the favorable reactions of the Institute Conductors.

In another respect, there was an indication that the Academy was progressing. The benefits of the 1857 law, which permitted the diverting of money from the Normal Fund to academies, seminaries, and colleges whose assets were $5,000 or more and who provided teacher training classes, came to the Platteville Academy in the amount of $3,414.00 during the period 1857–1859. J. L. Pickard reported that almost $2,000 was applied toward outstanding debt and interest payments, about $500 was spent on maintenance and purchase of a new fence, and $950 was expended on salaries of new or additional teachers, who were employed to help cope with the record enrollment of 310 in 1857–58. During the following seven year interval, the Platteville Academy received an average of $300 a year for its teacher training services, and therefore continued to rely on tuition charges and loans, donations, or scholarship gifts as chief sources of income. Other income was derived from admission charges, in modest quantities, from the series of public entertainments which the Academy sponsored every year. Most programs were planned and produced entirely by the students and faculty members and featured displays of the students' work in declamation, oratory, and music. A few programs featured local or state figures who were prominent in political or educational affairs, and one or two times a year, a traveling lyceum group was hired to perform and share their receipts with the school. Whenever a program was advertised in the local newspaper, it was given an extra boost by the editor who noted that, not only was outstanding entertainment to be presented; but that some worthy purpose was to be served. That is, programs were directly tied to raising funds for the purchase of new furnishings or equipment. For example in the spring of 1858,

a series of entertainments were sponsored by the Academy Reading Club in order to purchase carpeting for the aisles in the School Hall.

Interest in science was expressed in a number of ways. On one hand, J. L. Pickard's personal enthusiasm for the field of natural science was apparently contagious. Pickard kept a log of temperature and general weather conditions for many years, and the local newspaper published his observations periodically. Undoubtedly, too, students were attracted to the methods of science in recording their observations and in noting cyclical weather movements. Closely related to his interest in weather conditions was Pickard's engrossing attention of astronomy. Toward this end, in 1856 and 1857, Pickard promoted a fund raising campaign to purchase a telescope for the Academy. Shortly after its arrival in February, 1857, Pickard demonstrated its usefulness in explaining that the appearance of a new comet in the Cancer constellation was neither a threat to the earth nor in fact a real comet. He wrote to the *Independent American* that, "It resembles a comet, but is a cluster of very small stars so near each other as to be invisible as stars to the naked eye. . . . By the telescope is seen a large number of very bright points." He invited any persons who were interested to call on him any evening after 9:00 to view the phenomenon through the Academy's new instrument. About two years later, Pickard purchased a microscope and a set of slides for about $125 for the Academy's use in biological science classes, so that by 1860, a respectable collection of science equipment had been accumulated.

In another vein, interest in science was promoted in the continuation of a series of lectures on chemistry, physics, and botany for the benefit of both students and townspeople. It is notable that after Pickard's departure that A. K. Johnston continued the trend, directly and indirectly. Johnston gave a public lecture in December, 1859, on the subject, "Chemical Affinity," and in May, 1860 it was announced that the third term of the Academy would include a botany course and a series of illustrated lectures in chemistry. When Johnston resigned in 1860, it was perhaps of some significancy that George Guernsey, who had earned his M.A. in mathematics at Amherst College, was invited to succeed to the principalship. Despite the change in adminis-

trative personnel within a short period of time, at least the development of science classes was continued without interruption.

Despite his severing official connections with the Academy in 1860, Pickard still continued to exert a strong influence on its character. His duties as Superintendent of Public Instruction carried him throughout the state and whenever he traveled through the western regions, Pickard never failed to visit Platteville. In part, his frequent appearances in 1860 and 1861 are accounted for by the fact that his family continued to reside here until November, 1861, after which they moved to Madison. However, Pickard still reckoned as the most significant figure in the school's history and he was regularly invited to address meetings of students, faculty, trustees, and townspeople, among whom he counted many friends of twenty years standing. After he became Superintendent of Schools in 1864, his contacts with the Academy became less frequent, but he still counted Platteville as his first really permanent home as was indicated in his addresses at the opening ceremonies of the Normal School in 1866 and at a special reunion in his honor in 1887.

During its years of decline, the Academy was held together chiefly by George Guernsey and Miss Fanny Joslyn. The latter was particularly conscientious in continuing her high level of excellent performance in the classroom and in inspiring countless students by her impeccable dress and behavior. It was, perhaps, not definitely realized at the time that the Academy was in a period of decline, in that the general decline in enrollment was attributed largely to the effects of the Civil War. A substantial number of contemporary prospective students felt the patriotic urge to enlist in state or national military units. Others perhaps were attracted by employment opportunities in industry and agriculture. At the same time, quite naturally, local attention was diverted from education to the broader issues of national life, and consequently it was not too surprising to find that members of the Academy Board of Trustees were becoming less attentive to their duties and frequently failed to attend annual meetings. Still school events followed their normal course of development. Public examinations and entertainments were carried on with usual vigor and imagination. While local editors may have been slightly prejudiced in favor of the hometown products, they were none-

theless fairly accurate judges of performance levels of young people and were continually delighted by flashes of brillance in oratory and declamation. Editors were particularly pleased to report that a substantial number of Academy graduates were completing programs in the Normal training sequence and would ultimately contribute to the cause of improving the common school program in the Platteville area.

Yet, at the same time, another trend was being viewed in relation to the Academy's function. As was previously noted, the Academy was founded to provide the necessary elements of the common school curriculum as well as a degree of higher education for Platteville's young people. However, as a result of the collective and successive work of Academy Principals; A. M. Dixon, G. F. Magoun, J. L. Pickard, A. K. Johnston, and G. Guernsey and their teaching colleagues, the level of competence in the area common schools had been raised significantly during the two decades of the Academy's existence. Moreover, village and town population increases had led to the establishment of a larger number of common schools which were being supported from tax funds. As was suggested before, the work of the State Superintendents of Public Instruction also was bearing fruit. Therefore, the role of the Academy was diminishing to the point that its main functions were those of providing the equivalent of a high school education and a basic training program for common school teachers. The Trustees perhaps frequently questioned their ability to sustain an increasingly modified program in the light of existing indebtedness and increased operating costs. It is notable that no new subscription drives were undertaken during the 1860's, although additional funds would have been useful for maintenance purposes alone.

In the meantime, some attention was being given to higher education. On the national level, the Morrill Act of 1862 provided land grants for the development of state university programs which dealt with agriculture and mechanical arts. As a result, the University of Wisconsin received 240,000 acres as an endowment fund. But so far as teacher education was concerned, successive State Superintendents, chiefly Pickard and McMynn, and Boards of Regents for Normal Schools in Wisconsin continually pressed for improvements in the establishment of schools which dealt exclusively with teacher training. In the spring of

1865, Governor James T. Lewis specifically pointed to the recent monumental report of Superintendent McMynn urging the development of Normal Schools in Wisconsin. Governor Lewis stated: "There is no subject of more vital importance to the interests of the State and the Nation than the subject of Education. As no people can be enslaved with it, so no people can become great and powerful without it."

It was in response to these events that the Academy Trustees held a meeting of historic importance on Saturday, April 29, 1865. There emerged from that meeting a plan of salvation both for the Academy and for Platteville with the Academy property as the nucleus of the new school. The story of the founding of Wisconsin's first Normal School is related in following pages, but it must be noted that before the Academy faded from sight, its long list of achievements in education were duly recognized and appreciated by countless individuals on the local and state level. Without the Academy's formidable reputation and actual existence, it is doubtful that Platteville could have attracted the attention necessary for the ultimate establishment of any new school. When the last spring term of the Platteville Academy was announced in the *Grant County Witness* in March, 1866, it was with a touch of nostalgia that Editor, G. L. Shaw urged his readers to, "Give our ancient and worthy institution what has conferred such incalculable benefit upon the region, a good farewell benefit."

CHAPTER III

The Normal School Grows

PREPARING teachers for the public schools had been Magoun's and Pickard's underlying motives for establishing training classes. As mentioned previously, Pickard had inaugurated the first such class during the winter term of 1848–49. He continued the arrangement in successive years whenever enough students appeared. At the same time, arrangements were made periodically for holding teacher's institutes and while both efforts and attendance were sporadic, still two important steps had been taken toward upgrading the common school program through the training of teachers. It should be noted again, that a strong element of missionary zeal prevailed among many teachers when they chose to forsake worldly gain for the privilege and responsibility of molding young minds. Salaries were pitifully low and working conditions often tortuous, but nonetheless numerous dedicated persons sacrificed personal pleasure to "serve in the vineyard without complaint." It is true that many were attracted to teaching during off-seasons in farming, mining, and other more remunerative endeavors. While many of these were generally well educated themselves, they lacked the drive to establish continuity in their respective schools and to take more than a passing interest in their students. Others, at the same time, were simply incompetent, perhaps for almost any type of employment. They filled existing vacuums in frontier communities. Some protested, individually or collectively in early teachers' associations, that if teaching were a profession, a living wage ought to be paid. More often than not, teachers like other workers were subject to the intrinsic values placed on their services by a more material conscious public.

Whether one was imbued with the spirit of Christian service which prevailed among so many teachers of the nineteenth century or whether one was seeking a port in the storm, it became evident to leading educators in the West, Pickard among them, that some formal training and certification programs were necessary, if not for the teaching profession, then for the public schools. Very early in the formation of constitutional government in Wisconsin, it was proposed that provisions be made for supporting and/or encouraging teacher training by providing state funds for academies, seminaries, and colleges.

The first evidence of normal training was apparent in the decision of the faculty of the University of Wisconsin to allocate $500 in 1855 to a normal course, to be conducted by a member of the English Department. The course, consisting of a series of lectures during an eight week period, was carried on for two or three years as an oasis in the western desert. In 1857, the state legislature voted to divert 25% of the income from the sale of swamp lands, which had been donated to the state by the federal government, into a normal school fund. Specifically, the law provided that any academy, college, or seminary which offered teacher training and whose candidates passed a state exam would be compensated at the rate of $40 per pupil. A Board of Regents for Normal Schools was also created under the same law, but it quickly decided that the establishment of normal schools, *per se,* was beyond its jurisdiction. It did, however, assume the responsibility of overseeing the teacher training programs and of examining candidates. The arrangement was continued until 1864, when payments were suspended. A year earlier, the University established a separate Normal Department, supplied with modest funds and a full-time staff of one man.

Before the suspension of payments to independent schools, the Normal Board advanced the cause of teacher training by hiring Henry Barnard, a nationally known educator as its agent, in 1859. Barnard's duties involved supervising the training programs where they existed or where they might be established and holding institutes throughout the state for the purpose of instructing practicing teachers in the rudiments of common school subjects and teaching methods. Barnard was in poor health when he accepted the job and he became worse as time passed. He was forced to resign and be proclaimed a failure in 1861. It was a

thankless task to try to encourage a successive mass of teachers whose collective knowledge would hardly blot a single page of a contemporary college catalog. Those who could read, write, and do simple arithmetic were in the minority, and those who could comprehend the word method in teaching reading or could understand mental philosophy were almost non-existent. Barnard's institutes were rated as more successful than his organization of the state's normal programs. Data compiled from questionnaires distributed and returned by teacher participants indicate that for the years 1859 and 1860, the majority of the respondents had migrated from the Northeastern United States, most were in the 16–25 age bracket, most had attended an academy or a high school, and most had two years' experience or less. Less than 25% of the group reported having attended a normal school or a normal class prior to the institute session. It may be concluded that there was ample evidence for the establishment of more rigid requirements for teaching candidates through the establishment of state normal schools. On the other hand, however, there persisted a notion that " 'an illiterate teacher is best for a school of beginners; that a teacher who knows but little is better adapted to scholars who know still less.' "

Charles H. Allen was appointed to succeed Barnard, but he resigned after a year's work to become Superintendent of the Madison Public Schools, and in 1863, Allen was appointed Professor of Normal Education at the University of Wisconsin. During this period, the Board of Regents for Normal Schools managed its own affairs and relied on the Office of the State Superintendent of Public Instruction for certifying graduates of normal courses. At the same time, town and county superintendents of schools retained the responsibility of examining teachers for positions locally. During the Civil War years, academy and normal class attendance declined, yet the interest in developing state normal schools was kept alive. Josiah L. Pickard, State Superintendent from 1860 to 1864, and his successor, John G. McMynn, urged in their annual reports that separate professional schools for teachers were absolutely needed. Each indicated that existing arrangements were neither appropriate nor efficient because too often normal courses or programs were subordinate adjuncts to academic programs. The legislature was reminded that state normal school plans had been initiated by many eastern states, after

similar experiences of trial, error, and failure. However, in the light of the existing situation in the Civil War, neither Pickard nor McMynn was ready to recommend specific action.

Early in 1865, the legislature was faced with the dual problem of establishing public teacher training schools and of safeguarding the swamplands from exploitation and the funds derived from their sale from unproductive use. McMynn and Jackson Hadley, Assemblyman from Milwaukee, cooperated in framing and proposing new legislation to reach these ends. Despite the favorable position of the "friends" of academies and other private institutions, it had to be acknowledged that McMynn and Pickard had been correct in their estimates of the ineffectiveness of existing teacher training arrangements. Consequently, there was little formal opposition to the Normal School Bill, which was enacted and signed by the Governor on April 11, 1865. The new law repealed previous statutes which had diverted the public land income into a single fund for drainage and normal instruction in private institutions. Henceforth, the income from land sales would be deposited in two funds; half for drainage purposes and half for the Normal Schools. The latter fund was to be used for developing and maintaining Normal Schools under the direction of the Board of Regents, but with the provision that 25% of the school fund was to be diverted into an account until at least $200,000 was accumulated. By September, the first goal had been reached and over $30,000 was available for establishing normal schools.

Early in 1866, new legislation was passed incorporating the Board of Regents for Normal Schools, which was granted the powers and responsibilities of accepting school funds and dispersing them for the erection and maintenance of normal schools. The Board was responsible for establishing courses of study and granting diplomas to those who had been instructed in "the theory and art of teaching, and in all branches that pertain to a good common school education." Further, the Board was empowered to appoint administrators and teachers for the Normal Schools and to examine candidates for diplomas. Thus, significant ground had been broken for implementing the ideas of educational leaders, not only those in Wisconsin, but also those of national importance. Barnard, Mann, Allen, Pickard, and

McMynn had pointed the way. It would be up to their successors to implement the plan in subsequent years.

In the meantime, local interest groups were well aware of the implications of such legislation for their respective communities, especially those where some state aid had previously been distributed. Notice was given by the Board of Regents that petitions and proposals for Normal School sites would be received through December, 1865. Some towns and cities sent committees directly to the State Capitol to present plans and testimony, others simply worked through their elected representatives. The Trustees of the Platteville Academy met in July, 1865, to determine the fate of their enterprise. It appeared that the Academy received about $300 a year from the state as compensation for training teachers who passed the state examinations. This sum, it was estimated, had generally been enough to pay the interest on the outstanding debt of $4,000. But the Trustees were aware that henceforth all state funds would be withdrawn for the purpose of developing state normal schools. They voted, therefore, to offer the Academy grounds, building, and equipment to the state for a payment of $25,000 and the assumption of the outstanding debt. If the proposal were to be refused, the Trustees suggested an alternate plan to incorporate the Academy within the town school system and use it as a high school. No formal action was taken, although another meeting was scheduled for August. At the latter meeting, the body was enlarged to include many prominent citizens who were not members of the Academy's Board of Trustees. Although interest was expressed in the establishment of a normal school in Platteville, still no definitive action was taken. Late in August, a third meeting was presided over by Noah Virgin, a local miller and grain dealer, who had been a member of the Territorial and State Legislatures. Relying perhaps on information passed along by a current member of the Board of Regents, Hanmer Robbins, the group scaled down their terms to propose that the Trustees of the Platteville Academy would offer the grounds, building, and equipment, if the state would assume the $4,000 debt.

A variety of other proposals were received by the Board of Regents ranging from the buildings and grounds of the Geneva Seminary to $35,000 in cash and 40 acres of land at Stoughton. Other communities which extended bids were Baraboo, Berlin,

Fond du Lac, Milwaukee, Neenah Menasha, Omro, Oshkosh, Prairie du Chien, Racine, Sheboygan, Trempeleau, Waupun, and Whitewater. In September, 1865, the Board of Regents acknowledged Platteville's proposal and sent an inspection team to investigate the school and the community. The team, composed of Charles C. Sholes, a Kenosha business man; John G. McMynn, Superintendent of Public Instruction; and William E. Smith, former Vice-President of the Board of Regents and later Governor of the State, followed the Board's general instructions to examine prospective sites with particular reference to "respective merits of accessibility, healthfulness, costs of board, room, fuel, building materials, and labor; also scientific and literary advantages." In addition, where buildings already existed, as in Platteville's case, it was expected that facilities should have been able to accommodate at least 160 Normal students and 100 Model School pupils. Space requirements included classrooms, library, offices, storage rooms, and recreation areas. No action was taken immediately by the Board, except to provide for further study by sending another committee to inspect normal school facilities in neighboring states. The Board, however, did settle upon three principles to guide them in the final selection of sites in Wisconsin; (1) it was wise and practical to establish schools in different parts of the state; (2) at least $10,000 should be set aside annually for each school for expenses, including repairs and library development; (3) each location should reflect a large enough local population to provide an adequate student body. Subsequently, the Board refined its site selection criteria so that there could be only one normal school per assembly district, thus state wide competition was minimized but internal competition expanded.

After the Board's Committee departed from Platteville, interest and enthusiasm remained high. George K. Shaw, editor of the *Grant County Witness,* was especially active in promoting the movement to encourage the Board to consider Platteville's proposal in the best possible light. Shaw approached the issue from an economic standpoint, when he informed his readers that not only would this area be benefited in an educational sense, but more important, there would be tangible returns for most businessmen and property owners. With an increase in population, there would be an increase in land values by simple laws of supply and demand, but an indirect advantage would accrue in a broader

distribution of the property tax load. Shaw encouraged people to petition Hanmer Robbins to get the Normal at any cost, including raising funds locally to pay the Academy's debts and to establish a remodeling fund. Robbins, like many of his contemporaries in Platteville, had been born and educated in the East and had brought with him the ideals and traditions not only of private academies, but also public schools, including state normal schools. At the time he was being petitioned "to get the Normal at any cost," Robbins was a member of the Board of Regents and Chairman of the State Assembly's Education Committee. Having lived in Platteville since 1837, he had been active in the public school movement here, and although he was not a member of the Academy's Board of Trustees, he was well aware of that institution's growth and accomplishments. Robbins was also made aware of the fact that the Academy's financial fortunes were declining, particularly in the light of threatened withdrawal of state aid. Thus the vision of an educational and monetary renaissance through the establishment of a state supported Normal School was quite enthralling to local citizens.

The Board continued its deliberations and investigations in an atmosphere of tension and pressure for several months. Hanmer Robbins wrote to George Shaw early in February, 1866, that a recent Board meeting had lasted for two days and two nights and had been a particularly stormy one. While no specific decision was reached, some action was expected by the end of the month. Robbins proposed a public meeting at the Academy on February 17, when he would explain the Normal School situation to all interested parties. Undoubtedly, Robbins' favorable position in legislative and educational circles lent weight to his words both in Platteville and Madison, for he ultimately was able to develop a compromise arrangement. On the one hand, Platteville's bid was weak in a monetary sense when compared to the large sums of money other communities were prepared to offer for a normal school site. In the light of the paucity of development funds, the Board could hardly consider spending over $5,000 to repair the Academy and retire its debt. On the other hand, Platteville Academy was a concrete asset both in terms of its physical plant and of its having an enviable reputation in the field of education. According to the editor of the *Grant County Herald,* "the Platteville Academy has already schooled and prepared more

teachers than any other two or more academies and colleges in the state." Thus on February 23, 1866, George Shaw presided over a significant meeting, wherein it was decided to petition the Town Clerk to include enough money on the tax rolls in order to pay the Academy's outstanding debts and to provide funds for remodeling the building for a normal school. In short, the people of Platteville were ready to invest another $10,000 of their own money to convince the Board of Regents of Platteville's sincerity in continuing its role in higher education in the state. Within a week, the Board of Regents acted favorably by voting to establish State Normal Schools at Platteville and Whitewater. During the spring and summer, some remaining formalities were settled. In May, after a meeting of the Academy's Trustees, title to the Academy's property was legally transferred to the state, and a local committee was formed to raise funds for maintenance and repair projects. Plans were discussed for adding to the existing facilities by erecting another building on a foundation which had previously been dug on the Academy grounds. Editor Shaw commented, "Platteville is now in the high road to prosperity. If our people show a commendable public spirit, a brilliant future is before us."

In the meantime, a variety of opinions were expressed regarding the wisdom of normal training, of the selection of Platteville as a site, and of strict regulations which the Board of Regents had promulgated. During the period when sites and proposals were being considered by the Board of Regents, an intense rivalry was precipitated between Platteville and Prairie du Chien, when the latter presumed its offer of more money and land than Platteville Academy had made would win Board approval. George Shaw commented, "If a school is located at Prairie du Chien, we may expect to hear half of the pupils dying off every year on account of the insalubrity of the locality. . . . The only advantage we can see in locating a school at Prairie du Chien is that it is probable that half the students would die off every year and make room for new ones. In this way on, School might be made to do for the whole state. The idea certainly deserves consideration on the grounds of *economy*." Shortly after the Board announced its decision in favor of Platteville, the *Prairie du Chien Union* continued its criticism of Platteville and remarked, "Rail on! We have not promised to spare you yet, and shall not until we get

ready." The *Grant County Witness* replied, "We never did consider ourselves a man of feeble courage, but we might as well own up and say we are *scart* (sic) now—What in thunder is coming?" Later announcements appeared stating that Prairie du Chien was making preparations for its own local, private college. Shaw continued the feud, which was becoming something of an editorial vendetta, "A picture of Prairie du Chien by one of its own citizens—Temperance and morality are at a low ebb. Vice and Drunkeness stalk aboard at noonday. . . ." A truce apparently was reached when the *Witness* printed a letter from *Prairie du Chien Union* indicating that the latter's editor had recently visited in Platteville and was able to compare his impressions with those acquired on a previous visit some ten years earliers. He was amazed to find that Platteville had grown and prospered considerably and stated, "We cannot find it in our hearts to abuse Platteville because she has secured it (The Normal School)."

On the matter of normal instruction, John McMynn indicated in his report to the Board of Regents in 1866, that many people in the state did not understand what kind of training was involved. He suggested that greater efforts be made to publicize the benefits and advantages of normal training for public school teachers. He expressed the belief that the program could succeed only if the public would give its support and therefore they needed to become better informed. In the meantime, George Shaw was attempting to allay the fears of local citizens by explaining at length that even though the Board had ruled that only six students per election district could be admitted, there were 100 assembly districts which would mean that 600 students could be nominated. Although there were accommodations for only 200 at Platteville, Shaw thought it unlikely that any more than that number would apply. If there were more eligible students per district, then only the best qualified should be elected. In addition, Shaw printed a long editorial entitled, "What is a Normal School?", perhaps in response to McMynn's suggestion for informing the public. Basically, the normal program was described as having courses in all the major academic areas and in the art and theory of teaching those subjects. "It will thus be seen that a Normal School combines all the advantages of a first class private academy with those of a State Educational institution." The Board of Regents had also ruled that upon admission to the

normal program, a student had to promise to teach for two years after completing the program. Shaw raised a hypothetical, yet realistic question, if a girl enrolls in the program, agrees to teach for two years, completes her program and becomes certified, but then married before the expiration of her teaching pledge, would her certification be revoked? One of the Regents replied that, leniency and understanding would be shown in such cases. The state's investment and the training was not lost in that a normal education was very good for wives and mothers, who ultimately would have great influence on younger members of their families.

In the meantime, the Board of Regents was screening candidates for the principalship (or presidency) of the new school and in August, 1866, announced that Professor Charles Herman Allen had been chosen. As previously indicated, Allen was well known by the Board in having been their agent in 1861–62, and in having been associated with the University's Normal Department. Allen had completed common school training and one year of academic work at Condersport Academy in Pennsylvania. He had taught in common schools in Pennsylvania, New York, and Wisconsin and had engaged in a number of other occupations. Although he suffered from a physical deformity, which forced him to resign from several teaching positions, he appeared to have the confidence of the Board as well as acceptable credentials. A second consideration was in selecting a competent staff to work with Allen in carrying out the mission of Wisconsin's first Normal School. Jacob Wernli was selected as Assistant Principal and teacher in the English and Language Department. Prior to his appointment at Platteville, Wernli had been the Principal of the Second Ward School in Milwaukee, and earlier he had been the county superintendent at Waupaca, where McMynn had observed him as a competent teacher and an extraordinary institute conductor. George Guernsey, selected to teach mathematics, was born and educated at Tioga, Pennsylvania, about forty miles from Allen's home. He had previously taught mathematics at Milton Academy and had been Principal of the Platteville Academy from 1860 to 1866. Miss Fanny Joslyn, previously noted, had migrated from Vermont to teach in the Platteville Academy under J. L. Pickard. There was no question of Miss Joslyn's ability, for some years later Pickard praised her as having been conscientious, help-

ful, just, and impartial with all students. Miss Joslyn taught history and geography and was designated as Preceptress of the Normal School. The staff was rounded out by Miss Esther Sprague as Principal and teacher in the Model School. Little is known of Miss Sprague's background or fate, other than that she resigned at the end of the first year.

Late in the summer of 1866, plans were laid for a gala opening of the new school on September 14. A part of the plan was to have a Grand Reunion of all former teachers and students of the Academy, which had conferred incalculable and worthy benefits upon the region. Josiah L. Pickard, the most prominent of the Academy's former teachers, had promised to travel from Chicago, where he was then Superintendent of Schools. In the meantime, Allen had arrived in Platteville late in August to inspect the building in order to ascertain what changes were necessary before commencing school. It was decided to remove some of the second floor partitions in order to have several small classrooms adjacent to a large lecture hall. Remodeling and repair work took longer than was expected and consequently, the school's opening was delayed until October 9, 1866. Announcements were made advising students that good board and room accommodations would be available for $2.50 to $3.50 per week. Entrance examinations were scheduled for those who wished to enter the Normal Program, provided they had been recommended by their respective county superintendents, were at least sixteen years of age, and in good mental, moral, and physical health. The Board of Regents submitted a short description of the courses of study, which according to Statutes would include: "lectures on chemistry, anatomy, physiology, astronomy, the mechanic arts, agriculture and on any other science or branch of literature that shall be deemed proper, . . . All students will be taught *how to teach,* by being required to *do* in the experimental school, what they must afterwards do in the public school." The school year was designated as forty weeks, divided into three terms of sixteen, fourteen, and ten respectively between September and June.

The opening ceremonies were reported as having been a tremendous success, with the Normal Hall packed with enthusiastic Academy Alumni, townspeople, and honored guests. There were featured speeches by Professor Charles H. Allen, who duly accepted the responsibilities with which the Board of Regents had

entrusted him and expressed cheerful optimism for the future success of the first Normal School, and by Hon. Josiah L. Pickard. The latter sounded the keynote of continued progress in the field of teacher education in his address, "Free American Education." In the evening, alumni and friends of the school, new and old alike, gathered for several hours of social activity, singing, exultation, and more speeches. The high point of the day's activity was undoubtedly the presentation of a silver service to Hanmer Robbins, as an expression of the community's deep appreciation of his efforts and service in securing the Normal School for Platteville. Fifty years later his image remained intact as an alumnus referred to Hanmer Robbins as "the father of the school."

At the end of the first term, all the pride and hope originally expressed seemed quite justified. George Shaw editorialized after his visits to the school, that he was considerably impressed with the excellent degree of control and discipline then being exercised among the staff and students. He remarked, however, that working conditions were already crowded and that additional instructional space was absolutely needed. Allen's first term report to the Board of Regents also reflected an optimistic note, "The full course of study and training has not been determined upon. It will be adapted to the wants of the state, and designed to make good teachers by developing those faculties necessary to produce good *men* and *women,* as well as special training and culture." He further expressed pleasure in being able to report that the School had recently acquired the combined Eastman and Pilozetean libraries and that over 150 students were then enrolled; fifty of them in the Normal Department. During the second term, the enrollment increased to a total of 210, with 99 in the Normal program. These figures would appear to indicate that while total enrollment was an important factor in justifying the school's development to the Board of Regents, great care was being taken in selecting only the best qualified applicants for the teacher training program. The other students were consequently enrolled in preparatory programs until such time as they could meet the requirements for the Normal Department. On the other hand, it should be noted that a portion of the non-Normal students were members of the Model School classes where prospective teachers

gained valuable experience under the careful scrutiny of Miss Sprague and Miss Joslyn.

Before the end of the first term, plans were being discussed for enlarging the school's facilities. It was realized that the minimum space standards established by the Board of Regents would be surpassed if near record enrollment was squeezed into the old Academy building, but fortunately there were still on hand the original set of plans donated by Mr. Gardiner. Bids were invited for similar materials and labor according to the plans and specifications which Regent Hanmer Robbins displayed at his office. When the bids were opened on May 22, 1867, it was announced that Mr. Robbins would act as general contractor, and construction of a new wing would begin immediately under subcontracts for materials and day labor. By the end of the summer, the exterior framing and masonry had reached the second floor and after closing the building in for the winter, the workmen were treated to a special dinner at the Tyler House by Hanmer Robbins.

In the meantime, the first school year had been brought to a close with term examinations on June 26, 27, and 28. The Board of Regents had appointed a special committee of Judge J. T. Mills, Rev. Alfred Brunson, Hon. Henry S. Magoon, and Captain O. B. Thomas to oversee the performances by the students and staff. As was the custom, the general public was invited to all the sessions as well as the various entertainments. Martin P. Rindlaub, the new editor of the *Grant County Witness,* reported having attended the public lecture given by Rev. Brunson and the United States history examinations. Rindlaub expressed complete satisfaction with everything he heard and saw, including the fact that many townspeople were in attendance too. Undoubtedly, the same community solidarity which had endowed the Academy with the expression "our school" would continue to prevail within and about the new institution.

The second year opened with some changes in faculty personnel. Duncan McGregor, a close friend of Wernli and formerly principal at Waupaca, replaced George Guernsey in mathematics. Guernsey remained in Platteville and opened an insurance agency. Mrs. Euretta Graham replaced Miss Sprague in the Model School, and Charles Zimmerman was added as a drawing teacher.

At the end of the second year, the official Board of Visitors reported that they were more than satisfied with the evidence that they had seen in the "qualifications of the students (as being) much in advance of those who have not attended this kind of school." At the same time, they expressed the opinion that the professors were overworked, and therefore the staff should be made larger. By the beginning of the third year, greater changes were in prospect. The new wing had been completed for occupancy and three new staff members were added. D. Gray Purman, formerly superintendent of schools for Grant County, assumed the Chair of English and Literature; John H. Terry, a graduate of the State Normal School of New York at Albany, replaced Jacob Wernli as Principal of the Preparatory Department; Mr. A. H. Tuttle, a graduate of the Agricultural College of Pennsylvania, accepted the new Chair in Natural Sciences; and Mr. A. M. Sanford became the new professor of vocal music.

Fermentation continued during successive years, causing M. P. Rindlaub to remark to his readers at the close of the first term of 1870–71:

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

Thus the school had weathered its maiden voyage and had survived a major break in the continuity of personnel, which had been one of the major difficulties in the Old Academy. The initial spirit of optimism prevailed despite occasional criticism, such as that expressed by one Viroqua resident: "There is no more reason why the state should educate teachers than it should educate doctors, lawyers, and clergymen. After the teachers are educated, no part of their income goes to the state . . ." Obviously this statement was made prior to the establishment of the University's professional schools and before the income tax, but it does illustrate an undercurrent of anti-professional feeling toward teachers at least. It was still believed that only the misfits entered the teaching profession, despite any advanced training to the

contrary. On the other hand, men and women had come to Platteville, had planted their seeds, cultivated the crops, helped to harvest the fruits, and had passed along to other vineyards. Rindlaub might well have been comforted by a statement he had made several years earlier, "The School is not for a year or two, but for all time. . . ."

The real test of any institution lies in its ability to reach desired goals, which in the case of the Normal School was to prepare teachers for the state's public schools. During the first twenty-five years of development, curriculum changes tended to reflect needs within the common school program. Initially, Platteville's normal program was patterned after the time tested eastern models and included three divisions—"a normal department for the training of teachers; a preparatory department for review and general culture; and a model school of children for practice teaching. . . ." In addition, there were three basic divisions within the Normal Department: one, a short term program designed to meet the immediate needs of active or prospective teachers who needed professional rather than academic training. Their studies involved a brief review of basic, common school studies, followed by more intensive study of the fundamentals and methods of teaching and a brief survey of school administration, organization, and law. The second type of program was a two year course for elementary school teachers, who, upon successful completion of the program, were certified to teach in the state's common schools. The second program featured a more intensive study of common school subjects, pedagogical instruction and, most important, actual practice in lesson planning and teaching in the Model School. The third program, inaugurated in 1867, was designed to provide training for prospective teachers in grammar and high schools with a background in subject matter, pedagogy and teaching experience. Usually, all programs included studies in language and literature, the social studies, mathematics and natural science, music and art.

Certification procedures were handled almost exclusively by state agents. Until 1872, normal school principals notified the State Superintendent of Public Instruction and the Board of Regents that a particular number of students were expecting to complete the course requirements in the various programs, previously listed. The Superintendent of Public Instruction ap-

pointed a Board of Visitors to oversee the term examinations and public examinations at the end of each year. Sometimes, the Board of Regents instead selected a committee of Regents and prominent citizens to fulfill the assignment. Generally, committee members supplied the questions and topics for response and recitation, and the principal of the normal school put the students through their paces. Upon satisfactory completion of the required course work and having given evidence of competence in the public examination, a student would be granted a diploma which in effect became his teaching license. In 1872, the courses of study in the normal program were revised to a one year elementary program and a three year advanced program. Upon completion of the latter program and the public examination, a person who engaged in a year of teaching successfully had his diploma countersigned by the State Superintendent of Public Instruction, who thus granted First Grade certificates. These permitted a person to engage in public school teaching at any level for life. In 1874, the elementary training programs increased to two years of course work and the advanced course to four years, although such time could be reduced if the candidates performed sufficiently well on their entrance examinations to waive certain course requirements. Holders of elementary certificates were then granted five-year licenses after a year of successful teaching, and graduates of the four year program automatically acquired life-time first grade certificates. Some years later, in 1887, the normal programs were lengthened and admission requirements were upgraded. The elementary training program was increased to two and a half years (seven terms) and the advanced course of study to four and a third years (thirteen terms). The one year special professional course was retained but admission requirements were made more stringent. A candidate needed a year or more of successful teaching experience and a first grade certificate or evidence of having completed a four year college program elsewhere. Admission into the normal school four year program depended upon a candidate's having a high school diploma, a certificate of having completed a normal school elementary program, or successful performance on an examination on high school subjects. However, one other avenue of admission was still open. If an applicant could pass the general entrance examina-

tion, he could be admitted to any one of several levels of normal school training.

During Platteville Normal's first twenty years of development, educational leadership rested largely upon the three principals or presidents who served. The first, Charles H. Allen, captained the school through its maiden voyage. Allen was a quick, alert man with a fund of knowledge which amazed students and colleagues alike. He had the talent for making the acquisition of knowledge both interesting and useful to all students with whom he came into contact. He was recognized as a moving force in Platteville and the Tri-County area, and was frequently called upon to speak at civic, church, and educational meetings. His wide range of interests is illustrated in his being elected President of the Horticultural Society in 1867, and in his initiation into the Masonic Order in 1870. After a severe bronchitis attack in the latter year, he resigned from the presidency at Platteville and moved to Oregon where he became Headmaster of the Bishop Scott Grammar School in Portland. In 1872, he returned to normal school work when he was appointed President of the Normal School at San Jose, California, where he served until his retirement in 1889.

Edwin Alonzo Charleton was selected by the Board of Regents to succeed Allen at Platteville in 1870. Charleton was a Phi Beta Kappa graduate of Dartmouth College and had taught successively in academies in New Hampshire and New York. Just prior to his appointment at Platteville, he had been Superintendent and Principal at Auburn, New York, where outstanding pioneer work in high school development had been carried on. Charleton's main task lay in implementing the curriculum changes which the Board of Regents had invoked in the early 1870's. Toward that end, the size of the faculty was increased to nine members, and plans were made and executed for adding a wing to connect the main building with the unit which was built in 1868. Charleton was remembered for his erudition and charm, the latter of which was displayed when he and his wife entertained faculty and student groups. Because of chronic ill health, Charleton decided to resign in 1879, whereupon he bought the Brodhead *Independent,* which he and his wife operated until his death in 1896.

The third president who served during the first quarter century period, was Duncan McGregor, who ultimately devoted sixty-three years of his life to education in Wisconsin and who established a record of fifty-four years of service to the Normal School at Platteville. McGregor was born in Scotland, where he attended Perth Academy and Kings College in Edinborough University. Significantly, Edinborough was the seat of training teachers for the common schools of Scotland. In 1857, McGregor followed other members of his family and migrated to central Wisconsin, near Wausau, where he worked for a lumber company and taught school during the off-season. He later attended Lawrence University, from which he received his A.B. in 1863. He taught mathematics at Waupaca High School, where he was associated with Jacob Wernli in conducting institutes. Both Wernli and McGregor attained considerable prominence in the eyes of John McMynn and other educators in the preparation of teachers for the common schools. McGregor's service at Waupaca extended from 1861 to 1867, except for a brief term of military service during the Civil War with the 42nd Wisconsin Volunteer Infantry Regiment at Cairo, Illinois. As previously mentioned, McGregor was first appointed to the staff at Platteville in 1867 to teach mathematics. In 1873, he was designated as Institute Conductor, and in 1879, the Board of Regents appointed him President to succeed Charleton. He was relieved from that position in 1894, but was restored to office in 1897, until his retirement in 1904. Thereafter, until his death in 1921, McGregor served as Platteville's representative on the Board of Regents.

With so many years of association with the Platteville Normal, it is not surprising to find that many students considered Duncan McGregor as being "The School." He was energetic, methodical, and tireless in his teaching and administrative duties. In these capacities, he inspired countless numbers of future teachers. One former student, James Alton James, Professor of History at Grinnell College in 1916, recalled, ". . . what a master teacher he was, whether the lesson was one in mental arithmetic, spelling, mental science, or the history of education. . . ." McGregor's competence was such that Charles H. Allen, under whom he had first served at Platteville, wrote him in 1873, "Are you fully persuaded that your sphere of usefulness lies in Wisconsin? If not please inform me at once. What salary will induce you to come to

California?" The inquiry bore Allen no fruit, but indicates both the respect Allen had for McGregor and the authority Allen had acquired at San Jose to select and employ the best faculty members he could obtain. As a postscript, it may be mentioned that Allen did manage to secure the services of Miss Phoebe Grigsby for his Preparatory Department. Miss Grigsby had graduated from the Platteville Normal School in 1871.

During the first twenty-five years of development, building additions were completed for Platteville Normal's home, until a major change in location was made in 1907. The basic segment of the physical plant, as previously mentioned, was the original Academy Building, which had been constructed in 1853 and which was remodeled slightly in 1866. Also mentioned above, was the new unit which was added during Charles Allen's tenure in 1867–68. This building was to have been dedicated on July 1, 1868, but because of the extreme heat, construction was delayed and the ceremonies were postponed until September 9, 1868. The occasion was as colorful as the opening of school some two years earlier. The list of dignitaries who attended included: Hanmer Robbins, Major John H. Rountree, Adam J. Craig, Superintendent of Public Instruction, and General Ulysses S. Grant. The latter had recently been nominated as the Republican presidential candidate and was greeted most enthusiastically for his past military services and for his new role in national affairs. Although Grant had little to say at the dedicatory exercises, the editor of the *Grant County Witness* described him as "the world's greatest General and our future President."

Between 1866 and 1873, the enrollment at Platteville Normal doubled and there were indications that rapid growth would continue. Despite the building addition in 1868, space was at a premium, but in 1873, a short connecting wing was added between the Main Building and the South Wing. However, later during Duncan McGregor's first term as President, two larger units were added. In 1881, when the enrollment was almost 450, a wing was added to the west at a cost of $10,000 and in 1891, despite a slight decline in enrollment, a wing was added to the north at a cost of $19,000. The additional space provided immediately useful space for the implementation of significant curriculum changes both in the Normal Program and in the state's public schools. Classes in the Model School were subdivided into several

grade groups and courses in science and physical education, as well as art and music, were taught in more spacious, appropriately equipped rooms. Thus, the Normal School's space had increased from about 7,800 square feet in 1866, to over 34,000 square feet by 1891. The school's mission of preparing teachers for the public schools moved forward rapidly chiefly in terms of promoting quality.

The second twenty-five years of growth was accompanied by many changes, including widespread curriculum revision, a move to a new campus site, the development of a mining school, and frequent changes in personnel. Beginning in 1892, the curriculum was revised to include: (1) Four year English, Latin, or German courses with a natural science elective in the former area; (2) a Two year elementary program which was the equivalent of the first two years of the four-year English curriculum. Admission requirements were changed so that high school graduates were given credit for the first two years of the general Normal program. All others were admitted on the bases of existing certificates, teaching experience, graduation from a four year college, or by special admission examination. Also in 1892, the scope of the school's work was increased with the development of "extension courses," consisting of lectures, conferences, and assigned readings by Normal staff members who traveled from Platteville to schools in surrounding communities. It was believed that active teachers who could not afford time off for full time study would be benefited and the quality of teaching in the common schools would be increased.

By 1896, it appears, the focus of common school training for teachers had to be shifted to the rural schools, inasmuch as most normal school graduates were regularly staffing town and city schools. Therefore, in all of the Wisconsin Normal Schools, except Milwaukee, a special one year or thirty-week course was developed chiefly for teachers who were at work in rural areas. In 1898, the elementary course was refined so that special programs were offered for lower grade and intermediate grade teachers. The secondary school program for teachers was augmented by a post-graduate course for students who were preparing for positions in grammar and high schools. In 1902, the high school training program was enlarged in scope so that "elective groups" were made possible. In this way, prospective teachers could "major" in

the fields in which they expected to teach. It is true that the number of courses or "credit hours" was limited and not nearly so great as at the present time, but nonetheless important steps were being taken to provide the best training possible for high school teachers. The same year, an Industrial Arts program was inaugurated when the first classes in manual training for college students were offered at Platteville. It was not until 1908, however, that a formal Industrial Arts Department and curriculum were created by the Board of Regents. It may be assumed that there was some delay and possibly apprehension therein, inasmuch as consideration was being given to the Stout Institute's becoming a state institution. In any event, the national wave of vocational training had belatedly washed on the shores of the Platteville Normal School.

The first summer session was held at Platteville in 1909, under the direction of Professor Thomas Gentle. About 190 students attended this session, which was estimated to have been a modest success. The philosophy underlying the establishment of summer courses was comparable to that for the extension course program, that is to present normal course instruction to those teachers who could not afford to leave their teaching positions to attend classes on a full time basis during the academic year. Such a step may also be generally related to a national movement in adult education, wherein the Chautauqua traveling summer programs had stimulated a number of universities to develop credit-bearing programs with more emphasis on scholarship and less on entertainment. In 1911, and 1912, new curriculum changes were introduced at many of Wisconsin's Normal Schools. The traditional four year course was increased to five years, and special two year courses were introduced. In addition, a three year course for high school principals and assistant principals was established, and in 1913, the secondary training program was formalized under a high school department.

Coinciding with the Progressive movement to stretch government services to more people and with the University of Wisconsin's efforts to broaden the scope of its services, two significant steps were taken in the Platteville Normal in 1914 to promote the same ends. A one year and a two year program for rural teachers was developed under Mr. J. C. Brockert, and in 1916, a three year rural education program was established. Thus, the programs of

study for rural teachers were further upgraded and intensified. Also in 1914, the vocational agriculture program at Platteville was significantly expanded. Two, three, and five year study programs were established, and agriculture became a departmental major. Under the direction of Mr. Fred Ullrich, the agriculture program was expanded during the next two years in the development of demonstration and laboratory courses which used a twenty-three acre tract purchased for that purpose. Early in 1915, the first farm-extension course was held on the Platteville campus, wherein numerous area farmers were invited to the campus for intensive surveys of contemporary, scientific farming methods. Although no credit was given, notable community service was being rendered in conjunction with the federal government's Smith-Lever and Smith-Hughes Acts to expand agricultural education.

Despite the fact that the physical facilities of the Platteville Normal had been increased four fold between 1866 and 1892, the general pressures of increased enrollments and an expanded curriculum made it necessary to review the question of campus development periodically. An appropriation of $2,500 was secured from the legislature in 1895 for campus development, but only a small plot of land adjacent to the school could be acquired, and this was immediately used as an athletic practice field. Largely through the efforts of Duncan McGregor, first in his role as President and later as resident Regent, a large block of land located several blocks west of the school was purchased. In 1903, the Board of Regents earmarked a $35,000 appropriation for building additions to the existing physical plant. But, after further study, McGregor recommended that no action be taken and the money was returned to the general fund. In 1905, $100,000 was appropriated for a new building on the new site on the west side of town. The Board further committed an additional sum for construction and equipment and set a price of $30,000 on the sale of the older buildings. Subsequently, contracts were let and work commenced in the spring of 1906. The corner stone ceremony was held in 1907, and a year later the grand move was made. Between $150,000 and $175,000 was expended to produce a larger, better equipped home for the Platteville Normal. In the meantime, a mining revival was taking place in the southwestern part of the state and, consequently, informal conferences were

held to discuss the establishment of a Mining School in Platteville by using the facilities just vacated by the Normal School.

Growth and progress in higher education in Platteville can be measured in other ways. During the second quarter century of the Normal's development, the student body increased from 400 to 500, and the staff from 14 members (excluding maintenance personnel) to 35. On the other hand, some kinds of progress were difficult to sustain. For just as curriculum changes occurred, so changes in personnel interfered somewhat with the basic stability of the administrative and teaching force. Generally stated, however, between 1892 and 1917, thirty-three members of the faculty served five to nine years, and fifteen persons completed ten or more years of service. Five different men served as President during this period, with terms ranging from one to ten years. Any one of them might have served longer, inasmuch as the Board of Regents had ruled in 1894 that both Presidents and faculty would be appointed for life on terms of competence and good behavior rather than on a year to year basis.

Of the five Presidents, Duncan McGregor served the longest, although his tenure was interrupted in 1894, when the Board of Regents released him from the Presidency and appointed Dr. James Chalmers in his place. Allegations in local newspapers indicate that the change in administration came about as a result of personnel changes within the Board of Regents. Apparently, Governor George Peck, in appointing fellow Democrats, selected men who thrived on controversy with their Board colleagues as well as with the heads of the respective Normal Schools. In any event, McGregor remained on the staff at Platteville as Professor of Pedagogy and Institute Conductor. In reference to the state of affairs on the Board of Regents, the editor of the *Grant County Herald* commented in 1895, "It seems that the change made last year, with perhaps a single exception, proved experimental failures, and but one of them is retained. If the same result follows certain changes this year, The Normal School at Platteville will not regain its old standing for five years."

Chalmers arrived in Platteville late in August, 1894, "with a well earned reputation as a teacher and author of highest merit." He was a native of Strathroy, Ontario, where he had attended the public schools. He studied for a year at the University of Michi-

gan, but later completed his undergraduate program at Eureka College, Eureka, Illinois. Eureka College was a denominational school founded by the Disciples of Christ in 1855, which may account for Chalmer's pastoral work later in his life. In any event, having received his A.B. in 1888, he taught English and Literature for a year at Eureka, and in 1889 was awarded a Ph.D. by his *alma mater*. For five years prior to his coming to Platteville, Chalmers had taught English and Literature at Ohio State University. He was received in this area with great enthusiasm, for almost immediately he was scheduled to speak to school and church groups in Darlington and Dodgeville. A report from the latter community indicated that his one hour and fifteen minute address was, ". . . the most interesting, thoughtful, and scholarly discourse that has ever been delivered in this city on educational subjects." Chalmers would retain such a reputation during the remainder of his short tenure at Platteville, even though he did ultimately resign under a cloud of suspicion.

The change in Presidents, from McGregor to Chalmers, created some apprehension among the staff, and perhaps as a result, six persons resigned. One might speculate that some may have resigned in protest against McGregor's being demoted and were unwilling to risk service under any successor. Others may have believed that an internal struggle would follow, so long as McGregor was still a member of the staff and in a position to command an essence of loyalty from the old guard. Still others simply may have moved to better paying, more responsible positions elsewhere. In any event, Chalmers had the opportunity to fill these positions as well as three new ones, to bring the total teaching staff to seventeen and give himself a nucleus of nine faculty who initially would be "his people." The majority of the new appointees appear to have been personal acquaintances of the new President, or were recommended by his brother William, who was Superintendent of Schools at Grand Rapids, Michigan. The new staff members who began in September, 1894, were Professor George Coler, who replaced Andrew J. Hutton in the Pedagogy Department. Hutton, who was a member of the first graduating class at Platteville Normal and who had married Duncan McGregor's sister, had resigned to accept the position of Institute Conductor at Whitewater Normal. Coler had taught philosophy at Ohio State, after several years of graduate work at

John Hopkins and Halle University, Germany. John Matthews, an M.A. graduate of the University of Michigan, had just completed five years of teaching at Grand Rapids Normal High School and was hired to teach mathematics and science at Platteville. Miss Mary Doyle, former principal of the Grand Rapids Normal, was retained to teach pedagogy and supervise practice teaching. Miss Rose Mullay, who had completed a year of graduate work at Ohio State University, became one of the primary department critic teachers, as did Miss Carol Goff, who had recently been a teacher in the Model School at the State Normal School in Emporia, Kansas. Miss Nina Page rounded out the staff as the new physical education teacher. Miss Goff was a graduate of the Boston Normal School of Gymnastics.

Chalmers' main task lay in leading his new team to implement the curriculum changes which the Board of Regents had passed in 1892, and which they would revise in 1896. In addition, Chalmers joined in a movement among Normal School administrators to establish better rapport with the University of Wisconsin. The faculty and administration of the latter school, consented in 1894, to admit normal school students who had successfully completed two years of academic work with advanced standing as juniors. Thus, the quality of the academic work at Wisconsin's Normal Schools was recognized on a par with liberal arts college undergraduate training. The combined qualities of vigorous leadership, a well prepared, experienced staff, a favorable reputation, improved facilities, and a broadened student activity program enabled the Platteville Normal to grow to new heights between 1893 and 1897. The total enrollment soared from 428 to 726, and the staff increased from 14 to 21. Chalmers accounted for the growth in his report to the Board of Regents in another way by indicating that much credit was due to Duncan McGregor and the policies he had pursued for a number of years previous to his change in status. Also, Chalmers noted, many students were attracted to Platteville because Duncan McGregor was still very much associated with the school. Before the end of the first year, however, three staff vacancies occurred in rapid order. George Coler resigned in order to accept the Chairmanship of the Bible Department at the University of Michigan, and Duncan McGregor was reassigned to take over Coler's classes. John W. Perrin, who had been at Platteville slightly more than a year and who had

completed the Ph.D. requirements at the University of Chicago, resigned to accept a position as Professor of history at Allegheny College, Pennsylvania. Perrin was replaced by Mr. James A. Wilgus, Ph.B., A.M., Ohio State University, where he had been teaching at the time of his appointment. Mr. Edmund Berrigan, a graduate of the Michigan State Normal School and the University of Michigan, was hired to replace Duncan McGregor in mathematics. Berrigan had had wide teaching and administrative experience, and prior to his appointment at Platteville had been President of the State Normal School in South Dakota. Mr. C. R. Showalter, who had taught Mathematics since 1891, resigned to become publisher and editor of the *Grant County Herald.* He was given a testimonial dinner, presided over by Duncan McGregor who presented Mr. Showalter with a watch from the students, faculty, and townspeople. Mr. Charles J. Fenner, a recent M.S. graduate of the University of Wisconsin, was hired to replace Mr. Showalter.

In September, 1895, the faculty strength was increased when three new positions were filled. Professor Edwin A. Chubb, B.A., M.A., Lafayette College with advanced study at Berlin, Jena, and Cambridge, was hired to teach English and rhetoric. Professor Elwood C. Perisho, B.S., M.S., Earlham College, became professor of science, and Mr. Charles A. Radcliffe, Ph.B., Ohio State University was added to the history staff. Radcliffe was known by both President Chalmers and Professor Wilgus as the most outstanding student Ohio State had produced in the past five years. It may be concluded that more emphasis was being placed on advanced degrees and specialization, for most of the appointees in the mid-1890's taught exclusively in academic disciplines and were highly regarded in their respective areas. It may also be concluded that previous college teaching experience was being regarded as more desirable than public school or normal school teaching, at least in the eyes of the new president. In any event, the academic and pedagogical training programs at Platteville were regarded by many as quite demanding and sound, and it appears that more applicants were being shifted into the preparatory program in order to become qualified for entrance into the Normal program. It was evident, at the same time, that high school preparation was an essential factor to successful admission into the teacher training program, and it is worth noting that the

City of Platteville had initiated a public high school program in September, 1890 and thus by 1894 graduating its first four year classes.

In April, 1897, a crisis of major proportions arose when charges were leveled against Chalmers for "irregularities in the management of the Normal School." Within a few weeks, the matter was investigated by a committee of Board members who visited Platteville and later discussed the situation in closed session in Madison. While there was a great deal of speculation, none of the Board members would comment on the findings. At thirty-eight, Chalmers was still a relatively young man and perhaps his emphasis on the development of academic departments was considered out of step with the chief mission of the normal program, that of training teachers. McGregor, who was sixty-one at the time, may have exerted some pressure to prevent a sharp break with tradition, but in any case, Chalmers offered his resignation in April to become effective on June 30, 1897. There was a hint of the nature of the "irregularities" some years later, when it was announced in the *Wisconsin Journal of Education,* in 1906, that Dr. James Chalmers had resigned from the presidency of South Dakota State College under conditions similar to his withdrawal from Platteville and that his ideas were too grandiose. Chalmers closed his educational career some years later under more favorable circumstances, for he was President of the State Teachers College at Farmingham, Massachusetts from 1916 to 1931. During those years, he was revered for his kindness and respect for colleagues and students and honored for his efforts in expanding the physical plant and curriculum of the school.

As Chalmers withdrew from Platteville, the *Grant County Witness,* which had given him outstanding publicity during most of his tenure, commented that ". . . it would be best to allow those finding fault to allow the matter to rest in the hands of proper authorities." In May, 1897, by unanimous decision, the Board of Regents reappointed Duncan McGregor as President, which the *Grant County Witness* proclaimed as a just and proper action, inasmuch as his having been demoted several years before was recognized as a tragic act by Governor Peck. At the same time, no adverse comments were made about Chalmers, however, by the end of the year, six members of the faculty, all of them Chalmers appointees, had resigned. Duncan McGregor resumed his duties

as President in 1897 and continued in office until his voluntary retirement in 1904. During that interval, the size of the faculty leveled at 22, but the school's enrollment declined from a high of 726 to an average of 430. Possibly the area public schools absorbed the surplus student population, which had for the most part been diverted into the Normal School's preparatory department, through which entrance into the regular normal program was somewhat easier than from the outside.

In 1904, when Duncan McGregor retired, the Board of Regents narrowed their selection field down to two candidates; O. J. Schuster, who had been Institute Conductor at Platteville since 1900, and John W. Livingston, who had been Institute Conductor at Stevens Point since 1897. The voting was close, but on the third ballot, the Board decided in favor of John Livingston, who had graduated from the Platteville Normal in 1878. The new President worked closely with his immediate predecessor, who became Platteville's resident Regent in 1905, and through whose considerable influence the building program at Platteville was extended. Livingston was plagued by bronchitis during most of the building program and was forced to secure a leave of absence, which he spent in a Madison sanitorium. Later, in 1909, he was granted another leave which he spent in Oregon. During the latter period, McGregor was appointed acting president by the Board of Regents, until Livingston submitted his resignation at the end of the school year in 1909. He moved to Oregon, where he became principal of a grammar school in 1910 and Superintendent of Schools at Monmouth, Oregon in 1912. From there he wrote to Duncan McGregor to ask for a letter of recommendation for Institute and Normal School work in the "New West," and proclaimed that he was completely restored to good health. However, in December, 1914, word reached Platteville that J. W. Livingston had committed suicide by drowning, presumably because of despondency due to failing health.

In the meantime, the Board of Regents had selected William J. Sutherland as Livingston's successor at Platteville. Sutherland had been educated at the Illinois State Normal College and had received his Masters' degree in Geography and education at the University of Wisconsin. He had taught in the public schools of Oregon and Charleston, Illinois, at the State Normal School at Macomb, Illinois, and had been principal of the City Normal

School of St. Paul, Minnesota, just prior to his appointment at Platteville. During Sutherland's tenure, the size of the staff at Platteville was increased to 34, and the student body to about 500. Plans were developed for enlarging the program in Agricultural education, following in the wake of the Smith-Lever Act, and perhaps, anticipating the Smith-Hughes Act. Proposals included not only the acquisition of additional farm land, previously mentioned, but also the preparation of a brief to the Board of Regents for a new building for agriculture, industrial arts, and men's physical education facilities. Alarmingly, after less than ten years of use, the main building was beginning to show signs of wear. President Sutherland spent much of his time and energy in procuring replacement parts for heating and plumbing fixtures, but at the same time in preparing plans for the new building. Evidence points to Sutherland's operating the school with a firm hand, especially in directing school activities through faculty committees. At the same time, efforts were being made to consolidate and coordinate subject matter teaching at all levels. Mr. James A. Wilgus, for example, was instructed to become acquainted with and responsible for all social studies teaching at all levels of the school. Sutherland was in the forefront of a fight to head off consolidation of the Wisconsin School of Mines and the State Normal School in 1915. A majority of the Normal faculty supported him in this respect through a series of resolutions directed to the State Legislature. In part, the faculty's argument assumed that such a combined curricula would be so diverse that it could not be administered fairly under a common authority and that concentrating financial control in the hands of a smaller group of Regents would choke educational growth. Somewhat the same spirit was reflected in the *Wisconsin Journal of Education,* ". . . the old question is raised as to whether or not the professional training of teachers in our normal schools shall be jeopardized through the introduction of academic work in connection with these institutions."

Sutherland's service was suddenly severed when he died in his office at school on December 9, 1915. Public funeral services were held in the Main Auditorium on Monday, December 13, when colleagues from other colleges, local faculty, students, and town's people paid him tribute. His eulogies labeled him as a man who was kind, sympathetic, and honest in his dealings. His leadership

had been inspiring and courageous, and he had been wise and progressive in his civic responsibilities, having taken part in a Platteville "Booster" campaign throughout the area for a number of years. In the meantime, the Board of Regents selected William H. Williams, Professor of mathematics and titular Vice-President to be acting-president until a permanent successor could be found. At its meeting in March, 1916, the Board chose Asa M. Royce, then Principal of the Training School at Superior State Normal as Platteville's seventh president. Royce, a native of Oconto, Wisconsin had graduated from the Oshkosh Normal and the University of Wisconsin. His teaching experiences had included rural, town, and normal classes, including one year at Platteville in 1904–05.

Royce's term of office, twenty-six consecutive years, marks both the beginning and end of two eras of Platteville Normal's development. In October, 1916, the school celebrated its Fiftieth Birthday with pageantry, music, and appropriate speeches and ceremonies. Hundreds of alumni, friends of the school, and townspeople gathered to participate in the proceedings which included Sunday morning exercises at the Primitive Methodist Church, the First Congregational Church, and the First Methodist Church. It was significant that the latter two organizations played important parts in establishing higher education in Platteville in the mid-nineteenth century. On Sunday afternoon, a general meeting was held in the Main Auditorium, where the assemblage was addressed by Professor James Alton James, a distinquished historian and a member of the Class of 1884. The ceremonies were continued the following day with an automobile tour of Platteville and vicinity, a series of addresses by alumni and former teachers, and concluded by a gala banquet and ball in the evening. Throughout the proceedings, the mission of the school was described and restated and pledges were made for rededicating the spirit of the founding fathers for future growth and achievement. Naturally, a great deal of emphasis was placed upon the heritage of the past and on the men and women who helped create and sustain the school's honored position. Hanmer Robbins, Charles Allen, Fanny Joslyn, and Duncan McGregor were especially singled out for high praise and recognition. It was evident too that the high wave of Progressive thought was reaching its crest in teacher training in terms of the high moral

purposes of that profession. But among the forward looking was the new president, Asa M. Royce, who proposed a state and national movement to establish an annual observance of Teachers' Day, as a means of stimulating interest in teaching and of recognizing good teachers everywhere. Ultimately, through the efforts of the N.E.A., a National Education Week has been designated wherein all facets of education are given attention.

National and international events, including two world wars and a severe depression, affected Platteville Normal profoundly during its third quarter century of development. The Progressive movement, both in education and politics, was felt in a variety of curriculum changes, especially in the psychology of learning and in vocational education. During the Golden Jubilee observances, although little reference was made to it, Europe was enmeshed in a bitter war which would ultimately involve the United States. Despite the war clouds, building plans progressed, and the new Agriculture unit was completed in 1917. However, because of a coal shortage, it could not be used during cold weather until 1918. The school participated in the war effort in several ways. By direct means, members of the faculty and student body enlisted in the armed forces or engaged in war work. Indirectly, a student S.A.T.C. company was formed and entered a training program on campus. Various faculty members contributed lectures toward explaining to an already shocked public, something of the facts of international life. The summer session of 1918 was devoted to a series of special war courses on geography, history, first aid, and related topics. Drives for old paper, clothes, money for bonds and stamps, were carried on enthusiastically. As in most cities and towns throughout the United States, the signing of the armistice in November, 1918, prompted a great deal of celebration in Platteville, where the Normal S.A.T.C. unit and band led a mammoth parade down Main Street.

The postwar years saw extensive campus development, chiefly in the purchase of adjacent properties and farm land. The original plot of three acres devoted to agriculture was expanded to more than 150 and by the late 1920's, modern farm structures had been completed on a first class model farm. Much credit for the program can be attributed to President Royce, who persuaded the Board of Regents and the Legislature that the stature of Platteville's vocational agriculture program merited additional

support. Credit for success is also due to Mr. Fred Ullrich, whose tireless work as director of the agriculture department between 1914 and 1941, implemented the material resources which President Royce was able to acquire. To the west of the campus, the Collegiate Inn and the Russell Estate were acquired, and the buildings on both properties were used as cooperative living quarters for men students. The latter was remodeled in 1940 for use as the student health center beginning in 1941. In 1928, the May house and adjacent properties were purchased on the east side of the main building. The May house was pressed into service as a recreation center for women students, and the area to the south was leveled for use as a parking lot. Shortly before the outbreak of World War II, the May house facilities were made coeducational, and thus the school had its first Student Center. Other smaller parcels of land were also acquired to extend the campus boundaries several hundred feet both to the east and west.

Complementing the use of the May House was the development of a section of wooded, bottom land on the college farm. During the 1930's, this tract was developed into a picnic and recreation area for the students, and in 1939, a shelter house was erected with N.Y.A. and W.P.A. labor. Again, during the early stages of a general European war and shortly before the United States became involved, a building project was initiated. Plans were made for the construction of a shop and class room building for teaching Industrial Arts, which program had outgrown its quarters in the basement of the Agriculture building. Although the cornerstone was laid in 1941, it was not until mid-1942 that it was completed, at which time the United States was at war and a severe materials and labor shortage hampered full development. Despite the deterrents of wars and an interim depression, the school's enrollment was increased. Such a development was as much due to increased demands for qualified teachers as to upgraded curricula in teacher training. In the latter respect, the basic training programs for elementary and secondary teachers were set at four years, although in terms of demand exceeding supply, the Wisconsin Normal Schools, Platteville among them, continued to provide one and two year courses of study for third grade certificates found chiefly in rural schools. However, a significant advance came in the mid-1920's with the establishment of Platteville State

Teachers College with the privilege of granting degrees to students upon the completion of a prescribed four year curricula. Asa M. Royce was prominent in the state-wide movement to acquire legislative recognition of the old Normals' new function and status. At the same time, Platteville State Teachers College was examined and approved by the American Association of Teachers' Colleges, and in June, 1927, the first Bachelor's Degrees were granted to two students. Such achievements had the effect of adding authority and dignity to an already established reputation in the field of teacher education.

During the spring semester of 1940–41, the school celebrated its Seventy-Fifth Birthday with convocations and other ceremonies, climaxed by commencement exercises on June 9, 1941. Dr. Milton Longhorn directed and edited the preparation of a special publication, *During Seventy-Five Years,* wherein the college's progress and growth were chronicled and evaluated. As in the case of the Fiftieth Anniversary celebration, a world-wide war somewhat dampened the spirit of the event. While the United States was not then directly involved, National Guard Units had been activated and a peace-time draft was invoked. As a result, a number of college undergraduates were affected, but yet a significant number of people participated in Platteville's historic events. Probably because of the many uncertainties of the time, few indications were given as to future plans for campus and curriculum development. It may be assumed, however, that continued growth was expected along traditional lines as experienced in the earlier seventy-five years.

Asa Royce retired from the presidency because of ill health within two years after the Diamond Jubilee. The Board of Regents designated Dr. Milton Longhorn as Acting-President with his duties commencing on July 1, 1942. In the meantime, the Board was screening applicants, and late in 1942, selected Dr. Chester O. Newlun as the new, permanent president, whose term of office was to begin in January, 1943. Dr. Newlun, a native of Vernon County, Wisconsin, had received his Ph.B. and Ph.M. degrees from the University of Wisconsin and his Ph.D. from Columbia University. His wide range of teaching and administrative experiences had included work in rural and urban schools in Wisconsin and directing student teaching activities at the University of Oklahoma. Immediately before his appointment at

Platteville, Dr. Newlun had been President of Northwestern State College at Alva, Oklahoma. Dr. Newlun was inaugurated as President in ceremonies in the College Auditorium on January 5, 1943, and served until his retirement in 1958.

Like many other small colleges, Platteville suffered from declining enrollment during the depression and war years, but participated in the revival in higher education in the postwar years through the "G.I. Bill" and other federal spending. Providing adequate, college sponsored housing was one of the major problems facing the school in 1945. The several cooperative houses, previously mentioned, were of considerable value during the depression years, but were replaced with more appropriate facilities or were converted to other uses in the postwar period. The Collegiate Inn was moved to provide space for the Industrial Arts Building, while the old Russell House was remodeled for use as a Student Health Center. The state purchased a structure in down town Platteville which had been used for a number of years before as a hospital by Dr. C. H. Andrew, who had renovated it from its former status as the Republican Hotel. Over $40,000 was expended for purchasing, remodeling, and furnishing the structure for use as a dormitory for 75–100 men students. Several years earlier, a significant and monumental project was initiated by Dr. Newlun, that of restoring the last home of Major John H. Rountree for use as the President's home. The state had acquired the property in 1937, but it was not until the summer of 1943, that funds were obtained for converting the structure from a multi-apartment unit into a stately and suitable home for presidents of the college. Dr. and Mrs. Newlun directed the entire operation, emphasizing the authenticity and dignity which Rountree's version of a southern mansion richly deserved. Mrs. Newlun herself climbed a scaffold to replace or repair the ornate plaster ceiling decorations. Subsequently, the Newluns acquired appropriate period furnishings to complete the setting.

Living quarters for a limited number of married veterans were arranged in December, 1945, when the college acquired about thirty mobile homes, or more precisely house trailers. These units were situated at the west end of the campus, near the tennis courts, and marked a forward step in college housing, although students' wives may have taken a dim view of crowded quarters and the cold walk to the central laundry facilities. At the same

time, plans were laid and funds acquired for the first of many college dormitories on the campus proper. The first, named for Agnes Otis Brigham, instructor in women's physical education for over forty years, was a two story building providing space for about 150 women students. While classroom space in the main building was at a premium, the development of a food service area and a dining room reached top priority, and facilities were chopped out of marginal space in the center of the building on the first floor. The college hired the personnel, purchased the supplies, and operated the unit on a self-sustaining basis quite satisfactorily for many years. On the second floor, largely as a result of pressure from the veterans, a smoking area was set aside, and together with the cafeteria, the new recreation facilities became the most popular places on campus for students and faculty to congregate between classes, or as some contemporary witnesses have remarked, "instead of classes."

Because of continued population pressures and space needs, plans were developed through the energetic services of Dr. Newlun and Regent Karrmann, for a new building which would house the library, the training school, and provide modern facilities for dramatic and musical offerings. With E. G. Doudna's support as Secretary of the Board of Regents, a dream of almost twenty years' standing was inaugurated, when cornerstones were laid in 1952. The facilities were ready for occupancy in the fall of 1953 and possession was taken in much the same manner as in 1907, when Old Main was opened for the first time. A great procession of students carried books and movable equipment into the new campus school and library buildings which were named for E. G. Doudna and Elton Karrmann, respectively. It was believed that the new facilities would be more than adequate for 15–20 years, but time has proven otherwise.

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

campus to raise the total agricultural land to 550 acres. While most of these projects were initiated by President Newlun, several were brought to completion by his successor, Dr. Bjarne R. Ullsvik. A native of Madison, Wisconsin, Dr. Ullsvik attended public schools there and earned his B.S., M.S., and Ph.D. degrees at the University of Wisconsin. His teaching experience in mathematics has ranged from junior high school to university instruction. For several years, he taught mathematics at the State College at Eau Claire, and immediately before his appointment at Platteville, he was assistant to the President at Illinois State Normal University.

During recent years, due chiefly to President Ullsvik and a newly organized campus planning committee, the physical plant has been further expanded and developed. Six new dormitories have been erected and named for former staff members, who had devoted many years of service to the school, viz.: Asa M. Royce, Bee A. Gardener, Duncan McGregor, Isaac Newton Warner, James A. Wilgus, and George Dobson. In 1961, a new Health and Physical Education Building was completed and dedicated to William H. Williams, former mathematics teacher and long-time faculty chairman of the college athletic committee. The Student Center Building, opened for the first time in December, 1958, is being enlarged to double its capacity, and a central heating plant is being erected adjacent to the Physical Education Building. Plans have been developed for campus growth during the next decade, including foremost a new science-engineering building. The latter project has an adjunct feature in the possible remodeling of the old Normal Buildings, now named Rountree Hall, which currently house the engineering school and in the revamping of major portions of the present Main Building for additional classroom and office space. In the meantime, too, farm buildings have been erected on the new farm, and several older houses, which were formerly located on the site of the Student Center addition, have been moved to the farm site.

A number of significant curriculum changes have occurred during the last twenty-five years, most of them logical extensions of the normal school—teachers college format. Formal departmentalization has taken place along major academic lines, which included many additional fields of study in the postwar years. More intensive and more extensive degree requirements have

been laid down for all candidates, specifically in providing for a greater number of general education courses or areas. In teacher education, likewise, requirements for graduation have been substantially increased, generally in advance of and beyond requirements of the State Department of Public Instruction. Additional care has been taken in screening candidates for teacher education programs and for student teaching, so that only the best qualified students will be submitted for certification. Throughout the state system, greater emphasis has been placed on uniform graduation requirements, particularly in non-teaching programs. Toward that end, the legislature designated the Teachers Colleges as State Colleges and granted them the right and privilege of awarding bachelor's degrees in arts and sciences. At the same time, the system of control in higher education in Wisconsin was reorganized. The state legislature created a Coordinating Committee representing the University of Wisconsin, the State Colleges, and other public institutions of higher learning. A separate, but inclusive Board of Regents was designated for the State Colleges, including Stout State College and the Wisconsin Institute of Technology. The change of name from the Teachers Colleges to State Colleges reflected a new status and a greater breadth in curricula offerings.

Stephen Leacock once remarked that, in his opinion, the foundations of a good school rested on its men (i.e. teachers) and its books. He suggested that the demands for expensive buildings, athletic, and recreational facilities should be sublimated to the better development of the two chief features of a university. As in most schools of its size, the library holdings at Platteville have expanded enormously over the years, although according to most professors there can never be too many books and periodicals. From the modest beginnings of the combined Academy, Philozetean Society, and Eastman collections of about 1,000 books available to students who attended the Normal School in the nineteenth century, the available library materials have been increased to over 100,000 volumes, including bound periodicals and government documents. Much of the original library, now housed in an historical collection, included chiefly texts and a few reference works. During the early years, therefore, books were relatively scarce and were considered extremely expensive in relation to the total cost of instruction. Those books which were available were

closely guarded by the staff. No librarian was employed on a full time basis until the late nineteenth century, and even then the book custodian had relatively little, if any formal training. Usually the person who was employed as a clerk in the president's office was also designated as the librarian, and therefore, was able to serve students between other tasks. Occasionally, additional funds for library books were raised by student and faculty activities, such as an entertainment which the Philadelphian and Atheneum Societies sponsored in 1870. About $120 was thus raised for the purchase of books.

Most of the time, library development was hampered by the lack of space, both for storing books, periodicals, and other documents; and for student and faculty use. One room was designated as the library in the old Normal Buildings, but when the school was moved to its new location in 1907, three rooms were devoted to closed stacks, a periodical room, and a reading room. By the 1930's, the library holdings had spilled over into an adjacent corridor and a nearby classroom. Books and periodicals which were rarely used were stored in the attic, and were thus even more rarely used. In 1954, as previously mentioned, the Elton S. Karrmann Library was completed and occupied, providing space for over 100,000 volumes and floor space for about 250 students in the several reading rooms. More spacious workrooms and offices for the library staff not only boosted morale, but also updated library procedures by 30 years overnight. A new feature of the Karrmann Library was a music listening room where students could enjoy recorded and FM radio concerts in comfortable surroundings. It was not until 1960, however, that the last of the books which had been stored in the attic of the Main Building were removed and transported by the Philadelphians to the mezzanine of the new library. About the same time, as a result of the merger of the College and the Institute of Technology, the library's holdings were further increased by scientific and technical works related to civil and mining engineering and to geology. Still as the size of the student body grew and library services increased, all available space has become so utilized that people figuratively are reading over one another's shoulders. Plans for a new library building are being developed so that the stack areas, the reading facilities, and library administration facilities can be

expanded to meet the pressing need of a growing student body and a more research oriented faculty.

Leacock's other ingredient for a successful school, a competent faculty, has always been a point of pride and strength at Platteville. From earliest times, both official and lay observers have consistently rated the faculty in superlative terms. While ratings or evaluations are usually general in scope and apply to an entire faculty body at a given moment, there will always be a range of competence to consider. Square pegs will always be found trying to squeeze into round holes, but generally they will conclude of their own volition that teaching and working at Platteville is neither best for the school nor for themselves. There have been relatively few cases recorded wherein faculty members have been forcibly removed by administrative action. Those faculty towards whom the administration expressed some dissatisfaction most often resigned voluntarily, inasmuch as evidence points to a fair and just probationary period even in the early years when appointments could have been made for life. Perhaps the lack of turmoil generally attendant to faculty dismissal was lessened because there was a very close relationship between the Presidents and the staff, which usually numbered about thirty. It was then possible for the President to follow the practice of visiting classes and engaging in informal discussions with staff members on frequent occasions. Through such contacts, Presidents were able to offer suggestions as well as compliments on individual performance. Presidents who have served during the last twenty-five years are no less interested in their faculty, but the demands of the office have enlarged so much that department heads now perform such functions and maintain close relationships with their colleagues.

During the early years of the school's growth, the criteria of successful teaching experience, satisfactory performance, and appropriate training were the chief hallmarks for hiring and retaining teachers. Most of the faculty, before coming to Platteville, generally had had some experience in public schools or other normal schools, and a few had taught exclusively in private colleges or state universities. Most faculty, however, had attended normal schools themselves and later completed their academic programs at four year colleges or universities. Rarely was anyone

hired directly from college without actual teaching experience, and then only when an unexpected vacancy occurred. Beginning in the 1880's, there appears to have been a trend towards employing personnel who had completed masters degrees, especially for the academic subjects. Faculty members with earned doctors degrees were rarities until the 1930's, when depression conditions conspired in favor of small colleges where employment opportunities appeared more attractive than ever. Reading between the lines of the faculty rosters, and noting faculty changes from year to year, one finds that it was not until the 1950's that the number of doctorates increased appreciably. At that time, a number of persons completed their graduate programs while in active service and elected to remain at Platteville. On the other hand, before 1950, there were a number of cases of persons who served for a brief period of time, resigned, and then completed their degree requirements. But none of these ever returned to Platteville. It was not entirely a matter of research and writing's being sublimated to full time teaching, for several veteran staff members did have the drive and stamina to do research, to write, and at the same time, carry a relatively heavy teaching load. It was rather a comparative situation that many found after completing doctoral programs. Research opportunities, salary conditions, and teaching loads may have appeared to be better elsewhere rather than completely intolerable at Platteville. Administrators appear to have had better success in attracting and retaining former students, who much of the time became enlisted in the ranks of junior staff members. Statistically the evidence appears as follows: in 1940, 18% of the faculty were Platteville graduates; 36% were graduates of other similar schools; and 13.5% of those engaged in full-time teaching had earned doctorates; for 1954, the respective figures were—20%; 31%; and 16%; for 1958—15%; 38%; and 20%; and for 1964—17%; 30%; and 35%. One may conclude that a certain premium value has been placed on undergraduate and/or graduate training at a similar state institution. The increase in the relative and absolute number of doctorates may be explained in terms of improved salaries, better working conditions, and an opportunity to participate in the graduate program. Competition for a diminishing number of Ph.D.'s in certain fields continues to exist, but Platteville continues to attract a substan-

tial number of them. Another dimension has appeared in the last two years, wherein non-degree holders are benefitted to the extent of being awarded "improvement of instruction" grants to complete their degree programs, usually at half salary for a school year.

The Platteville faculty has always been very active with student groups and in community services, although because of the large membership of student organizations today, perhaps the student-teacher contact is less intimate in some respects than it was in the nineteenth century. On the other hand, twentieth-century faculties appear to be more closely identified with their students than their predecessors, who appeared to be regarded more often as maternal or paternal figures by the students. While respect and reverence are hardly lost attitudes, the bases of opinion on these attributes are bounded less on age differentials or status figures and more on belief in similar human qualities. Faculty membership or participation in community organizations remains constant, although because of the greater number of organizations at the present time, even a larger staff is less obvious. Efforts are still made in several areas to involve faculty in extracurricular activities, which are primarily student oriented. There are faculty sponsors, and in some cases faculty leaders, for all recognized student groups, wherein a sort of subtle paternal responsibility is evident. Local and area organizations have been and are actively supported by college faculty members. As previously mentioned, Charles Allen and his contemporaries were active members of church and civic groups, and on numerous occasions were called upon to address or advise meetings of religious, educational, or civic associations. There were beneficial results, however, if the continued high reputations of the school and its staff were any criteria, as it appeared that the faculty spent as much time "on the road" as in the classroom. Newspaper accounts, including reprints of editorials from surrounding communities, indicate that the faculty of the Platteville College was not only in demand, but also was well received and applauded for its efforts. The position of "professor" at the Normal School brought a certain amount of respect automatically, but yet each successive generation of faculty had to exert specific effort to maintain the image. At present, many members of the staff are quite active in consultive work and

speaking engagements, and most operate through a newly established Speakers Bureau supervised by the Dean of the School of Education, Dr. Harold Hutcheson.

Faculty cohesiveness is difficult to assess at any given moment, but it would appear from the scanty records pertinent to the subject that when the school was smaller, there were closer, family-like relations among the group as a whole. As suggested previously, this may have occured because of the President's role as the Head of the Family, although a smaller group of faculty within rather narrow physical confines tends to cross paths more often. Asa Royce, for example, served as president for more than twenty-six years and during that time was in constant communication with his staff, even during vacation periods. Even before Royce's time, when there were periodic changes in administration, the whole faculty enjoyed outings and mutually stimulating activities. Duncan McGregor was one such "father figure," and years after his retirement, several faculty members continued to rely upon him for advice and help in times of distress. In 1912, to further group identification on a broader plane, President Sutherland suggested to Mr. James Wilgus that an organization of local school teachers be formed to provide a series of meetings for social and professional intercourse apart from the traditional Educational Associations. In this way, the Schoolmasters Club was launched, representing the men teachers of the Normal School, the Mining School, and the public schools of the city. For about forty-five years, the Schoolmasters met monthly during the school years for dinners and formal programs through which better understanding was achieved and similarities strengthened. By the late 1950's, as the respective sizes of the public school and the college staffs increased and internal activities broadened, interest in the Schoolmasters programs declined. A similar pattern of development occurred among the respective bodies of women teachers in Platteville's Schools, subject to the same forces which promoted rise and decline in participation.

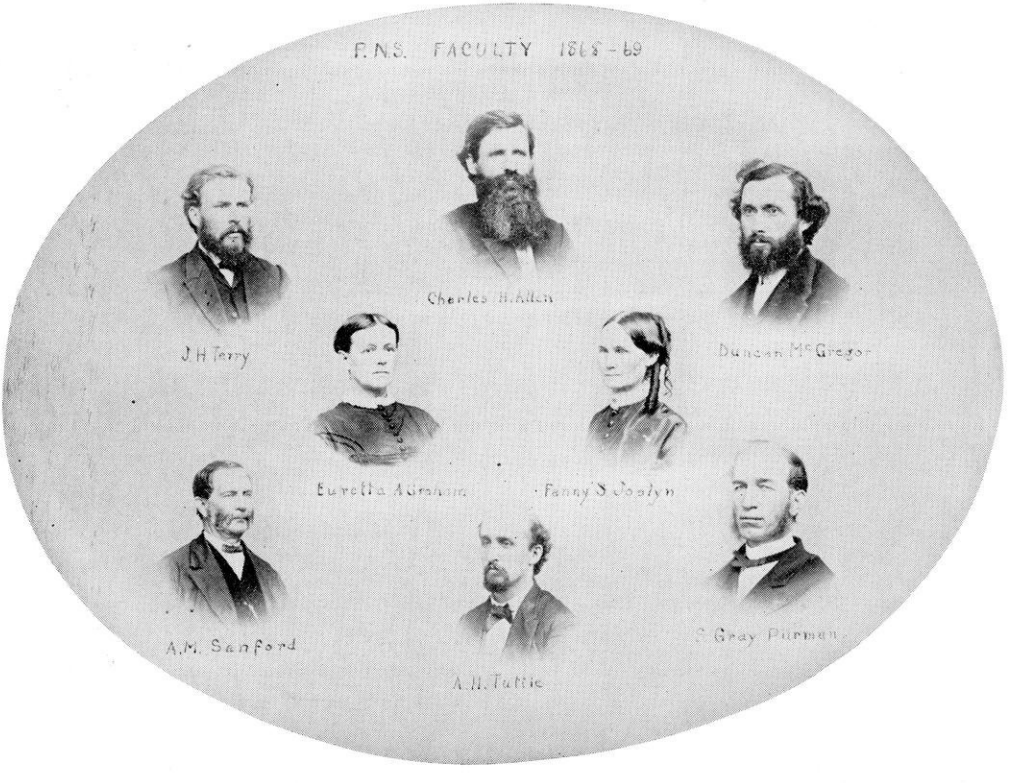
In recent years, there have been faculty and couples picnics following commencement and baccalaureate ceremonies, informal dinners, bridge parties, pot-luck dinners, a faculty lecture series, and a number of events sponsored by the Faculty Wives Association. But generally, large group activities have declined in number because of the sheer magnitude of sustaining interest

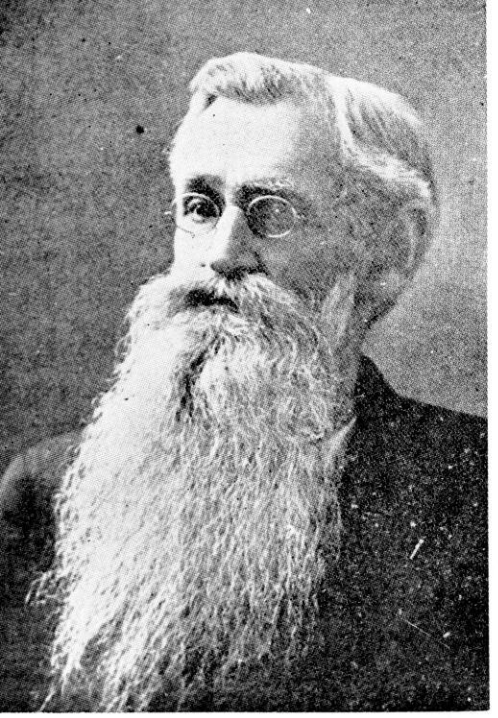
among many members of so large a faculty body which now exists. There has been the growing tendency for the faculty to associate with one another on the bases of common interests regardless of departmental affiliation. Shop talk of a general character may prevail as a kind of therapy to ward off the symptoms of occupational fatigue. Relative longevity of service may have had something to do with the process. During the first seventy-five years of the school's existence, 315 members of the staff served one year or longer, but only 14% including presidents served ten or more years. Extending the time element from 1866 to the present, a similar survey reveals that over 625 faculty members have served a year or more, but of that number about 15% have served ten or more years. At present, there are twelve members of the staff, less than 2%, who have served twenty-five years or more. It may be of some consolation to the loyal alumni that many of the hoary-headed great "aunts and uncles" who piloted them through the post-adolescent years are still in harness, and although their spritely strides have declined to a slower gait, they are nonetheless the same dedicated, self-sacrificing group they once knew.

Most of the common issues in education which confront the faculty today are reflected in the activities of the local chapter of the Association of Wisconsin State University Faculties, which like the schools themselves has survived numerous changes of name but not purpose. In the past, membership included nearly 100% of the faculty, but in recent years, participation has declined noticeably among newer members of the faculty. Still the most active and gregarious are constantly probing the depths of academic freedom and tenure, expressing concern over legislative activities, and are personally involved in discussions of improvement of instruction through the state system as well as locally. While such purposes and issues are of concern elsewhere, Platteville's faculty naturally relates most discussions and proposed solutions to local conditions. Formerly, meetings were held once a month following the regular monthly faculty meetings, but in recent times, a separate meeting time has been scheduled inasmuch as general faculty meetings cover much more ground and time than thirty years ago. There has been little interest among the staff for the formation of a local chapter of the American Association of University Professors, perhaps because of A.W.S.U.F.'s more direct means of resolving problems within the

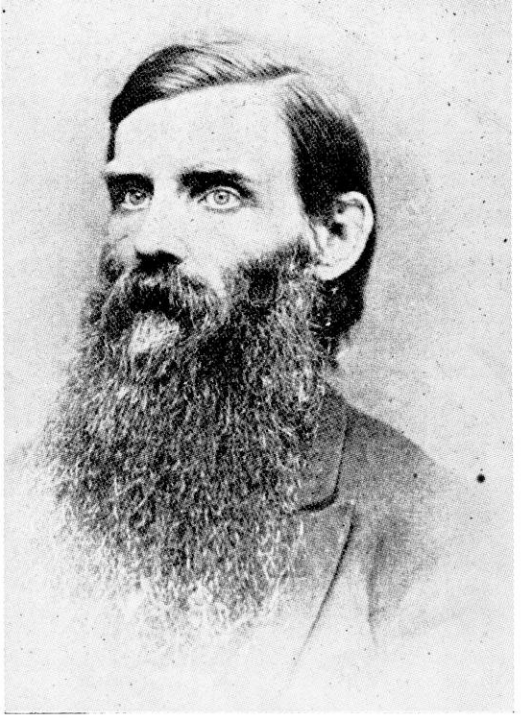
state system and because of concern over dissipating faculty unity with membership in too many organizations engaging in lobbying activities. In any event, under a variety of names the organization of Wisconsin State University teachers has experienced steady growth and success in its fifty years of operation, particularly in paying close attention to its initial goals: (a) to further the general educational welfare of the State of Wisconsin; (b) to give special attention to the improvement of teacher education in Wisconsin; and (c) to preserve the economic and professional morale of the State University faculties. Officers and delegates of the Association have represented the faculty on numerous occasions at meetings of the Board of Regents, the Joint Council of Presidents, the Governor, the Joint Finance Committee, and other legislative groups. The status, dignity, and prestige of Wisconsin's University staff have been advanced through calm deliberation rather than door ramming tactics. The present salary levels, the retirement system, and the tenure laws have been realized as a result of collective cooperation, largely through the offices of A.W.S.U.F.


CLASS OF 1869.
Hamilton
Rait
Schneider
Marshall
Jones
Sprague
Grigsby of Rough Rider
STATE NORMAL SCHOOL, PLATTEVILLE, WIS.


P.N.S. FACULTY 1868-69
Charles H. Allen
J.H. Terry
Duncan McGregor
Eurelia Abraham
Fanny S. Jocelyn
A.M. Sanford
C. Gray Putnam
A.H. Tuttle

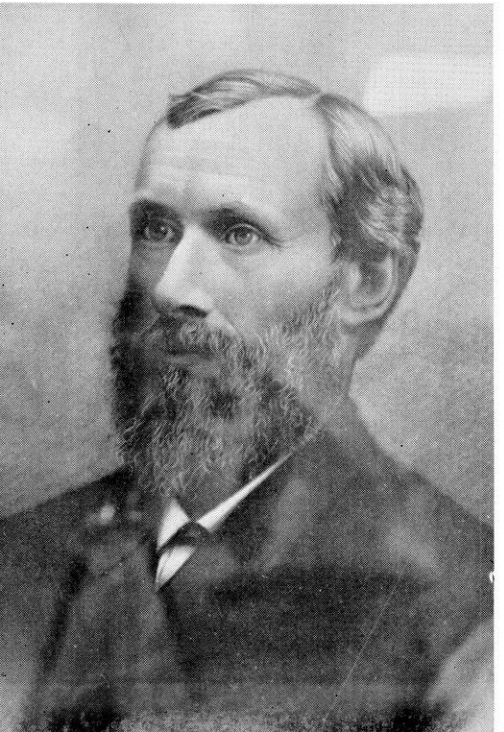


Charles H. Allen
1866–1870

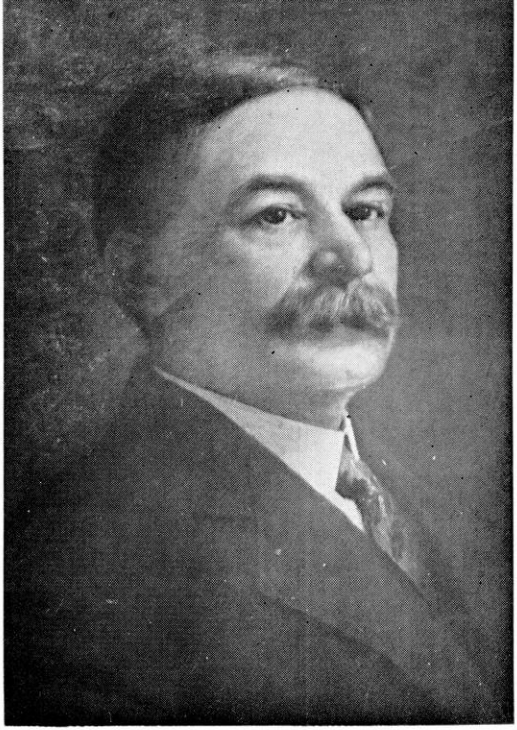


Edward A. Charlton
1870–1879

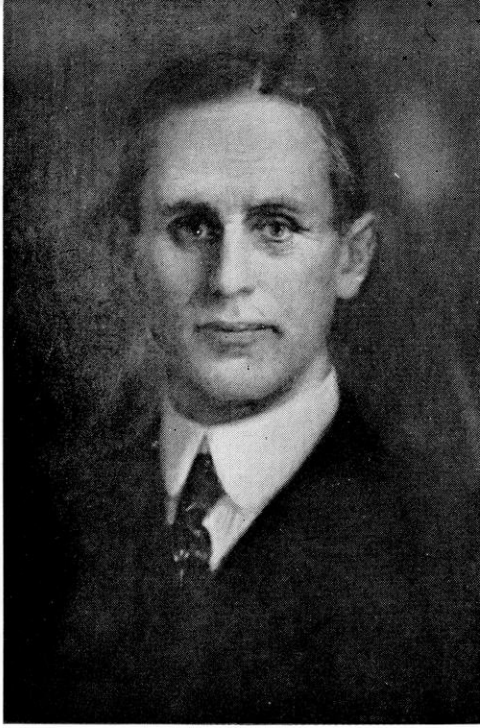
Duncan McGregor
1879–1894, 1897–1904



James Chalmers
1894–1897



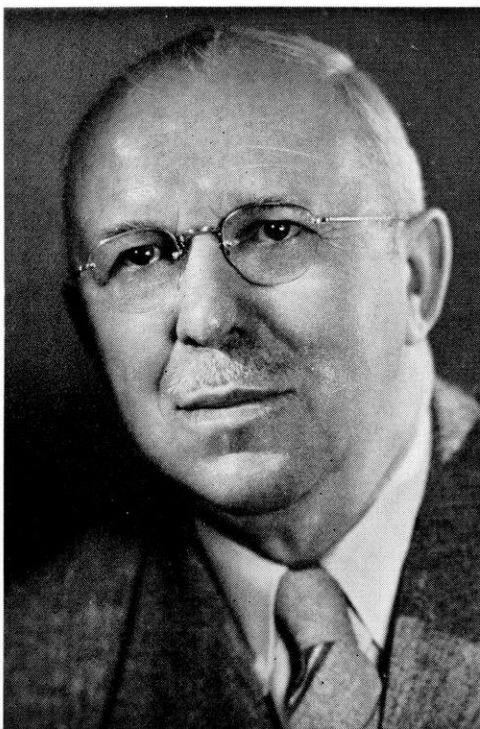
John W. Livingston
1904–1909



William H. Sutherland
1909–1915

Asa M. Rouce
1916–1943

Chester O. Newlun
1944–1958



Bjarne R. Ullsvik
1958

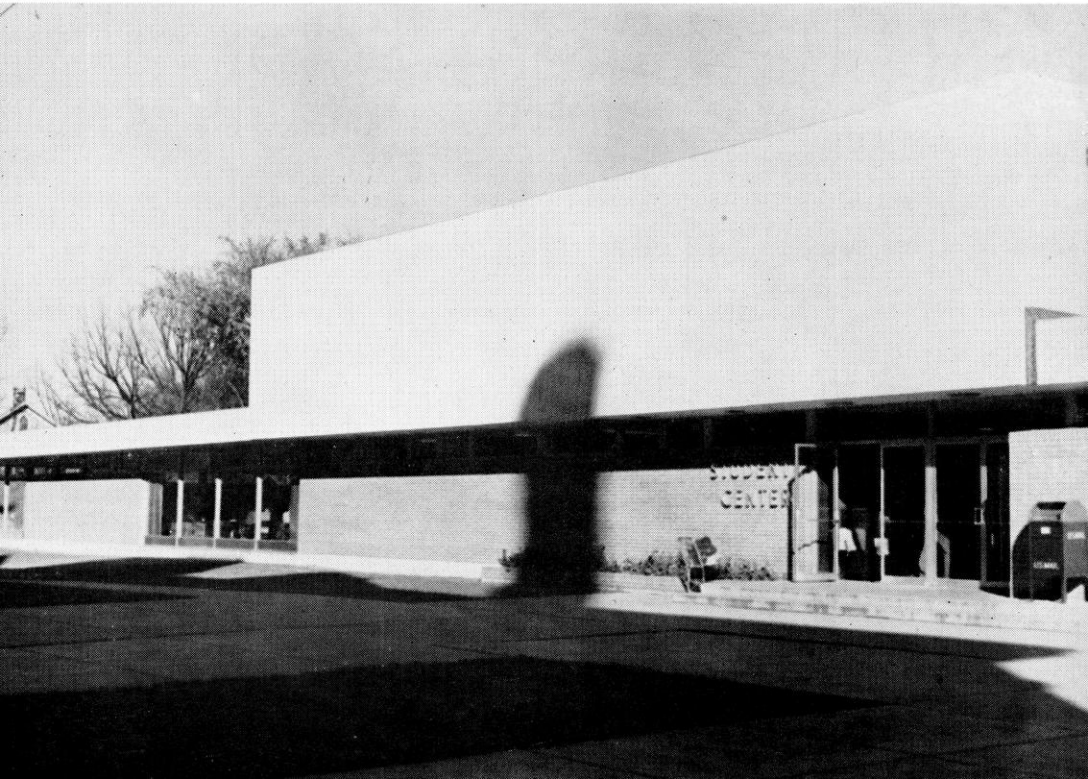
Original Academy, 1842–1853

Original Normal School

Present Main Hall

First Student Center

Present Student Center



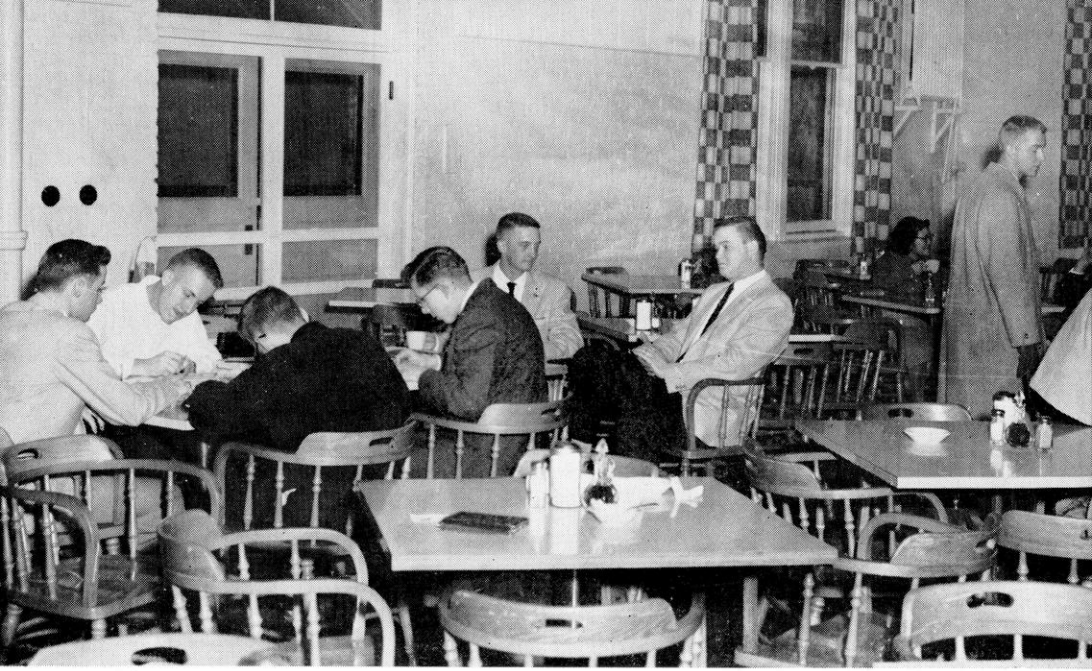
1860's Original Normal School

1900's Main Hall

A university coed dresses in costumes of the period.

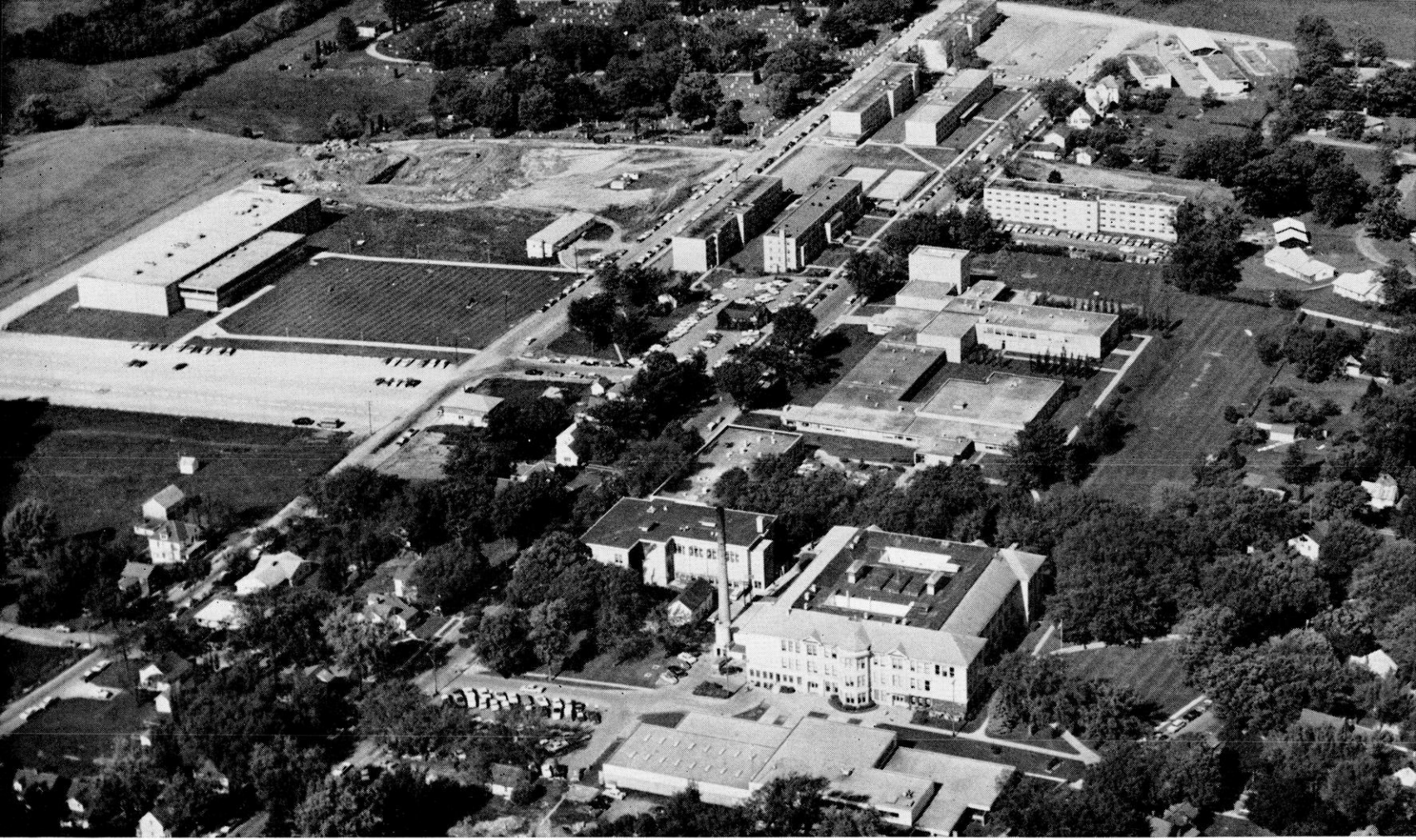
1920's Ullrich Hall

1960's Student Center



Cafeteria in Old Main, 1949–59

Present cafeteria



Aerial view of the campus.

CHAPTER IV

The Mining School

ONE OF Platteville's strong economic underpinnings from earliest times had been the exploitation of mineral resources in the area. A considerable amount of capital was invested in land and equipment to draw the ore to the surface for processing and shipment. As was suggested in Chapter I, lead mining operations particularly rose and fell with the price of lead and the relative costs of production, which included exploration and transportation considerations. The lead region was a natural child of the frontier movement, wherein most participants placed a high value on individualism and independent action. However, like many 19th century westerners, lead miners were not averse to proposing that the state should assist private enterprise in its public service functions, but at the same time, refrain from exerting undue restrictive control. Internal taxes might be levied, but only for minimum regulatory purposes within a given segment of the economy. Internal improvements might be subsidized, but development and operation should follow the pattern of private, corporate management.

Like their agricultural counterparts, members of the mining community offered specific suggestions during the nineteenth century as to how the state could aid private enterprise in the exploitation of mineral resources. At the time of the first discovery and development of surface lead deposits in this area, the federal government initiated a moderate, but ineffective, policy of regulating mining through smelting operations and through restriction of mineral lands from public sale. Under the auspices of the federal government, and partly the result of lead area promotion,

two general geological surveys were conducted during the 1830's. British geologist, George W. Featherstonhaugh examined the surface manifestations of rock and mineral formations in Missouri, northern Illinois, Wisconsin, and Minnesota. As a United States government agent in 1835, he reported that the potential assets in Wisconsin's lead region were negligible. There were rumblings of dissatisfaction, and charges of incompetence were leveled against this report, chiefly because active miners took a more optimistic view of the situation. In 1839 and 1840, David Dale Owen, assisted by a corps of amateur workers, covered the entire area again. Owen's report was filed in 1840, and was greeted with somewhat more enthusiasm by mining interests. Owen indicated that the lead supply was inexhaustive and would last for ages, assuming that the same primitive methods of digging would continue to be used. The government's main purpose in subsidizing Owen's survey, at a cost of over $100,000, was to aid Congress in determining the proper method of disposing of mineral lands in the public domain. Unfortunately, the value of the report was lost to mining interests immediately, inasmuch as only an abridged version was published, and when demands for the complete report reached Washington, many of the original maps and documents had been misplaced or lost.

In the meantime, Wisconsin had been designated as a Territory, and proposals were submitted to the territorial government to subsidize a more accurate and complete geological survey. This movement was largely inspired by Lead Region enthusiasts who hoped that their spokesman, Governor Henry Dodge, would produce results. Dodge did endorse the proposal, but the Territorial Council defeated the measure because of a lack of funds. Similar proposals were made during the territorial years, but the only positive result was in the appointment of a member of the University staff to superintend the vast mineral collection which had been donated by H. A. Tenny. When Wisconsin became a state, hope was revived, but it was not until 1853, that Governor Leonard J. Farwell received authorization to appoint a survey team. Edward Daniels became State Geologist, and assisted by H. A. Tenny, conducted a geological survey, chiefly in the lead region. His report, like Owen's was optimistic concerning the potential vast supply of lead deposits in the state. He pointed to the fact that the American Mining Company was using pumps to

drain its holdings in the Sinsiniwa area, and the Mississippi Mining Company was using a similar technique to deepen its holdings in the Mineral Point and Shullsburg areas. The positive impact of Daniels' report was obscured when he and the Governor became involved in a battle over salary and expenses which Daniels claimed against the State. In 1854, Farwell's successor, Governor William A. Barstow dismissed Daniels and appointed James Gates Percival as State Geologist. Percival was intellectually well equipped for the task, but displayed such extremely eccentric behavior in his procedures and living habits, that the results of his findings became clouded in subsequent years. A poet, student of literature, and philologist, Percival devoted 21 months to painstaking examination and analysis of the minerals resources around Hazel Green, where he died in May, 1856. His report data were incomplete, but indicated that there was considerable hope for extensive surface development of mineral resources in the area he had surveyed. Unfortunately, in the settlement of his estate, financial matters and his eccentricities detracted from the value of his preliminary findings, which included the suggestion that future surveys should be undertaken by individual appointees in order to avoid conflicting opinion and to insure efficiency.

During the remaining years before the Civil War, additional surveys were undertaken, with incomplete and discouraging results. A team composed of Messrs. Hall, Carr, and Daniels began negotiations in 1857, but survey procedures were delayed because of political and financial squabbles. While these men were trying to resolve their differences among themselves and with the state, Prof. J. D. Whitney of the University of Wisconsin, was authorized to conduct an independent survey of the lead region in 1861. His report indicated that surface lead veins were of minimum value, but that there was no assurance that more extensive deposits existed below water levels in the Lower Magnesian strata, as many professionals and amateurs believed. Mining continued and apparently flourished during the Civil War years, but survey work was suspended for the war and immediate postwar years. Up to this point, the Lead Area occupants had been successful, at least in promoting their cause to the extent of successive state surveys. The results were often conflicting and discouraging, but miners traditionally display a streak of stubborn optimism and therefore continued to apply generally unscientific methods for

discovering lead deposits and thereafter to use traditional, but primitive methods for extracting ore. However, in the meantime, greater progress was being made in another area of state assistance, which was promoted by the entire frontier community and not by miners exclusively. Both the state and federal government had supplemented private capital sources in the development of new and improved transportation facilities. As indicated in Chapter I, the extensive road building programs in and through Wisconsin, and the extension of eastern railroad lines had begun to penetrate the lead region. The mining community particularly was encouraged in being able to ship their heavy, bulky produce to eastern markets or processers by a number of overland as well as water routes.

In 1870, the geological survey service was revived and extended sporadically for over thirty-five years thereafter. John Murrish, an experienced Cornish miner, was appointed to study the chief aspects of the lead region, particularly the issue of the content of the Lower Magnesian strata. His report filed in 1871, was inconclusive on the latter subject. He was, therefore, reappointed in 1872 to continue his activities to deliver some conclusive evidence; particularly in support of mining activities. Murrish returned to his work and by the end of the year, submitted his final report, wherein he revealed that the lead region's greatest asset lay in the relatively untapped zinc deposits, which he believed could be profitably exploited with advanced technological processes. On the other hand, Murrish revealed unswerving loyalty to the sacredness of scientific investigations by stating in respect to the Lower Magnesian strata that he would not offer an unsound conclusion on insufficient evidence, not withstanding public demands for optimistic reports.

In 1873, a new geological survey team was appointed by Governor Cadwallader C. Washburn to include the acknowledged master of western geologists, Increase A. Lapham as State Geologist. Lapham was to be assisted by R. D. Irving, T. C. Chamberlin, W. W. Daniels, and Moses Strong. Initially, the team was granted a four year period and appropriate funds for that time to complete its report, through the publication stage. Preliminary indications revealed that the extensive report would be complete in every detail, but the mining community was disappointed at the outset in that there were no immediate indications

of great hidden wealth. Lapham died in 1875, and was replaced by Dr. O. W. Wight, whose appointment was challenged by other members of the team as being a political one. The following year, Wight was dismissed by incoming Governor Harrison Ludington, and T. C. Chamberlin became the State Geologist. An extension of time was granted in 1879, but, in the meantime, surveys and reports were being concluded and, in a collection known as the Lapham-Chamberlin Survey, a mass of information was laid before the legislature. So far as the Lead Region was concerned, no new evidence pointed to future exploitation of the Lower Magnesian strata, chiefly because of prospective high costs and because the actual mineral contents were not known.

One final survey was authorized at the end of the nineteenth century. In 1897, a five man commission was appointed to supervise an extensive survey of minerals, soils, plants, animal and fish life. The commission was instructed to prepare a complete report which would include detailed topographical maps and which could be edited and abridged as a manual for instruction in the public schools. Apart from a preview of the Progressives' interest in conservation, the scope of the survey project indicated that the Lead Region no longer enjoyed special status, either as an essential part of the state's economy or as a potentially useful but underdeveloped segment. After the turn of the century, two subsequent survey projects were authorized. In 1903, the legislature specifically directed that clay deposits and the assets of the Lead Region be examined thoroughly, and in 1907, additional exploration of lead and zinc deposits was undertaken. In the meantime, Ullyses Sherman Grant, a Professor of Geology at Northwestern University with extensive survey experience, began an intensive survey and exploration of the Wisconsin and Illinois Lead Region. He issued his report in 1906, when he offered the general advice that exploitation of zinc and lead deposits should be continued above the Lower Magnesian strata. He suggested that additional capitalization would be required and more technical ability than previously applied would be necessary. But, nonetheless, in agreement with several earlier reports, he indicated that the mineral resources were of sufficient quantity and quality to warrant continued development. During subsequent years, many national, soundly financed mining companies underwrote the exploration and operation of Wisconsin's lead and

zinc mines. The day of the individual and independent prospector as well as the locally financed corporation, had given way to the era of the giants of the industry, largely because of the necessity for highly skilled personnel and for extensive risk capital.

As indicated above, the local mining interests believed in the general proposition that the state should assist underdeveloped segments of the economy in as many ways as possible. While survey results were not always completely satisfactory, they were nonetheless undertaken and published. While transportation extensions proved useful and illustrated the relative value of the minerals industry, even this alone was not the only answer to the mining community's problems. Several other approaches were offered. For example, beginning in 1856, and continuing for a number of years thereafter, the mining community proposed that the state subsidize the construction and operation of a test shaft somewhere in Grant, Lafayette, Iowa, or Dane Counties. The chief purpose was to further lead and zinc mining techniques, but with little or no risk to individuals or small companies. Attention was called to the scientific and educational values, but a bill to provide $30,000 for the project was summarily killed in the legislature. To some contemporary observers, however, the scientific and educational aspects seemed to have some merit. In 1871, a Department of Mining and Metallurgy was created at the University of Wisconsin to provide special training in engineering for the minerals industry. With the resources of the University's Geology Department and the Geological Survey projects, it was believed that sufficient public assistance was available for consultive services and assay work.

At the same time, some thought was given to the establishment of a state mining school in one of the mining regions, particularly in the Southwestern sector. Coupled with the positive results of Geological surveys of the 1870's was the evidence that similar schools had been inaugurated with some success at Rolla, Missouri; Golden, Colorado; and Houghton, Michigan. Therefore, in 1889 and again in 1893, specific recommendations were made for a similar school for Wisconsin, but without success. A revival in mining occurred in the Platteville region at the close of the 19th century, at which time the extraction of ore and subsequent processing were being carried on by corporate enterprise, the bulk

of whose capital was supplied by eastern financial and investment institutions. While there was considerable local interest and evidence of native investment, the progress and ultimate success of the operations depended to a greater extent than before on outside financial support. There was a new dimension to be considered, however, that of supplying labor force with more specialized training than the average, self-trained miner had had previously. At the same time, it was thought that an extensive engineering program was not necessary immediately, largely because the supply of trained technicians, those who could be so trained in a short period of time, were more desperately needed.

Within this context, informal conferences were held in the early years of the 20th century to discuss the establishment of a state mining school in Platteville. Unfortunately, this occurred at a time when the Legislature was being bombarded with requests for funds for a new Normal Building at Platteville, new buildings for expansion purposes at the other State Normal Schools, and for the establishment of an eighth Normal School at La Crosse. But once again, the firm hand of Duncan McGregor was seen in his sponsoring an Assembly bill for the creation of the new school in Platteville. McGregor had previously seen the data gathered by Lapham and young Moses Strong, and from having lived in the mineral region for forty years, chiefly as a recognized figure in higher education, was in a position to speak with authority. The object of McGregor's bill was to provide the necessary funds to develop a program to train technicians for immediate employment in the expanding mining operations in his district. Additional support was given by Senator E. E. Burns, who submitted a similar proposal in the Senate, and Senator James E. Stout. The latter, the chief benefactor of the Stout Institute at Menomonie, Wisconsin, was a stalwart in the defense of expanding the state's vocational training opportunities. On the local level, Robert I. Dugdale, J. W. Murphy, O. G. Rewey, A. W. Kopp, D. J. Gardner, J. Dolan, W. Sharfer, and W. H. Ellis and others worked collectively and individually to help attain the goal by publicizing the need and advantages of such a program among their friends and fellow citizens. Dugdale, like his 19th century predecessor John Marsh, published a local newspaper in which he offered encouragement for regional economic expansion. Other members of the group included bankers and lawyers who had

special contacts with the several mining companies then in operation.

The major opposition rested chiefly with the University of Wisconsin, led by President Charles Van Hise, and with non-area legislators. Van Hise's reputation as a geologist and his position as president of the University, of course lent weight to the argument that the tax payers should be spared the expense of supporting another educational institution, especially one whose future was tied to a rather nebulous segment of the state and national economy. It was believed that the facilities and services of the State University were more than adequate to meet the professional and scientific needs of the mining region. At the same time, Van Hise was engaged in a running battle to head off a movement led by Normal School leaders to enlarge their scope of activities, particularly in the field of secondary education. Van Hise frequently expressed the belief that, although certain of the University's fields were being invaded, the abilities of teacher training institutions to offer quality work in liberal arts subjects were seriously in doubt.

The debate came to a head in July, 1907, when the Legislature passed an act, whereby, "A school shall be established in the City of Platteville; to be called the Wisconsin Mining Trade School, for the purpose and under the regulations contained in this act." Control and management of the institution was to be under a three man board composed of the Superintendent of Public Instruction and two residents of the Southwestern part of the state. Almost immediately, Governor Davidson appointed Robert I. Dugdale, a Platteville resident and editor of the *Grant County News,* and Sherman E. Smalley, a Cuba City attorney, to join Superintendent Charles P. Cary as a Board of Regents. The law provided that the course of study should include geology, mineralogy, chemistry, assaying, and mining techniques. However, all specifications for these courses and the diploma requirements first had to be approved by the Dean of the College of Engineering at the University of Wisconsin. It may be concluded that this reservation was the result of a compromise between the proponents and the opponents of the new Mining School bill. In any event, great emphasis was placed on teaching the fundamentals of mining and processing lead and zinc, including extensive field work at adjacent mining operations. It was apparent that the two

year program was designed to provide technical and scientific training for specialized mine workers, who would ultimately work in close harmony with the more extensively trained professional engineers.

The three man Board of Regents held its first meeting on July 15, 1907 to implement its general powers. One of the first considerations was to secure adequate physical facilities in which to hold classes and to develop appropriate laboratory space. Since the Board was enjoined from active participation in the mining business *per se,* arrangements for field work had to be developed with mining companies who were active in the area. There was, however, a shadow of the earlier "test shaft" idea in a qualifying clause in that section of the statute that "The Board shall not enter upon the business of mining, or pursue the same, except so far as it may be deemed necessary in the course of instruction." Some years later, when a deposit of ore was discovered beneath the school buildings, it was thought that a practice mine shaft could be developed. However, so far as immediate space needs were concerned, as was mentioned in an earlier chapter, the Platteville Normal School was about to vacate its historic home on North Elm Street and move to its new home on West Main Street, several blocks away. By the simple expedient of transferring funds from the Mining School account to the Normal Fund, the old Academy and Normal School buildings passed into the hands of the Mining School Board of Regents. A second, and equally important, step toward opening the school was taken in the selection and appointment of the teaching staff. Mr. Robert B. Brinsmade, a native of Salt Lake City, Utah, was appointed Director and was given the additional responsibilities of Curator of the Mineral Museum and Instructor in Mining and Natural Science. Brinsmade had received his B.S. in Mining Engineering from Washington University, St. Louis, in 1894 and his Masters degree in Engineering from Lehigh University in 1895. He had been a chemist and a field engineer in western mining operations until 1906, when he had become Professor of Mining and Metallurgy at the New Mexico School of Mines. Harold C. George, a native of Pennsylvania, was appointed Instructor in Mathematics and other sciences. George had received his B.S. from Pennsylvania State College in 1904, and in 1906, his Master of Engineering degree from the Western University of Pennsylvania, where he was a mathematics instruc-

tor. For a year before his appointment at the Wisconsin Mining Trade School, George had been the Superintendent of the Columbia Lead and Zinc Mining Company operations in Platteville.

Between July, 1907, and January, 1908, newspaper notices advertised the curriculum and establishment of the new school. During the same time, the old Normal School building was remodeled to some extent, and appropriate equipment was purchased and installed. In January, 1908, the first classes began with eleven young men comprising the entire student body. Undoubtedly, so sparse a beginning must have been discouraging to the teachers, the Board of Regents and the legislature. It was not that the entrance requirements were too severe, for any boy who had completed the eighth grade or who could pass entrance examinations in English and mathematics would be admitted. Also, there was the provision for "practical young men over eighteen years of age," who did not intend to become diploma candidates, but who desired the advantages of special courses. As one regent suggested, it should be a school which was easy to enter, but difficult to leave. Added incentives were provided in free tuition for residents and low costs for non-residents, work opportunities, and optimistic promises of greater financial rewards in full time employment after completion of the program.

Unfortunately, a number of factors appear to have conspired against an initial record enrollment. On one hand, the Wisconsin Mining Trade School had no direct feeder program or established professional tradition such as that enjoyed by the Normal School from its Academy connections some forty years earlier. In time, to be sure, mining and engineering training would reach the status enjoyed in comparable teacher training opportunities in Wisconsin. On the other hand, perhaps, the shock waves of the Panic of 1907, were more directly responsible for the slow beginning. The major symptoms of the contemporary depression were seen in the closing of several large financial institutions in New York City and other parts of the East. While their collapse may be ascribed to overextension in speculative activity, the subsequent sudden drop in production and consumption of consumer goods made the depression appear to be more severe than it really was, compared with other nineteenth and twentieth century financial reverses. All segments of the national economy were affected, particularly mining activities which supplied ore for heavy manufacturing,

and until industrial stockpiles were reduced and consumer buying resumed, mining activity proved less profitable than before. Thus, any young man who was looking for work at the time, continued to search for obvious reasons. Those who had jobs, perhaps believed that while further specialized education would improve their income producing powers, their immediate security was firmer by continuing in whatever work they were then engaged. Finally, the school's opening in January may have had some bearing on the disappointing beginnings, despite the fact that many agricultural and mining activities were suspended normally during the winter months.

R. B. Brinsmade resigned in June, 1908, and H. C. George was advanced to the directorship, which included the previously mentioned teaching assignments in mining and science courses. Mr. Homer B. Morrow, was hired to teach Mr. George's courses as well as mechanics and design offerings. Morrow, a native of Spring Green, Wisconsin, had attended public school in Platteville and later had received his B.S. in Engineering from the University of Wisconsin in 1901. He had served as Engineer at the State Prison at Waupun and later as engineer at the Galena Iron Works. Together, George and Morrow pushed the program forward, and five of the eleven men who started, completed their programs in 1909. Although this occurred only three terms after the first classes started, many of the early students had had some previous college level training. For example, George Dobson, a member of the first group of graduates, had completed the Normal School course for secondary school teachers in 1904, and had taught at Benton High School prior to his enrollment in the Mining School. In September, 1909, Dobson joined the Mining School staff to teach mathematics. In later years, he taught chemistry and assaying and was the school's athletic mentor until his death in 1949. George resigned in 1910, to return to professional engineering activities in local and area mining. He was replaced as director by Mr. Ralph E. Davis, who had received his B.S. in Engineering from the University of Wisconsin in 1906. Davis had previously served as a consulting engineer and geologist, which provided him with the background training and experience for teaching applied courses in these fields at Platteville. Several other men joined the staff at this time in full or part time capacities. George Beck, a former teacher at the Normal

School, taught mathematics occasionally. Dr. G. L. Nicklas, a local practicing homeopathic physician taught classes in hygiene and health. Mr. Henry Kleinhammer, a graduate of the Realschule, Hanover, Germany, and a local builder and architect, taught shop courses. Mr. G. H. Bartle served as Registrar and Librarian.

The enrollment increased slowly, but larger numbers completed the two year program during the years prior to World War I. The student body occasionally included one or two students from the Middle East, where there was not only growing unrest, but also an educational renaissance in demand for persons trained in science and technology for exploiting area resources. The Mining School curriculum was expanded to include course work in surveying, lithology, and economics as well as physical education experience through intramural sports participation. The entrance requirements remained the same, although a minimum age requirement of 15½ years was established. The passing grade for all course work was established at 70%, but with the provisions that 1% would be deducted from daily averages for unexcused absences and ½ of 1% for unexplained tardiness. A year of residence work was required in order to qualify for a diploma. The purposes of the school were formally stated in the first annual bulletins to provide for, ". . . practical training of youth for an active part in the development of the mineral wealth of our country and the world. . . . The school course is planned to graduate practical miners who will be qualified to pass examinations for mine foremen given by the various state boards." A mine foreman, at the time, could earn up to ten dollars a day, which was a fairly high rate of pay for the period.

By 1915, the staff was further enlarged, when Mr. E. L. Estabrook, a graduate of the class of 1909 who then had his Masters degree and several years of experience, was hired to teach mathematics and surveying. Mr. H. C. George and Mr. H. A. Roessler, both employees of local mining companies, taught their specialities on a part-time basis. The legislature changed the name of the institution to the Wisconsin Mining School, although there was some discussion to merge the Normal School and the Mining School, and to place all institutions of higher learning under the direct control of the University of Wisconsin. In 1915, a third year was added to the Mining School curriculum in civil and mining

engineering subjects, but the emphasis on the technical and practical aspects of field work was retained. Those students who desired engineering degrees usually completed their programs by transferring without loss of credit to the University of Wisconsin for civil, electrical, or chemical engineering; or to the Missouri School of Mines at Rolla, Missouri, for mining engineering. For many graduates, however, the lure of immediate employment was more attractive, especially since the number of placement opportunities exceeded the supply of graduates. The production boom of the war years and the 1920's, in adjacent mining areas of Wisconsin, Michigan and Minnesota was supplemented by increased federal and state spending for road and bridge construction. As curriculum changes were made, new staff members were added. James E. Kennedy became instructor in English and Spanish and performed secretarial duties for the Director. The addition of Spanish language studies to the curriculum suggests that a number of graduates previously had secured positions in Spanish speaking countries of the Western hemisphere. Mr. H. H. Armsby replaced Estabrook in mathematics and surveying. The school week was extended through Saturday, when laboratory and field work assignments were scheduled. With the inauguration of the third year of the program, entrance requirements were adjusted so that completion of high school was advised, although it was stated that, ". . . any student who is capable and ambitious and who has had the preliminary training sufficient to enable him to carry the work . . ." could be admitted. A new course in Mine Rescue and First Aid was inaugurated and carried on for many years with the assistance of the United States Bureau of Mines. A student team was formed, and several demonstrations were presented in area mining locations throughout the year in order to promote better safety practices. A series of lectures were given by representatives of various mining companies before the student body, and further professional attitudes were encouraged in a series of essays in the school's annual beginning in 1915.

During the war years, enrollment plummeted to a low of seven students, and there was some indication that the school might be discontinued. When it was pointed out that a significantly large segment of the student body had joined the armed forces, the matter was tabled and never removed, for during the 1920's, confidence was restored when enrollments returned to normal.

There was an average of 65 young men enrolled as full-time or part-time students during this period, and six full-time and two part-time staff members offered the myriad of lecture, laboratory, and field-work classes. Ralph Davis resigned as Director in 1920 to form his own engineering consultant company. He was succeeded by Mr. H. B. Morrow, who had been a member of the teaching staff since 1908. In the meantime, a number of new teachers had joined the staff, and although there was some turnover during the decade, the following were generally considered the permanent cadre: George Dobson, Registrar, Athletic Director, and Instructor in chemistry and assaying; Ernest E. Clark, Instructor in surveying, mathematics and drawing; Dean W. Richards, Instructor in mathematics, physics, and advanced drawing; Milton A. Melcher, Instructor in geology, petrology, and mineralogy; G. H. Pett, Instructor in metallurgy, mining, and economics. Part-time personnel were, Rev. R. R. Doering in English and Attorney David Gardner, Jr. in commercial law. It was during this period, too, that the provisions for the school's third year program were applied with some regularity.

The Mining School was somewhat affected by the decline in budget allocations during the 1930's, and enrollments leveled at 100. There was still a demand for technical personnel, although moreso in a variety of federal and state economic recovery projects, rather than in mining *per se*. There was evidence of curriculum expansion in the addition of a greater number of engineering and technical courses, so that it was apparent that the school's leaders were aiming toward a four year curriculum. But before that was realized, the three year curriculum had reached a total of over 170 credits, most of them required for a diploma. Curriculum additions prompted the addition of vital equipment, much of which could not be used immediately because of inefficient space utilization. In 1937, extensive remodeling of the main buildings was undertaken by W.P.A. workers under a grant of state and federal funds. The basic structure was maintained, but parts of the interior were drastically changed from Normal School days. Steel beams were laid under each of the main floor levels, and deep piers were driven below the basement to meet new safety specifications and also to accommodate the installation of heavy equipment. There was, in addition, over-all redecoration with new floors and extensive painting throughout. About the

same time, a large plot of land was acquired about a quarter of a mile away for use as an athletic field and for physical education classes. When the old Normal gymnasium (vintage 1891) was converted into classroom space, it was necessary to contract for use of the newly constructed National Guard Armory for indoor physical education and athletic events.

In 1938, H. B. Morrow drew up plans and specifications for a new wing on land immediately adjacent to the older buildings, but with the same type of building materials and style of architecture. The new space was intended to provide additional space for physical science laboratories and classrooms, which might have made it possible to reconvert a large segment of the 1891 Normal wing into physical education facilities. There was no positive monetary response from the legislature, but in 1939, the Mining School Board of Regents and the state legislature did respond to local attainments in a number of ways. On one hand, the name of the school was changed to the Wisconsin Institute of Technology. As an indication of the strides made in vocational training, the legislature authorized the addition of a fourth year to the program and the awarding of baccalaureate degrees in mining and civil engineering. However, the decline of enrollment during the ensuing war years and the consequent pressures of booming enrollment during the post-war years made it impossible to implement the curriculum changes until the late 1940's. The degree granting provision was re-enacted in 1951, and in 1952, the Wisconsin Institute of Technology was able to confer degrees on members of its first graduating class in the four year curriculum.

In part, we may conclude that admirable restraint was shown in maintaining that a quality educational program should first be developed before any degrees were granted. There were, perhaps, still strong memories of the bitter criticism which emanated from Madison when less drastic proposals had been made several decades before. Then too, there was a considerable change in the administration and faculty of the school between 1942 and 1952. Mr. H. B. Morrow, who had served for almost thirty-five years resigned in 1941. He was replaced by Mr. Milton A. Melcher as Acting President until 1942, when the Board confirmed Melcher as a fully empowered President. It is remarkable to a certain degree that some external pressure was not applied at this time to

join the State Teachers College and the Wisconsin Institute of Technology under a common administration inasmuch as both Mr. Royce and Mr. Morrow retired from the scene at about the same time. Mr. George Dobson was the sole survivor of the early teaching force. He had been joined by C. W. Ottensman, J. C. Spradling, and D. C. Dixon, during the immediate pre-war period and by W. A. Broughton, Robert Harker, W. R. Loy, and John Orth in the immediate post-war years. These seven persons have been specifically designated because they are still active members of the teaching staff. Together these men aimed for inspiring young men under their tutelage toward acquiring the necessary skills and knowledge to become successful and contributing members of their profession and of society.

The post-war decade saw enrollments increasing to an average of 195 students at the Institute of Technology, with a high of 270 in 1946–47, and a low of 139 in 1952–53, when the Korean War was affecting enrollment at many schools. While some consideration was given toward expanding physical plant facilities, similar to the movement of the 1930's, some immediate attention was focused on developing an athletic stadium. Largely through the efforts of George Dobson, who was being acclaimed as "Dean" of active athletic coaches throughout the nation because of his forty years of service, the Mining School alumni were approached to raise the sum of $5,000. It was believed that such an amount would be sufficient to supplement state allocations to landscape and develop the Miner's athletic field between North Washington and North Hickory Streets. In addition to improving existing facilities, it was hoped that such an effort would further consolidate the image and identity of the school throughout the state.

Parallel to the quest for an improved athletic playing field, was the defense against the legislature's consideration of a plan to coordinate or consolidate higher education in Wisconsin. During the 1947–48 sessions, as previously indicated, a committee was appointed to study problems related to separate and overlapping functions of the state's several operations in higher education. In November, 1948, the special legislative committee, headed by Foster B. Porter, recommended that "the existing teachers colleges be discontinued as such and the several units thereof be attached to the University as an integral part thereof," and that "the Institute of Technology be discontinued as such, and that

the functions of mining engineering be carried on in Platteville as a segment of the integrated university system." But apart from the issue of complete centralization of higher education through University control, the age old suggestion of merging the two schools in Platteville was dispelled because ". . . the function of the two institutions were of such a nature that their combination would inevitably mean that one or the other program would suffer." At the same time, the committee did recommend that the University of Wisconsin Extension Center in Milwaukee and the Milwaukee Teachers College be joined since their programs were not mutually exclusive. Faculty and administrators in both Platteville schools filed protests through their respective Boards of Regents and with area legislators. Consolidation was abandoned temporarily, but efforts toward coordination prompted the creation of a Coordinating Committee for Higher Education, whose function it would be to attempt to adjudicate overlapping services of the University and the State Colleges throughout the state. For the time being, the nature of the Institute of Technology was undisturbed. In 1954, the idea of merging Platteville's two schools was revived, but again a stalemate was reached. However, in 1955, a compromise coordination procedure was evolved when all of the state colleges, formerly teachers colleges, together with the Stout Institute and the Wisconsin Institute of Technology were placed under the jurisdiction of a single Board of Regents. The State College Board and the University of Wisconsin Board, were in turn represented on the newly created Coordinating Committee for Higher Education. In the meantime, coordination had been further extended with the development of the University of Wisconsin at Milwaukee, which represented the merging of the former Milwaukee Teachers College with the University of Wisconsin. In Platteville, the area of cooperation between the State College and the Institute of Technology was enlarged. By mutual agreement, a bilateral exchange of courses and credits was arranged so that, for example, engineering students were able to enroll in social science and humanities courses at the college, and college students were able to enroll in engineering and technical courses at the Institute.

Within a few years, the merger discussions were resumed, somewhat more easily than before, within the joint Board of Regents and between the respective administrators of the two

schools. During 1958, much of the ground work for an effective union was laid in the discussions concerning the advantages of a larger physical plant through a joint budget proposal, in developing an appropriate name for a single institution, and in consolidating courses and departments of a similar nature. Late in 1958, the state legislature passed the necessary enabling legislation so that the merger could become effective as of July 1, 1959. Accordingly, the Wisconsin State College and Institute of Technology was created, with Dr. Bjarne R. Ullsvik as President, and Milton A. Melcher, formerly W.I.T. President, as Dean of the Division of Technology. Subsequently, a joint committee of State College and Institute personnel labored for weeks on a set of criteria or articles of agreement to implement the merger legislation.

The notable areas of integration occurred along departmental lines where duplications existed, such as in English, mathematics, physical science, athletics, and physical education. Some convenience was realized through joint efforts in enrollment procedures and in a uniform grading and record system. Except for certain technical reference works, the library holdings of the two schools were consolidated in one building on the main campus and included in a common cataloging system. The common use of the newer elements of the physical plant, the dormitories and the student center, aided in the union, especially among members of the student body. By being brought closer together in living, eating, recreational, and classroom facilities the students experienced the essence of the merger somewhat before the faculty. Since 1959, further refinements have taken place through the development of broad spectrum graduation requirements in terms of general education areas, through the transformation of the respective alumni associations into a single unit, and through mutual identification with common goals in education.

At the outset of discussions on the final merger arrangements, it appeared that the most difficult area of integration would be in maintaining special traditions and symbols of identification. If the Mining School had traditions of shorter duration than those of the Teachers College, they were no less important or strong to the respective student bodies, faculties, and alumni groups. In pre-1959 contacts between the two schools, it had become apparent to observers, both inside and outside the domain of education *per se,* that the Mining School had an especially strong and vital

esprit de corps that could not be denied. The origins of the vitality may be somewhat obscure today, but it may be suggested that the will to survive under threat and adversity produced a defensive mechanism that was manifested in a variety of ways by students, faculty, and alumni. In one respect, admiration for and respect for the combination of technical proficiency and success in the business world was completely in tune with the prevailing middle class attitudes of most Americans from the time of the founding of the Mining School in 1907. By teaching and by example, the Mining School student could see immediate tangible benefits in his work. At the same time, by virtue of the nature of the work and by the make-up of the student body, certain qualities of masculinity were built into the program. Even when a girl was occasionally enrolled at the Mining School, the main force of activity and progression still remained masculine.

With a comparatively small enrollment, despite the deterrent of the two and three year programs for much of the time, there were greater opportunities to share in common curricular and extracurricular activities. For example, as previously stated, the purpose and method of the Mining School's physical education program was to avoid the pitfall of the exclusive athletic competition and to develop mass participation, where possible. When George Dobson first initiated major sports, most men were able to participate in football, basketball, and baseball. It was not until the later years that as few as 25% of the student body was exclusively involved. Although intercollegiate athletics were originally avoided, by the time of World War I, some games were being scheduled with one or two other colleges in basketball and football. A local "All Star" team was formed by Attorney David Gardner, Jr., in 1915, so that the Miners found another adversary. An indoor baseball league was formed with teams of businessmen and miners competing for a mythical "City Crown." Regents Homer Snow and William N. Smith were frequently prominent as umpire-players in many events. A football team was first formed in 1917, after an unsuccessful attempt the year before, and although "Coach" Dobson's boys lost four games in the area, they claimed the "City Championship" because the high school and the Normal had refused to schedule games. For two years, 1918 and 1919, there were no teams, but those students who were enrolled in the S.A.T.C. were able to participate in inter-school

activities against similar units in Wisconsin, Illinois, and Iowa. Football was revived with considerable success during the 1920's, and the schedules indicate that a larger number of colleges rather than secondary schools were opponents. Carl Ver Steeg, instructor of geology, began coaching the team, but because of the pressures of his teaching assignments had to withdraw. He was initially replaced by William Roddick, a local businessman, who generally alternated in the duties of coach and manager with George Dobson. The same school slogan prevailed, however, "Everyone out for sports." Early in the 1930's, the Mining School entered into an agreement with a number of other schools in the formation of a Tri-State Intercollegiate Conference. Initially, the group included Wartburg College, Milton College, Mt. Morris College and Aurora College, which replaced Mt. Morris in 1937. Within this league, the Mining School could boast of having championship teams in 1936 and 1937, and at the same time could point to annual rivalries with the Platteville Teachers College.

Students found other effective means of school identification in the preparation and publication of *The Miner,* the school annual from 1915 to 1958, and *The Geode,* the school's periodical newspaper, which was founded in 1925. Through these media, the contemporary student bodies, the faculty, and the alumni were kept in touch with one another. The latter group played a prominent part in promoting professionalism through their contributions of short articles and essays to both *The Miner* and *The Geode.* Their contents were largely technical presentations of contemporary practices in mining and civil engineering projects. In addition, the Mining School student was kept alive to professional conditions, on one hand through the organization of a Miners Club and later a chapter of the A.I.M.E., and on the other hand, through the clubs' programming speakers from the alumni ranks or from local and regional business concerns. School identification was further heightened in the annual "Miner's Explosion," which was a fund raising carnival during the 1920's and 1930's. The entire community and area were drawn into the spirit of the occasions, and evidence of good will and good public relations were apparent. When the "Explosions" became more private and social in nature, the "Big M" project was initiated in 1936, when a group of students traced a large letter "M" on the southwest slope of the largest mound due east of Platteville. The

following year, a project of a more permanent nature was inaugurated when the entire student body began hauling and placing about 400 tons of stone on the southwest slope. When they finished the project in 1937, they had laid out a giant 239 by 236 foot, and whitewashed letter "M", which could be seen for miles. In the fall of 1937, when it was discovered that the letter was becoming obliterated from vegetation growth, the freshman class was initiated by their cleaning the "M". In the spring of 1938, the "M" was lighted in a torchlight, marathon ceremony which has been maintained to the present. Generally, following the lighting ceremony, a formal dance has been held.

At the same time throughout the years, students who had some musical talent were interested enough to form a school orchestra from 1915 into the 1920's. A pep band was formed in 1940, but it declined during the war years and was not revived until 1946. About the same time, a men's choral group, and a quartet known as the WITS were formed and led by Professor W. R. Loy. These groups successively entertained their fellow students at various school events, and occasionally spread word of the school's name in appearances before local and area school, church, and civic groups. Thus, in a variety of ways, the students themselves created a number of important traditions and symbols expressed as "the old school tie." It is conceivable that the administration and staff not only encouraged but also participated in school-spirit projects. As was noted in the case of the selection and retention of Normal School staff members, frequently alumni of the Mining School were hired as faculty additions or replacements. During the first ten years of existence, relatively little additional training was required beyond completion of the two or three years courses. But, by the 1930's and during the post war years, alumni who returned as faculty members had at least a baccalaureate degree, and in some cases, a masters degree. From 1908 to the present, between 35% and 40% of the teaching staff has fallen into the alumni-teacher category. It may be concluded that the *esprit de corps,* the traditions, and the symbols of the Mining School, as it still is frequently called, were strengthened by close student, faculty, and alumni relations.

It is evident, however, that the merger created a stronger school as a result. On the one hand, as an editor of *The Geode* pointed out, the Bachelors Degree in Engineering acquired a new status

under the comprehensive accreditation umbrella of the North Central Association of Colleges and Secondary Schools. On the other hand, the students of the Technology Division, now the School of Engineering, were able to take better advantage of elective courses in the humanities and the social sciences. From another point of view, the addition of engineering and technical courses to the total curriculum has broadened the scope of the school's offerings so that a larger number of young men and women may be served. On the matter of tradition, it is seen that mutually exclusive observances have been maintained without the development of an atmosphere of exclusiveness. However, at the same time, new traditions and ties have been formed. A complete change in name, from the rather unwieldy, Wisconsin State College and Institute of Technology, to a more comprehensive designation of Wisconsin State University reflects the varied curriculum and opportunities. The adoption of new colors, new mottos, new slogans, express unity and yet a connection with past traditions. The common observances in athletic events, student activities, and commencement exercises strike familiar chords but are carried in a new major key. Committees of administrators, faculty, and students have done yeoman service in facilitating the coordination to the extent that most of the friction points have been polished smooth. The atmosphere of guarded rivalry has evolved into more natural interdepartmental by-play, although on occasion arms' length relationships and understandable personal antagonism have occurred. It can be assumed that fuller relationships can be developed with the advent of more commodious housing in new and proposed classroom and laboratory buildings. Finally, it can be pointed out that the enrollment in the School of Engineering has constantly increased during the past six years contrary to the dour predictions of those who doubted the wisdom of the merger. To a large degree, credit for such increases must go to Dean C. W. Ottensman, who has aided in maintaining standards of highest quality in the curriculum.

CHAPTER V

The Other End Of The Log

No COMPREHENSIVE picture of a school's development can be complete without a number of candid photographs of the student body. Buildings, books, and professors inevitably age, but the student body remains constantly young as their ranks are replenished annually with a new supply of young recruits. Some sage has suggested that one of the chief reasons for long faculty tenure is that so many professors enjoy the refreshing waters of the fountain of youth. Another has suggested that in the perennial life cycle of growth from Freshmen to Seniors, every school benefits as its treasury of knowledge is continually increasing. The Freshmen bring varying quantities of information with them, while the Seniors take none away. Whatever the reasoning, the result is that the average undergraduate college campus is a beehive of activity. The student body moves from one activity to another at what seems to be a constantly increasing pace. It is these qualities of youth, the pooling of knowledge, and the dynamic tension that have permeated the atmosphere of the Platteville campus each year since 1866.

According to the laws of transportation, economics, and inheritance, Platteville's student body traditionally has come from the area immediately surrounding the school. In concentric circles moving outward, the public schools of Platteville, and of Grant, LaFayette, Iowa, Richland, and Crawford Counties have supplied the bulk of the student population for years. As was indicated in Chapter I, stage and railroad lines interconnected the major communities of the Lead Region and served as paths beaten

toward Platteville's doorstep. One typical student, John Staack, who entered the Normal School in 1896, has provided a graphic description of his journey from Middleton Junction (west of Madison) to Platteville. His mother drove him by horse and wagon from the family farm to Verona, where he caught the 2:30 train on the Chicago-Northwestern line to Platteville. After a bumpy ride through picturesque farming country, the train passed through Dodgeville, Cobb, turned south near Montfort and continued through Livingston, Rewey, and Belmont. From Rewey, John Staack noted, one could see the imposing water tower in Platteville in the distance, but upon nearing Platteville, Staack and perhaps the other passengers were startled to find the train change direction abruptly. At precisely 5:30 P.M., the train backed into the depot and unloaded most of its passengers at the Platteville depot. The train would ultimately continue and reach Galena by 7:00 P.M. Staack noted further that his journey was much swifter than a generation before when it took passengers a minimum of two days traveling time, including an overnight stop at Mineral Point or Dodgeville.

By the time of World War I, automobile and bus transportation facilities were not only supplementing rail transportation, but gradually replacing it, with the result that by the 1930's, passenger traffic had all but disappeared. By 1938, the Orange Bus Line was running two busses a day each way between Madison and Dubuque by way of Platteville. One of the Orange Bus Line's chief attractions was that it could supply transportation at a cheaper rate than automobile travel at a time when the nation was stirring from its depression doldrums. Now, nearly everyone arrives and departs by automobile, which in a great number of cases among the student body reflects student ownership of or regular access to an automobile. It is possible now for a student to travel over approximately the same route taken by John Staack in less than two hours. With the advent and improvement of automobile transportation, in other words, a large segment of the student population has been a commuting group during the past forty years. Therefore, the geographical area from which the present University draws its students, even as commuters, has enlarged many times.

Naturally, there are physical limitations, fatigue factors, and campus attractions which predetermine the maximum distances

for commuters. Cases are exceptional where students drive over 150 miles round trip three to five days a week. It may be said that the commuter is thus not able to contribute the maximum effort in determining the nature and direction of campus social and cultural institutions. However, the commuter accounts for only 12% of the total student body at present. Still it is notable that the vast majority of club and organization presidents in recent years have been resident students. At the same time, there is on this campus, as well as on many others, a secondary group of commuters. This group lives in the college dormitories or in approved off-campus housing, eats at the Student Center, engages in a variety of activities Monday through Friday, but after the last class on Friday, takes to the open road. Some of these students it is true, do this because they hold part-time jobs or have other responsibilities in their home towns between Friday and Sunday evening. Others, especially Freshmen, have had some difficulty in adjusting to dormitory and campus life or home town ties. The nucleus of campus-bound students, by desire or sheer necessity, is rather small and easy practical transportation has contributed to the situation.

Geography and transportation have another bearing on the role and conduct of the school. Initially most of the Normal School and Teachers College graduates found employment opportunities in the immediate area, in some cases in their own home towns. For example, in 1895, data reveals that among Grant County's twelve largest communities, seven employed Platteville Normal graduates as high school principals. An even greater percentage of classroom teachers in Grant and adjacent county schools were Platteville Normal graduates. However, in recent times, graduates have ranged farther from the campus and from their home towns in quest of vocational opportunities. By the same token, state and area job competition has increased in vocational placement. But, a canvass of last year's graduates reveals that over fifty per cent are employed or are attending graduate school in Wisconsin.

Since 1866, the average age of the Platteville student has advanced from sixteen to perhaps nineteen or twenty, chiefly because completion of high school was not an entrance requirement during the first generation of development. Because they were dealing almost exclusively with "teenagers," the faculty was

perhaps more paternalistic in the nineteenth century than it is today. The faculty understands that today young people are more mature in outlook either because they have been subjected to fewer parental or social restraints or because they have been subject to the impact of the broader media of communications. In any event, moreso today than in the past, the average college student is treated as a young adult. The student body during the first seventy-five years, was supervised quite closely and rigidly, thus creating a family bond of sorts between students and faculty. It was entirely reasonable that this should have occurred when students were forced to be out of immediate contact with their homes and families for prolonged periods of time. In such an atmosphere, undoubtedly, the image of Platteville's being the "friendly college" first appeared. However, the degree of friendliness was confined to the realm of strict student-teacher relationships, wherein a modicum of sympathetic understanding was expressed toward those students who had been uprooted from familiar surroundings.

Most teachers with extensive tenure were regarded as outstanding or influential because of their emphasis on morality as well as fundamentals in subject matter. At least such was the attitude expressed by a number of alumni years after graduation. James Alton James, class of 1884, recalled: "The standards set by these men and women in their classrooms, their interest and influence in civic affairs, their activities in Christian and philanthropic enterprises served to draw their pupils to the farther reaches of character." To this, John Staack, class of 1900, added: "I admired and respected them all, but my favorites were Dr. McGregor, Professors Williams, Dudley, Perisho, Wilgus, and the Misses Pretlow, Wyman, Gifford, and Mrs. Allen. They were the ones who contributed most to my future and fashioned the fundamentals that formed my scholastic background."

It was the faculty who inaugurated a Prohibition Club in the 1890's, which the students ultimately copied, although with perhaps fewer opportunities to develop any means of rebellion. It was the faculty who imposed a ban on fraternization between the students of the Normal School and the Mining School in respect to inter-school dances. In the decade before World War I, it was the faculty who banned campus dances with the appreciation of some parents, one of whom wrote that she was keeping her

daughter at home until the Platteville faculty determined whether dancing was a legitimate exercise of brain power, in which case "the pedal extremities" were a new anatomical location for the brain. It is not known whether the young lady ever got to Platteville, for the faculty was forced to retreat from its position after the war years when students arranged their own activities at the Knights of Pythias Hall. But even when dancing was restored, and tightly chaperoned, one faculty member observed that some of the dances were not pretty, ". . . in fact they appear ugly to a great many good people. . . . You haven't learned what good form is." Few faculty have survived the evolution of social dancing from the Charleston to the Frug, but it is apparent that after the influx of a larger number of older veterans among the student body in 1946, the faculty's role in student affairs has become more advisory than regulatory in nature. Perhaps the ultimate in "friendliness," was reached at a recent dormitory dance when two members of the faculty participated in a Limbo contest. Space does not permit a full description of their present physical condition.

The Normal School openly admitted its responsibility and function of preserving the accepted traditions of a Protestant Christian society by requiring regular attendance at weekly Chapel exercises, by assuring parents of boarding students that church attendance would be supported strongly, and by including prayers and hymns in club activities, such as those sponsored by the Athenaeum and Philadelphian Societies. On the subject of the Normal's mission for morality, Judge Arthur W. Kopp, class of 1895, recalls that when he was an undergraduate, a series of lectures was given by Mrs. Emily M. B. Felt. Mrs. Felt spoke alternately to groups of boys and girls, and occasionally in a mixed group, on the social and moral standards of the school and society at large in respect to dating, etiquette, courtship, and matrimony. In addition, the Judge remembered that compulsory study hours were in effect from 7:00 to 9:30 P.M. and that while there was no dormitory *per se,* the study hours were enforced by the faculty who patrolled the streets during those hours to make sure that their charges were not wandering about aimlessly. Householders who boarded students encouraged proper study habits by guarding the front doors from an inconspicuous position in the darkened front parlor.

There still remains an application of the school's moral obligations to encourage students to make good use of their leisure time. On one hand, there is a corps of full-time counsellors whose duty it is to interview students by appointment or by request in order to help determine what courses of action are open in pursuing a career or an avocation. Appropriately, the majority of the counselling staff is directly associated with the main student body in the capacities of residence hall directors. What was once the role of the private householder who provided room and/or board for a handful of students, is now the role of men and women who deal with as many as 250 students under one roof. Necessarily, the professional counsellor who at the same time generally teaches academic classes or coaches a major sport, is assisted by senior student counsellors who manage housekeeping and disciplinary problems on each dormitory floor. Each dormitory floor or section has attempted to achieve some identity and large family status through the election of officers and with the adoption of a distinctive name. Meetings of the entire body of students living in a particular dormitory are held periodically to discuss current problems or to plan participation in a campus event, in which instances elected officers preside and conduct affairs according to democratic and parliamentary procedures. In the meantime, the Dean of Students, the Dean of Men, and the Dean of Women offer full-time counselling service on school and personal matters, which much of the time involve financial difficulties. Largely through the Student Deans Office, in cooperation with the Dean of Academic Affairs, student loans are arranged. Until recently, a student had access only to funds which had been donated by individuals or organizations and administered entirely on the local level. The student loan fund has been enlarged considerably through the extension of federal aid in the National Defense Education Act provisions which supplements local available funds by a 90% increment, with generous repayment and interest provisions, especially for those students who are entering the teaching profession. The Student Deans Office also coordinates the student work program with state and federal funds by registering and referring students who have particular skills or abilities. Through a combination of offices other financial aid is dispensed through scholarships and grants according to the specific designations of donors, such as those offered on behalf of

George R. Dobson, Milton A. Melcher, Bernice and Elmer McNett, Vinnie Harvey, Mary Alice Hendershot, William Enjue, Marjorie Huguinin, and the Sahara Coal Company.

While general fees have been comparatively low and students have had some access to loan or scholarship funds with which to supplement their own means, they have often reached the point of despair because of other personal problems. During the first seventy-five years, members of the student body found it convenient and agreeable to discuss these problems with a favorite teacher or the principal. However, as the student body grew in size, the distance between teachers and students has been extended, and while many teachers are able to offer counselling opportunities, the resolution of many problems, occasionally of an ethical nature, has revolved around the professional counsellors. As was mentioned before, one of the school's overriding missions was to provide a proper moral atmosphere for future citizens and teachers, by proper examples and by intonation. The school was aided and abetted by the city's clergy who stood ready to offer prayer and counsel for their co-religionists. Several local clergymen made it a practice to visit Normal School classes and frequently they were invited to participate in school events from relatively informal club gatherings to baccalaureate and commencement ceremonies. As a reciprocal arrangement, students were cordially invited to become temporary members of local congregations during their school years and to join an appropriate young people's group at the church of their choice.

Generally speaking, formal religious associations did not appear on the campus until the World War II years, but a Y.W.C.A. group was formed in the fall of 1902 with fifty-four charter members with the aim of lifting "the religious ideals of young ladies and making them lights for good." As the only religious association for so many years, the sisters of the Y.W.C.A. conducted a number of school services including a "Big Sister" program for incoming Freshmen and vespers services at Christmas and Easter. When the Women's Center, the old May House, became a coeducational haven, the Y.M.C.A. counterpart was formed on campus. About the same time, the first of the church-affiliated organizations were formed by the major Christian denominations. School policy waivered to some extent and the church groups withdrew to the more intimate confines of their

respective churches, but when they were invited to return, there remained a divided opinion as to organizational control. Was it to be a matter for the students and respective pastors to decide, or because they were school oriented at the same time, was it a matter for school officials to determine? A temporary solution was found through the appointment of faculty members as sponsors or advisors to act as liaison personnel in interpreting college responsibility, especially in the conduct of extracurricular social events. An effort toward coordination has occurred in recent years in the creation of the Religious Life Organization, which represents each of the student church groups as well as school interests. The major services of the R.L.O. have been to provide for the discussion of interdenominational issues, to arrange interdenominational social events, and to arrange for a program series for the entire student body. A greater effect, however, is seen in the appearance of campus ministers, or chaplains, who have been appointed and supported by several of the denominations who claim the largest number of student affiliates on the campus. An admirable relationship has worked out in a short space of time, to the extent that, in the spring of 1965, when both students and faculty voted against the continuance of a formal baccalaureate service, the campus ministers arranged an interdenominational program in the Municipal Auditorium with voluntary attendance. The question remains, does the school still maintain its historic function as a guardian of morality and filial piety? The answer is still yes, but with the recognition that the elaborate machinery which has replaced the earlier direct teacher-student relationship has not brought a complete or better answer, but rather a variety of means for solving the usual complex problems posed by youth. Perhaps the real answer is that ethical problems are approached more in the manner of intellectual experiences rather than simple lesson-duty questions and answers.

Several generations of families have attended school and have graduated from Platteville under one or another of its names. At the same time, it may be remarked that in many instances several members of the same family in a given generation have attended school together as brothers, sisters, or cousins. In other instances, mothers and daughters, more often than fathers and sons, have attended summer session classes at the same time. The explanation for this lies chiefly in the changes in certification standards

which have evolved within a twenty years period. Until recently, young ladies, particularly, were able to pursue courses of instruction in elementary education leading to a two or a three year certificate, which allowed them, in most instances, to teach in the rural schools. However, today in order to receive an initial or renewed permanent certificate, a person needs a bachelor's degree as a minimum requirement. Thus, many women who entered teaching a decade or more ago with two or three year certificates have since gotten married, raised families, and have re-entered teaching under a new set of requirements. Occasionally, the element of embarrassment enters the picture when mother and daughter have simultaneously enrolled in the same courses. One might presume that the daughter with her recent high school would achieve higher grades than the mother. Surprisingly, in a large number of cases, mothers have outdistanced their daughters, perhaps because of the advantage of maturity and previous teaching experience. The author is acquainted with another sort of situation, which has shocked the self confidence of a number of neophyte college professors. One entering freshman girl approached a dedicated young instructor recently and said, "Hello, Mr. Brown, I am Miss Smith. You had my Grandmother in class last summer, and she said to say 'Hi!' to you."

A variety of reasons have been suggested for the long time association of many families with the school. During the early days, geographical propinquity and economy were the most obvious reasons, but at the same time, respect and admiration for the teaching staff and the success of the various programs were underlying motives. As the Platteville graduates traveled farther from home bases, and other institutions of higher learning came within closer range, many second and third generation offspring still were returned to the *alma mater,* although not often under duress. School ties are frequently strengthened when both parents can count Platteville as "their school," and thus avoid the distinction between "his" and "hers." However, it is recognized that as the size of the student body has grown, the percentage of direct family connnections has declined and a greater variety of reasons accounts for present student enrollment. Yet, as suggested in a previous chapter, many new, current students learn about Platteville from members of the loyal alumni family. Most parents, alumni or otherwise, accommodate the changes which tran-

spire over the years, but believe that the same basic principles of morality, intellectual honesty, and a balanced curriculum will continue to prevail. Unlike the mother who believed her daughter should be the nondancer she had been as an undergraduate, most parents know that their children, as young adults, have to find their own ways, but take comfort in their experiences at the "friendly college." Platteville's ways are not saccharine, but kindly; they are not sentimental, but humanitarian; they are not unique, but steady.

Campus life, no matter how well regulated by courses, credits, clocks, bells, and lectures, is generally reckoned by extra-curricular activities. Invariably, members of the student body have spearheaded movements to organize worthwhile extra-curricular activities, which have had the effect of broadening the curriculum in many instances. The first student society was formed during the autumn of 1866. The knowledge that at other normal schools and colleges there existed literary and debating clubs generated sufficient interest within the male segment of the student body at Platteville, that Principal Charles H. Allen was able to lay the ground work for a similar type of organization. Several successive meetings were devoted to the preparation of a constitution and a set of by-laws, and to the selection of the name—The Philadelphian Society, whose initial guiding motto would be "Brotherly Love." Early in December, 1866, officers were elected so that William McDonald was able to preside at the first scheduled program which was a debate between two teams of club members on the question; "Resolved that the best interests of our country would be promoted by releasing Jefferson Davis on condition of his leaving our shores forever." The judges awarded the negative side the decision, but the journals of the society's meetings do not indicate what the chief arguments were to induce the judges to arrive at their decision. Subsequent meetings were devoted to lectures including one on "The Jesuits" presented by Rev. J. Pond of the Congregational Church, another debate involving both faculty and student on "Women's Rights," and a number of prepared essays. By the beginning of the second term of the school year, the Society's membership included thirteen charter members, five honorary members, and thirteen new members, all of which accounted for the bulk of the male student body and the entire male faculty. By the end of the first school year, the

Philadelphian Society was well enough established to offer to sponsor a series of lectures by faculty members and townsmen. Professor Jacob Wernli delivered the first lecture on Switzerland, his native land, on March 8, 1867.

The Philadelphian Society, under various modifications in name, has survived to this day. Its *raison d'etre* remained literary and forensic for at least seventy-five years, and even when debate and oratory became schoolwide activities, Philadelphian members frequently carried off school and intercollegiate honors because of their wide experience. On a variety of occasions years after graduation, distinquished alumni credited much of their success and self-confidence to having participated in Philadelphian debate and literary activities. Judge A. W. Kopp, in reminiscing about his school days and later life, gave credit to the development of the ability to think and talk clearly on one's feet through such experiences. Very early in its existence, the Society assumed various responsibilities related to school service. For example, between 1871 and 1881, in cooperation with the Athenaeum Society, the Philadelphians sponsored a series of entertainment programs to raise money for the purchase of additional library books. In 1889, the Society founded the school newspaper, *The Exponent,* which it published regularly for three years, at which time it was forced to abandon the project because of insufficient funds.

In 1896, the Philadelphians aided in the formation of an Oratorical Association, which was indicated above. This opened the way for all-school forensic activities to stimulate wider interest and participation in public speaking and to provide a series of practice sessions and elimination contests to select representatives to participate in Inter-Normal Oratorical contests. For a number of years, Platteville, Whitewater, and Normal, Illinois students had been engaging in a triangular debate series, but with the advent of a number of sister Normal Schools in Wisconsin, it was decided to form a state league. Great enthusiasm was aroused, especially with the added incentive of inter-school participation. In the spring of 1896, the results of the local elimination contests revealed that John McGovern had been selected to represent Platteville at the Inter-Normal meet at Whitewater, which to contemporary observers was comparable to participating in the "World Series." McGovern and his alternate, Charlton Beck,

several faculty members, and about a dozen students were given a gala send-off at the local depot. The great day came and John McGovern was declared the state champion. The homecoming celebration was even more spectacular than the send-off, with a big rally and a torch light parade from the depot. Spirits were considerably elated to have gone slogging up Platteville's main street in a heavy rainstorm to proclaim victory by ringing the Normal bell at 10:00 P.M. One long standing result of the trek to Whitewater, was the formation of a "permanent" Inter-Normal Oratorical League, which functioned for many years. The Athenaeum Society purchased a statue of "Victory" to be placed in the Main Hall in order to commemorate the outstanding intercollegiate athletic and oratorical achievements for 1895–96. A final postscript may be added, that during the fall and spring terms of 1897–98, President McGregor arranged a series of lecture events by nationally prominent men and women in order to raise enough money to retire the collective debts of the Philadelphian, Athenaeum, and Oratorical organizations.

Early in the twentieth century, the Philadelphians with some assistance from the Athenaeum girls presented a series of musical and dramatic programs to provide entertainment for the student body as well as to provide the respective clubs with additions to their treasuries. The trend of dramatic work continued, but in 1916 and 1917, a reorganization of the two literary societies merged the two into a single coeducational society, still known as the Philadelphians. The study and presentation of Shakespearean works proved successful and profitable until the United States entered World War I, at which time, the masculine character released itself and the men's Philadelphian Society emerged at a time when the national movement for women's rights was reaching its climax. During the post-war years, the Philadelphians renewed their interest in debate and, in the spring of 1919, won a monumental debate against the Athenaeum Society on the question of federal ownership of railroads. The Phillies became the permanent possessors of a silver loving cup, which is still displayed occasionally in the mystical initiation rites. During the roaring twenties, the club continued its formal debate and forensic sessions, but interest continually flagged as more provocative extracurricular activities prevailed and dancing was restored. The organization almost disappeared in 1927, and had it not been for

Mr. H. C. Wilkerson's persistence, a revival might have been impossible. On one hand, more attention was given to forensic activities and techniques before formal programs were staged. Moreover, every member was given definite responsibility for a weekly presentation. Gradually, morale improved, and a genuine rededication took place, so that within a year or two, joint programs were held with the Athenaeum Society in the production of a variety of dramas before the student body. The proceeds from most presentations were donated to the Student Loan Fund, and it appeared that the membership had adopted a more serious attitude toward school service as a means to an end. That is to say the purposes of the club's existence were realized through giving rather than partying.

Remarkably the challenges of the depression years continued to bring new life to the Philadelphian Society, still under Mr. Wilkerson's capable leadership. Internal organization became more stable, and a great variety of programs were developed to offer intellectual and aesthetic stimulation to the membership. In addition to their traditional sponsorship of annual school and inter-school forensic activities, the Philadelphians formed their own musical groups, including a string ensemble and a quartet. Debates and discussions on pertinent current events added zest to the weekly meetings, and generally the group as a whole achieved better course grades as a direct result. In 1936, members of the Society designed and subsidized a new school seal which was printed in various sized gummed labels. These stickers were sold to members of the student body, and again the proceeds were donated to the Student Loan Fund, which then was one of the major resources for many students to continue their schooling. Typical of prolonged depression periods, there was greater emphasis on self-help and helping others. One reads between the lines in the Secretaries' Journals and concludes that there was a genuine and strong bond of fellowship among the members. They chided and joked with one another but in a positive and amiable way.

Semester membership fees were generally set at fifty cents, payable five cents at a time, which at worst would have excluded very few from membership consideration. However, by the end of the 1930's, it was concluded that thirty members should be the maximum limit for the club, perhaps because of the lack of

intimacy and organizational strength with fifty or sixty men participating. Beginning in 1935, and continuing until recent times, the Philadelphians sponsored and promoted an annual Mardi Gras both to raise money for the club's activities and to provide the entire student body with a masquerade dancing party. The event was generally held in the gymnasium, which was ingeniously decorated for the occasion, and admission charges were kept to a minimum of twenty-five to thirty-five cents per couple. Music, supplied live by a variety of area dance bands, including Bernie Rosemeyer's, decoration costs, and refreshments generally amounted to less than fifty dollars. The club usually cleared between thirty and forty dollars. Much of the treasury funds were spent on picnic and dinner refreshments during the year, and for school projects including whatever costs were involved in homecoming stunts and floats. In doing for others, the club excelled. For example, in 1940–41, the club organized and presented a Minstrel Show to school and town audiences in the area to raise funds to help pay the hospital expenses of a fellow student.

When the Second World War approached, attention was diverted from local affairs to international affairs as the subject of most formal and impromptu discussions. The crises of the times were brought closer to home when several members departed with the local National Guard Company and several joined Canadian military units. In 1940, a number of Phillies received draft notices and were given appropriate farewell parties by their comrades. When the United States entered the war, the Philadelphians like most Americans were stunned. The complete record of the minutes of the club's meeting for December 8, 1941 is: "Meeting called to order at 7:04 by President Westphal. President Westphal informs us that the program scheduled. . . ." No further meetings were held until January, 1942, at which time discussions and dialogue seemed more normal, although there was a more rapid turnover in membership. Money was raised for a school service flag and for the Bell Tower Fund, which was an outgrowth of an alumni project to provide appropriate housing for the school's chief symbol. At the same time, both before and after the war, it was generally reckoned that hiding the bell from the clutches of the Miners had become too time consuming.

In recent years, since the end of the war, the Philadelphians

have concentrated almost entirely on school service projects and social events. On one occasion only, did they try their hands at a "dramatic" presentation in an assembly program entitled "Through the Swinging Doors." The content apparently was inspired by the countless U.S.O. and camp shows which the returned veterans had experienced as entertainment vehicles. A stormy reaction occurred in administrative circles, so much so that as long as ten years after the event, certain participants were being reminded of their folly. Thus, the members have devoted themselves to a number of causes, including massive participation in the semiannual Bloodmobile program, preparation for homecoming decorations, stunts, and floats, conducting drives for used books and clothing for underprivileged peoples, and ushering for the Concert and Lecture series. Their Society pin, designed in the 1930's, bearing the motto "Palmam Qui Meruit, Ferat"—Let Him Who Wins the Laurels Wear Them—is worn proudly by current members, alumni, and honorary associates.

The women's counterpart to the Philadelphian Society was begun in September, 1867. Miss Fanny Joslyn, a faculty member, and Miss Lydia Ruggles, a student, spearheaded the movement to provide the groundwork for a girl's literary society which was styled, *Nulli Secundus.* The first meetings were devoted to the preparation of a constitution and a set of by-laws, under which a group of interested participants became charter members and elected officers, established committees, and selected a counsellor. Miss Ruggles became president, Mrs. Sprague, a faculty member was elected secretary, and Miss Emma Dyer was installed as treasurer. Miss Joslyn remained the group's advisor for a number of years. As in the case of the Philadelphian Society, the new women's group included both students and faculty, and on various occasions, prominent towns women were invited to attend as guests. Moreover, Charles Allen and Hanmer Robbins addressed the group on a number of occasions.

According to the *Nulli Secundus* constitution, the chief purposes of the society were to encourage interest in literature, to become better acquainted with local, national, and world affairs, and to foster true friendship. The dues of twenty-five cents per term made it possible for almost any young lady to apply for membership without fear of discrimination because of heavy expenses. In 1868, the constitution was amended to adopt a new

name for the club, which thereafter was known as the Athenaeum Society, a term commonly applied to a number of literary societies and library groups in the United States. For several years, perhaps to make the transition easier, the group called itself simply Athenae. Since the purposes and interests of the men's and women's literary societies were closely related, a number of cooperative programs were arranged for debating, oratory, and socializing. It appears that a number of platonic friendships bloomed into more lasting alliances of marriage.

During the nineteenth century, the society's activities were focused on a variety of speech and literary activities, although in a number of instances some diversity was achieved in sponsoring school fund-raising projects, wherein musical offerings supplemented oratory and debate. A formal Athenaeum Glee Club was formed and soon the organization was becoming more social in nature than educational. Less and less, were members responsible for program contributions or involvement of an extensive nature. Greater attention was given to parliamentary procedures and the conduct of general business, which was quite often related to a party or a general school project. As was indicated before, in connection with the evolution of the Philadelphian Society, the two groups were merged for a short time, and it appeared that the respective traditions of the respective organizations would be lost. But in 1917, the Athenaeum Society was reorganized and a greater effort was made to restore some of the original purposes and activities. For a number of years thereafter, the group concentrated on the study of contemporary literature in essay, fiction, and non-fiction pieces. Biographies of famous women also were studied as models for ideal behavior.

It appears that the Athenaeum girls have adhered closely to their literary and educational foundations in the content of their organizational programs and in their sponsoring a Women's Program Series in recent years for the benefit of the entire school community. Not only has the size of the membership increased over the years, but efforts are constantly made to create a lasting bond between the current student membership and the alumnae. Dating from the nineteenth century, annual reunions have been sponsored so that the common bonds of loyalty and affection can be renewed. The pattern of the Athenaeum evolution appears to have incorporated the best results of co-education and women's

rights, about which the girls debated so vigorously decades ago, together with the general format of women's professional organizations. Whether or not the members still subscribe to their 1923 pledge for decorous dancing, the Athenaeum girls do adhere to their general belief in developing opportunities for self-expression, self-culture, and self-control. Like the Philadelphian Society, the Athenaeum constitution now provides that officers should be elected each semester so that as many members as possible may have the opportunities for the development of the best qualities of leadership and service. In recent years, the Athenaeum girls have engaged in a variety of service and fund raising projects including candy sales, car washing, gathering food for the 1965 flood victims, and with the Kariatheses, a sister organization, sponsoring the Women's Program Series.

It is, in a way, remarkable that only one men's and one women's organization had been founded and had survived during the first seventy-five years of the school's development. It is true that for short periods of time, attempts were made to form rival, but similar clubs such as the men's Arena group and the student's Prohibition Club during the 1890's. It was not until 1946, however, that a second men's organization was formed and sustained for any appreciable length of time. A group of veterans, largely, formed the Les Sans Prejudice or L.S.P. club as a reaction or revolt against the relative restrictive membership conditions of the Philadelphian Society. Actually, the Philadelphian membership requirements were neither exclusive nor prejudiced, but rather practical in terms of limiting membership to thirty-five so as to make it possible for the total membership to be both effective and cooperative. There never has been any restriction on the formation of additional men's or women's organizations as recent developments bear out. The L.S.P. group organized itself on constitutional lines comparable to those of the Philadelphians and have engaged themselves in closely related activities. As time has passed, the element of competition has stimulated both groups to more productive activity and has promoted a number of cooperative ventures for the benefit of the school at large. The Les Sans Prejudice members sponsor the annual Christmas Formal, a counterpart to the Philadelphian's spring informal Mardi Gras. In addition, the L.S.P.'s have been active in promoting all-school activities in football through their participation in Homecoming

events and in advertising basketball games. They have been regular contributors to the Bloodmobile program and have cosponsored an annual wrestling match with the Philadelphians. L.S.P. members continually enjoy the bonds of fraternal affiliation in their informal picnics, and hayrides, as well as at their two annual, formal banquets.

As recently as 1962, a third men's fraternal order made its appearance on the campus, when six young men petitioned for the formation of Les Cour des Lions. Since that time, the group has grown to thirty members, whose constitution suggests that their chief purposes are to develop and maintain academic excellence, to create religious and social awareness, and to utilize personal integrity, as perhaps may be suggested in their adopted Greek letters—Alpha Sigma Rho. From the outset, members have been the official escorts of the winter carnival, Crystal Caprice Queen and her court. The Courtiers, as they are known, have engaged in a number of fund raising activities, chiefly to raise money for the student loan fund. They have not only been active in a variety of school events, but also have engaged in flood control work and freshman orientation. Their recent contribution to student social life was in sponsoring the first in a series of "hootenannies", which promise to attract considerable attention in future semesters.

In the meantime, although outnumbered, the girls have not been idle in forming additional social groups. In 1962, the second sorority was founded as the Kariatheses whose members pledged themselves to be bound by the virtues of love, charity, hope, honesty, loyalty, obedience, and self-help. Membership is restricted to forty-five, elected from the Sophomore, Junior, and Senior classes. The Kariatheses recently have cosponsored the Women's Program Series with the Athenaeum Society, and have engaged in their own program activities which have included an annual banquet, a bake sale, a style show, and a sportsmen's ball. They also have participated in a number of all-school activities, including the annual Homecoming events and, recently, a clothing drive for flood and wind storm victims. In 1963, a third women's group was formed in the chartering of the Elysium Society. Their creed reflects the Greeks' meaning of "a land or time of great happiness and good fortune," which the members seek to realize through acts of service, scholarship, and leadership.

The Elysium members have joined their sister groups in promoting greater student-faculty cooperation and in strengthing college activities. They, too, have participated in Homecoming activities and have sponsored a number of club social events during the year.

At various intervals in the past, as well as in recent years, there have been ground swells of enthusiasm for petitioning for membership in national Greek-letter societies. For many years, the respective membership groups have been able to simulate the functions of the traditional fraternity and sorority organizations without national alliances, but yet with strong local characteristics maintained, but without the risks and financial burdens of maintaining separate living and eating facilities. Opinion seems to be divided as to continuing these practices, as the Les Cour des Lions are actively seeking national associations. Other groups are investigating comparable steps, and it is possible that still other independent groups may be formed to meet the needs of organizational membership. In several instances, fraternity and sorority affiliation are strengthened where groups of members share common living quarters in off-campus housing. Undoubtedly, during the early years of Platteville's second century of development, local chapters of national Greek-letter organizations will be established, although several bodies may elect to sustain their original local bases.

On the other hand, there have been formed from time to time, a variety of special interests groups whose activities and membership have reflected the broad spectrum of student drives to organize and participate in vocational and avocational projects. One of the earliest such groups, apart from the Prohibition Club previously mentioned, was the Psychology Club which was organized by Duncan McGregor in 1895 chiefly for teachers in Platteville and the surrounding communities. Within a few years, however, students too were included in membership and meetings. In recent years the curriculum subdivisions also have been the bases for the formation of student organizations. For example, very early in the formation of the vocational agriculture program, a collegiate chapter of the Future Farmers of America was established at Platteville as one of the oldest such oganizations in the United States. Its formal charter date, 1934, indicates only that constitutional development can be reckoned from that time,

but records indicate that a similar organization existed much earlier. Its first functions were directed toward tree planting, sponsoring a training school for high school F.F.A. members in connection with the annual farm short courses, and in providing demonstration teams for annual high school visits. Within the past five years, a change in the name of the organization has been effected, so that it is now known as the Collegiate Agriculture Association. In part, the change in name reflects the evolution of curriculum offerings in the University's agriculture courses wherein many young men are being prepared to offer their services outside of the traditional farming programs. At the same time, the organization's efforts are directed along a broader path in scientific and technical fields as well as professional agriculture. Recently, a Four-H chapter has been established for students interested in farming *per se*.

Similarly, the Industrial Arts Association was formed when the industrial arts curriculum was first included in the curriculum in 1916. From the outset their programs, like those of the Civil Engineering Society and the American Institute of Mining Engineers, have been focused chiefly on vocational and professional goals. Outside speakers, motion pictures, and field trips have been used to acquaint students in the field with new techniques and opportunities both in teaching and in industry. The I.A.A. has a rich tradition of engaging in a variety of worthwhile school projects, and everyone looks forward to their outstanding float and stunt projects in Homecoming festivities. When the Rural Department existed as a separate entity, the students enrolled in the one, two and three year program formed a 3-C club in 1914 to present opportunities to identify together in a social and professional sense. Now that the Rural Department has disappeared and has been integrated with the Elementary-Junior High School Division, a new organization has been created. Their chief interest lies in more intimate development of professional ties and activities through meeting with like-minded people and in raising funds for a scholarship program. When a training program for high school teachers was established at Platteville, a comparable Secondary Education Club was formed for the same major reasons of offering extra-curricular opportunities for professional development. Inasmuch as so many students regularly enter the teaching profession, whether at the primary, intermediate, junior or

senior high school levels, a recent move was made to establish a Student WEA-NEA as a means of concentrating the effort and attention of all future teachers on common rather than special interests and problems in the field of public education. To this end, the newest teachers club has drawn its membership from all the curricula in education so that some practical preparation is realized before students enter the classroom as fully accredited professionals. Closely related to the foregoing alliances in subject matter fields and teaching are the several local chapters of national honor societies. The Phi Eta Sigma group draws its membership from the male members of the freshman class who achieve and maintain a 3.5 average during their first year in college. Various of the members have been recruited at mid-semester time to offer free tutoring service to their other classmates. In 1962, fifty-nine students became charter members of Platteville's chapter of Kappa Delta Pi, a national honor society in education to forward interest in professional education. Other honor society groups have been established in connection with the biological science majors, the speech and drama majors, and industrial arts majors.

In all, there are over fifty student organizations which meet regularly and plan programs related to their special interests and which at the same time contribute to the intellectual and recreational breadth of the school's total program. Space does not permit a full description of the role of the Art Club, the Rifle and Pistol Club, the Mathematics and Physical Science Club, the Camera Club, the Circle K Club, the Veterans' Club, or the Student Athletic Publicity service; but suffice to say that their programs attract large numbers of students who express interest in their offerings. Special mention should be made of students in politics, primarily because concern has been expressed throughout the nation that students have become too politically minded, particularly in recent years. Perhaps Platteville's oldest student political alliance was achieved in 1896, when a group of seventy formed the Young Men's Republican Club amid the heat and fire of the McKinley-Bryan presidential campaign. Within a matter of weeks, the club evolved into a McKinley Club, and a representative was elected to attend the Republican National Convention in July. Before the end of school, political sentiment was sampled in a mock convention during the Chapel Hour when

most students expressed a preference for McKinley. Apparently, passions became heated during the summer, for in the fall a thirty-five man glee club was formed to sing at political rallies, and a show-down battle was held on November 4, when 381 students cast votes for McKinley and 81 for Bryan. One student expressed his sentiments: "June—Bryan; July—Tryin; August—Sighin; September—Cryin; October—Lyin; November—Dyin."

However, except for unusually exciting national elections thereafter, the Platteville student body confined itself to classroom exercises in political expression. During the 1930's, a Young Voters Club was formed to encourage students to participate in politics as citizens in the American Democracy without reference to party alliances. Further encouragement has been generated during the past ten to fifteen years with the formation of the Young Democrats and the Young Republicans. Each is open, of course, to interested young men and women of college age, if not voting age. Perhaps the climax of recent activity was reached during the 1960 campaign, during which time candidates Kennedy and Humphrey appeared on separate occasions on the campus. Since 1960, overt action has declined somewhat, although both organizations are still active in promoting the philosophies of their respective parent parties as well as honestly encouraging the responsiblities of citizenship. Another organization, the International Relations Club, offers the opportunity for more diverse discussion in fields related to world politics. The I.R.C. began in 1935 as the Round Table, but the following year it was established as an offspring of the Carnegie Endowment for International Peace. During the 1930's, as much attention was given to group discussions on domestic policies of the New Deal, as to International Relations, but as war broke on American shores, greater attention was given to events and issues of World War II. After the war, interest in world affairs remained high, and many of the participants as ex-service men could speak with some authority and conviction on other lands and the role of the new United Nations organizations. Within the past five years, the club has become truly international in character; membership includes a large percentage of the foreign born students who are now represented in large numbers on the campus. The I.R.C. has engaged in a number of activities in recent years such as sponsoring a fund raising carnival and in sending delegates to the annual

Mid-West Conference of International Relations Clubs. Platteville students have been always interested in national and international issues and have on many occasions, expressed themselves on them, but within the bounds of campus organizations and clubs. Involvement, however, has become more of a reality as some students have joined in Freedom Marches in the South, while others have successfully run for public office, and still others have joined VISTA or The Peace Corps.

The chief outlets and means of expression among students fifty or seventy-five years ago were in their class organizations. Freshman, Sophomore, Junior, and Senior groups were not very large then, and their common interests usually centered about activities peculiar to their respective status. Typical of most colleges at the time, the ultimate in co-educational leisure time activities was found among one's contemporaries, since usually those who entered school together also finished together. But, as enrollments and study loads increased and as summer sessions and extension courses were introduced, students have become less conscious of differences which supposedly separated seniors and freshmen. Except for several traditional events, such as the Junior Prom or the Senior Banquet and Commencement, class activities *per se* have declined and have been replaced by the variety of special interest groups previously mentioned. Understandably, too, college students never have needed an organization as a focal point for social intercourse. Mixed groups of varying sizes and ages have regularly congregated at Fountain Bluff, Tufa Falls, The Mound, the Powder Mill and other assorted locations for picnics and outings ever since the first class was enrolled here in 1866.

The printed word, supplemented by photographs and drawings, has been one of the chief means of establishing and conveying the spirit of school life. Platteville's local and area newspapers contributed space from the very beginning of the school's history by carrying newsworthy items both for the general public, who of course had a definite stake in the school's success and for the benefit of contemporary and future students. At first, information concerning the Normal's establishment and early growth was handled like any other news item according to its relative importance. Notes concerning student and faculty activities, visits, speaking engagements, or arrivals and departures were

simply included in isolated columns of short, random local news items. By the 1870's, the editor of the *Grant County Witness* devoted specific space to a column entitled "Normal Notes," as a weekly feature. Extra space was given whenever an outstanding forensic or athletic event occurred. On special occasions, during the year, other area or state papers frequently copied Platteville items and thus spread the word of the school's name. For the most part, however, news concerning the student body was gathered directly by the local editors during their frequent visits to school events, or was submitted to them by the Principal or his clerk.

Another outlet for publicity of a sort was in the annual, or more frequent, publication of official bulletins. In the main, descriptions of student organizations and social life were so compressed as to squeeze most of the vitality out of them. The purpose of a school bulletin, of course, is quite different than a newspaper article, in that a particularly authoritative and scholarly tone must be maintained in order to convey the seriousness of official announcements and to provide minimum descriptions of curricula and courses. Yet, at the same time, the annual or quarterly publication served as an important communications device, not only to reinforce the formal image of the school's service functions, but also to remind students, alumni, and friends that Professor X was still at the reins, that Mr. Y and Mr. Z were still in harness, and that Dr. W. had recently joined them. In addition, each annual bulletin, until the second decade of the twentieth century, provided a cumulative list of alumni names and addresses and a list of the contemporary student body. Thus, a large number of people were continually identified with "their" school, but in a rather statistical manner.

But still there was lacking a medium which conveyed the vital spirit, the thoughts and ideas of the student body itself. Students who had attended the Academy perhaps recalled that they had tried their hands in producing a student newspaper, in 1864, entitled "Students Olio" and which included short editorials and essays, some impromptu sentimental fiction, and a poem or two. The copies were reproduced in limited numbers entirely in longhand by various members of the staff. It was out of this feeling and perhaps indirect experience that the Philadelphian Society was encouraged to sponsor and partially subsidize the Normal's first school newspaper, as previously indicated. *The*

Normal Exponent, appearing for the first time in October, 1889, was so named to suggest the idea of representative student opinion. Mr. George Beck, Professor of Science, was appointed Editor-in-Chief, but it appears that his role became that of faculty advisor by the end of the first year. Thomas F. Grindell was listed as Editor in the July, 1890 issue, and was assisted by a group of eight other students in the gathering and preparation of material. The paper, printed at the Grant County Witness office, measured about 8 × 11 inches. Its contents, about fifteen pages, included short editorial items concerning the editorial staff's work and the general tone of education, viz. "If, in starting out in this life, we could realize the importance of being true men and women, and follow our convictions, true success would be our reward. . . . An evil path cannot lead to an upright life and a worthy death." The literary columns were generally concerned with issues of patriotism, local and national education, honesty in government, and occasionally a comment on a theological concept. Perhaps more intensely read were the Personal Columns, and the Local News Columns which offered opportunities to drop dozens of names, recognize achievements, and report humorous and weekly events. The final items were exchange items, copied from other publications, and appropriate, famous quotations, which were favorite memory exercises for both faculty and students. The subscription price for the first year was a dollar or fifteen cents a copy. Advertisements from local business and professional men were solicited at twenty dollars a column. Most ads were of such a nature that, student business could be anticipated, although there were ads from grocers, feed mills, and meat markets. One ad in particular no doubt appealed to many students, that of Professor Loisette's Memory System wherein it was promised that "any book can be learned in a single reading, mind wandering cured, etc. . . ." However, advertisements occupied only three or four pages in each issue.

Although students were almost completely in charge of publication, during 1890–92, and the subscription price was reduced to seventy-five cents a year, the venture was brought to an abrupt halt at the end of the 1891–1892 school year. As in the case of most embryo newspapers and periodicals, production costs far exceed income. Eight years elapsed before another attempt at student publication was made, and during that time, the school

again relied chiefly on local and area newspapers for publicity and student literary contributions. Through the inspiration and guidance of Mr. James A. Wilgus, Professor of history and political science, a group of students revived the publication of *The Normal Exponent;* in the fall of 1900. Mr. Wilgus was appointed as the faculty advisor, although his title in print was, Chairman of the Board of Directors. William B. Kempthorne (class of 1901) was designated as Editor-in-Chief, and was assisted by a larger group of students, each of them a representative of a segment of the student body and responsible for gathering news and data concerning their areas of specialization. Rather than being a sole responsibility of the Philadelphian Society, the new *Exponent* was an all-school project, of which the editors frequently reminded their classmates to encourage them to pay their annual subscription fees of fifty cents at the earliest possible moment. The page dimensions of the new paper were somewhat smaller than the previous issues, 7×9 inches, but the format remained much the same departmentalized presentation. There were a greater variety of news items, reflecting the broader scope of participation, but with less emphasis on a variety of prose and poetry contributions. The latter trend perhaps reflected the practical demand of satisfying student opinion that school events were more interesting to read about than an essay, "King of the Future—or the Common Man in American Democracy." Advertisements were for the most part isolated on the inside of the front cover and on both sides of the rear cover. Except for brief and formal announcements concerning professional services of dentists, physicians, or lawyers, the businesses which bought the most space were those which students would normally patronize, but gone was Professor Loisette's magic memory formula.

As the revived *Exponent* began its seventh year, and J. Kingsley Livingston was elected Editor-in-Chief, a new organization was formed to manage the paper. The Platteville Normal Exponent Press Association was constitutionally established in February, 1907. Every effort was made to continue the paper's function as a medium of student opinion and in order to encourage wider participation, a prize essay contest was proposed. The student whose contribution which was judged best for publication in *The Exponent,* would be awarded a fine gold-mounted fountain pen. Great optimism was expressed by the outgoing editorial staff in

1907 when they suggested that *The Exponent* was one of the important institutions which indicated student loyalty and interest in expressing The Platteville Spirit to bind the present students and alumni together. They looked forward to greater progress and achievements as the school was preparing to move into its new home in the west part of town. Another indication of probable success lay in the appearance of two or three times as many advertisements, most of which represented businesses which catered to student interests. On the other hand, for a number of years, the subscription price remained at the low price of seventy-five cents per school year, although the dimensions were enlarged to $7\frac{1}{2} \times 10$ inches with over twenty pages per issue.

In 1910, a change in the Normal School's administration occurred when J. W. Livingston resigned and was replaced by William Sutherland as President. Coinciding with the change was the disappearance of the Press Association. Policies concerning the operation of *The Exponent* reverted to earlier practices, and Miss Antoinette Durant, a newly appointed English teacher, was designated as faculty advisor on the editorial board. The format remained much the same, although the dimensions were returned to a 6×9 size page, printed on slick paper. The publication was issued nine times during the school year at a new subscription rate of one dollar. During the early twentieth century, *The Exponent* devoted several issues to special events. In June, 1907, a special souvenir issue was published to commemorate the opening of the Normal's new building and the leaving of the memory laden Old Academy-Normal complex. Excerpts of letters from older alumni and short essays recounting the many happy memories of "Number One," the main hall in the old building, were featured items. The issue of January, 1916, was a memorial edition dedicated to President William J. Sutherland, who had died suddenly and unexpectedly in his office on December 9, 1915. The contents revealed the great love and appreciation which students, faculty, alumni, townspeople and professional associates had for Mr. Sutherland as a man and a human being. A happier occasion was noted in the June, 1916, issue which was devoted to a preview of the Platteville Normal School's Fiftieth Anniversary celebration which was scheduled for October, 1916. Alumni, students, and faculty contributed short articles commemorating the main events in the school's development, and Professor James Wilgus

prepared a special chronicle of the milestones and outstanding events of the first fifty years.

From 1917 to 1933, the dimensions of *The Exponent* were enlarged to a modified tabloid size consisting of four pages. The student newspaper was issued twice a month during the school year, and the contents were varied so as to include a greater number of timely news stories. Editorial features reflected greater concern with contemporary school events and policies, although a faculty editorial board still exerted a strong influence over freedom of expression. The selection of reporters and editors was handled largely by the student participants. The outgoing editor nominated a successor, and after approval by the faculty board, was duly elected by the paper's staff. The staff itself determined which students should be admitted as cub reporters and which thereafter should be promoted to regular reporter status and editorial assistants. Generally, it was simply a matter of experience and longevity of service that determined one's being promoted. On a number of occasions, *The Exponent* was awarded an "All-American" rating in competition with other similar college newspapers.

Occasionally, a rebellion occurred in the name of freedom of the press. For example in 1937, a furor developed over an article submitted for publication wherein it was charged that the newspaper was being too strictly supervised to the end that the contents were "mummified." The faculty publication board, after rejecting the article, was verbally stoned by the author and his compatriots in a privately printed sheet entitled "The Exponent Exposed." Therein the rejected article was printed and explained for the benefit of the student body, who the author claimed were being deprived of fundamental rights. Further, exception was taken to the faculty publication board's devious ways of personally selecting reporters and editor-candidates. The matter was temporarily resolved when the school year ended and publication was suspended until the fall. The faculty's rebuttal indicated that censorship should not have been confused with a suppression of impropriety. The liberal forces, who demanded the right to examine school policies, returned the following year and apparently gained some status on the editorial staff. The censorship and faculty management issue was rejoined in the spring of 1938 when it was announced that the contract of a particular faculty member

was not being renewed. An editorial which criticized the administration for its decision was not accepted by the publication board and publication of the mid-May issue of *The Exponent* was withheld. A compromise proposal by the editorial staff, that of a "blank" editorial column, was similarly rejected. At the same time, over four hundred students signed a petition demanding the reinstatement of the faculty member and it was rumored that the senior class was planning a strike. The two movements were combined temporarily toward the end of demanding that the faculty relinquish its supervision of *The Exponent.* Once again, the matter was stalemated, as the school year ended and the paper ceased publication for the summer. The following year saw a change both on the editorial staff and faculty publications board with the result that attention began to be focused elsewhere, particularly on international events as the war rather than the depression exerted an important impact on school life.

During the postwar years, the vigor of the "free press" returned and a more liberal attitude toward *Exponent* contents was in evidence. Yet, on a number of other occasions, the question of censorship was raised but not to the degree of threatened "warfare." Faculty editorial responsibility was narrowed to one person designated as "advisor." A broad view of *The Exponent's* purpose was suggested in its being a medium of communication not only for contemporary faculty and student readers, but also for alumni and friends of the school. With a more general circulation it was reasoned that the columns of the newspaper were not proper places to air grievances against administration and faculty policies, but rather that there were other channels for discussing and appraising varying points of view. To a large extent this general attitude has prevailed, and a greater degree of flexibility and student editorial control had evolved. The general experience of news gathering and accurate reporting have gained stature and recognition so that not only is a balanced view of school life presented, but also through editorials and letters to the editor, student opinion is expressed. At the same time, student opinion is channeled into positive, objective criticism where necessary so that the role of a newspaper in a free American society is better understood.

As was suggested earlier, extra-curricular activities often have stimulated the growth of the formal curriculum, and perhaps the

publications medium is one of the best examples of this trend. Initially, the practical application of students' working on the annual staff, or the newspaper staff, was the immediate task at hand. Some capable practitioners were led indirectly into professional journalism by such laboratory work, others abandoned their teaching goal or supplemented it by enrolling in formal journalism courses, chiefly at the University of Wisconsin or by entering into the publishing field after graduation. Teachers, of course, discovered that their experiences were on one hand quite useful in making them more attractive candidates for teaching positions, where extra-curricular assignments often included advising high school students in preparing their annuals or school newspapers. On the other hand, some seasoned teachers admit that too much knowledge of any extra-curricular work either becomes the direct end in itself, or that one must sacrifice valuable time from classroom experiences in order to secure or hold a position.

At Platteville, this was no exception, for in reviewing the names of *Exponent* and *Pioneer* faculty advisors, one sees not only the outstanding teachers involved but also ones who were associated more with the formal academic disciplines rather than journalism *per se*. In 1928, the first formal classes in journalism were offered for credit at Platteville by members of the English department. In successive years, while such courses continued to be listed under English or Communications, persons with special training in jornalism were engaged as faculty members to teach the courses. Mr. Robert Hesselbrock was one of the first such professionally prepared teachers at Platteville. He taught journalism classes, acted as advisor to the *Exponent* staff, and served as the school's public relations agent, chiefly in forwarding newsworthy items to state and area newspapers. He was succeeded by Miss Arline Matt in 1955, who served until 1957, and was succeeded by Mr. Phillip Buchanan. The latter may be credited with formulating the minor in Journalism, which was inaugurated in 1959–60. At the same time, during the last ten years, the number of courses has expanded as have their scope. At the outset, most students who were preparing for a career in journalism, found that they had to combine a number of English-Creative writing courses, and Applied Journalism, i.e. *Exponent* and/or *Pioneer* laboratory work in order to supplement the limited number of journalism

credits *per se*. More recently, however, it has been possible to offer a greater number of courses directly related to both the theory and practice of the art of written communication.

A customary means of recognizing the culmination of a common educational experience is seen in the preparation and publication of an "annual" by or for members of the graduating class. It becomes in essence a pictorial and literary souvenir for members of the class, and at the same time an important school record and publicity medium. In most respects it is a record of success and achievement in extra-curricular activities, and a chronicle of the outstanding events of a four year period, more or less, for the group of graduates. Platteville's first venture in publishing an annual began with the class of 1895. A board of editors, including Arthur W. Kopp, Lewis A. Jones, Jennie Chase, and Harmon L. Van Dusen, gathered their materials and organized their work in the short space of four weeks. In this effort, they were assisted by several other members of the student body and a faculty advisor, Mr. James A. Wilgus. The first publication was known simply as the senior class annual and had no specific title. But beginning in 1896, successive senior classes adopted rather distinctive names for their publications. The 1896 annual was called *The Bone of Contention;* in 1897, it was named *Makio;* between 1898 and 1903, successive classes agreed on *The Spectrum* as a title; but in 1904, individualism returned, and *Auld Lang Syne* was selected as a title; this trend was continued until 1910, in the publication of *Bonhomie* in 1905; *The Eagles' Nest,* 1906; *Oak Leaves,* 1907; *The Tiger's Lair,* 1908; and *Silver Tips,* 1909. A contest was held in 1910 to select a permanent title, and Duncan McGregor, Platteville's resident Regent, submitted the name *The Pioneer,* which was declared the winning selection. The name has proven both durable and appropriate and still serves as the keynote of the seniors' annual publication today.

It is apparent that many significant changes have occurred in the physical proportions and the contents of class annuals in almost seventy years. In part, some kinds of change have been related directly to the pattern of growth in all aspects of the school; i.e. enrollment, staff, activities, and physical plant. With each passing year, undoubtedly it has become increasingly difficult for the editors to determine what significant and mutually inclusive experiences all members of the graduating class

have had. Even after thirty years of development, in 1896, it was possible for editors to assume that every student had come into contact with the president and each member of the faculty. While there were variations in curriculum requirements, the Normal course had a solid core of studies which were applicable to all graduates. As more specialized elementary, secondary, and technical programs were established, and students carried "majors" and "minors," massive student-teacher relationships became less frequent. As recently as ten years ago, however, most upperclassmen could readily identify by name, face, voice, or other qualities each of the fifty faculty members. Conversely, most faculty members, in a short space of time, came to recognize most of the student population, at least by the time they reached senior status. To some degree, then, the annual offered a quick review source for both faculty and students in maintaining mutual identification.

In recent years, because of growing diversity in curriculum, the focal point of the annual has been directed toward significant events which most students have shared. Dormitory life, Student Center affairs, Homecoming events, athletic activities, concerts and lectures, have been featured as grounds for mass identification. In addition, qualities of "togetherness" have been seen in general references to studying, using the library, laboratory exercises, student teaching, and field trips. The faculty is generally viewed *en masse* and has certain generic qualities ascribed to it, so that each student can feel some association with particular members of the teaching force, in terms of scholarship, sympathy, understanding, teaching vitality, or general affability. Some of these qualities are apparent in the number of instances when particular annuals have been dedicated to faculty members. Generally, a length of service of twenty-five years or more has been an important criterion, but at the same time, attention is given to indirect measurement of the impact a teacher has had on the school and the students. Past Presidents and Regents have been similarly honored, for example, President Asa M. Royce was specifically designated three times; 1917, 1931, and 1941. The 1932 *Pioneer* was appropriately dedicated to George Washington on the two hundredth anniversary of his birth. Other annuals have been dedicated to Alma Mater, The Alumni, The Women's Faculty Club, Spirit of the Pioneers, Servicemen, Room Mate, and Parents. In one or two instances, members of the senior classes

who died unexpectedly before graduation have received concurrent dedicatory acknowledgment.

Technological progress in publishing has, of course, had an immense effect on the scope and bulk of successive annuals. The earliest publications were relatively small, approximately 7 × 10 inch pages, less than forty-five pages in length, including advertisements, and bound with paper covers. The number of photographs, formal and informal, was about equal to the number of sketches and drawings. In the main, the bulk of the contents were essays, poems, summaries of organizational activities, and thinly veiled topical jokes about the students and faculty. In the latter category, for example, are these references from *The Spectrum,* 1901: "Take him up tenderly, Lift him with care; Fashioned so slenderly, Young and so fair.—Prof. M——t——." (W. W. Martin, a young professor of pedagogy) and " 'Tis better to have loved and won, Although it did cause lots of fun.—E–ma W——k–e." (Miss Emma Wilkie—Class of 1901). Beginning in 1906, annuals were published with more durable covers and later in a larger size 8 × 10 inches. The contents included more pictorial material, especially in individual photographs of the seniors, whose school activities were indicated with their names and pictures. Various novelty photographs, generally posed, informal pictures were now included, indicating not only an advance in the publishing processes, but also a social change in that many students had access to inexpensive cameras. During the 1930's, reflecting changed economic conditions, the dimensions of the annuals decreased to 6 × 9 inches, but hard back covers and better binding were used. With better photographic equipment available, more action photographs of student activities, especially athletic events, were featured. *Life* magazine and its prototypes may have had a considerable influence in layout and design techniques. Informality prevailed in candid shots of student social and intellectual life. The faculty, as well, was presented in informal poses, rather than by somewhat stereotyped studio portraits. During the World War II years, publishing problems were so great that publication of the annual was suspended temporarily and at the end of the war, a somewhat larger than usual book was issued, in which the activities of a number of senior classes were commemorated. The small year book continued to be issued until 1959 when the senior class voted to enlarge the size and scope of the undertaking to 9 ×

11 inches, with hard, durable covers and binding. In the 1963 *Pioneer,* several color photographs added another dimension of realism to the complex representation of student life.

A variety of other printed matter is prepared by and for the students of the University, but one of some significance was inaugurated in the fall of 1965. *The Orange and Blue* is published by the Student Center, Monday through Friday, when school is in session. It is a one page mimeographed summary of international, national, and area news culled from the endless feet of news material which accumulated from the Associated Press teletype machine in the Student Center lobby. Robert Madden ('65) was chiefly responsible for organizing the venture and getting the job done. Students have found themselves in intimate contact with the urgency of contemporary affairs by reading the news capsules while standing in cafeteria or snack bar serving lines. One valuable feature has been in reminding students of daily meetings or events which have been scheduled for their benefit or interest. It is hoped that the service will be continued and possibly enlarged as the school grows in service and stature.

Finally, one other enterprise in communication and publication must be acknowledged. In 1935, perhaps as a belated outgrowth of the literary functions initially undertaken by the Philadelphian and Athenaeum Societies, The Scrollers Club was formed. A group of students under the leadership of Miss Rowena Witt, an English instructor, banded together to form a literary club. In successive years, other members of the English department have devoted themselves to leading and advising groups of students who express interest in creative writing and literary criticism. At the outset, the group's major goal was in augmenting their formal course work by gaining greater experience in the art of self-expression in a variety of forms. While each member was actively involved in sharpening his individual abilities, he was aided at the same time by group discussion and professional advice, from the advisor, on the merits and shortcomings of his work. To the average Freshman, the idea of voluntarily writing additional themes and essays might seem appalling, but to the experienced members of the Scrollers Club, the activities are exciting and rewarding. Another goal of the group became publication, that one final reward for hard careful work among authors. The goal was realized in the appearance of Platteville's

first literary magazine, *Blowing Dust,* wherein, according to the judgment of the club members and the advisor, the best representative pieces were printed. The Scrollers, their literary adventures, and their publications have endured, although on occasions because of a lack of interest or rather a multiplicity of interests, the projects and organization were temporarily abandoned. In recent years, however, there has been a revival of interest within the student body and new inspiration has been supplied by several faculty members, so that the excitement and challenge of creative writing can be continued in an informal, non-credit atmosphere.

Several other academic programs also have evolved from extracurricular experiences, music and speech particularly. During the first twenty-five years of development, music occupied a minor place in the curriculum. In 1868, Mr. A. M. Sanford was hired to teach vocal music as a part of the elementary-rural teacher training program. Mr. T. J. Colburn succeeded Sanford from 1871 through 1874, when the vocal training program was somewhat sublimated as Mr. D. E. Gardner, was hired to teach mathematics and to replace Colburn in vocal music. The same arrangement continued from 1891 through 1894, when Mr. C. R. Showalter replaced Gardner. Music was not entirely lacking in other forms, however, as several students were encouraged to continue with private instrumental lessons and on occasion were called upon to perform before the student body individually or in groups. Various faculty members either sang or played instruments, and frequently gathered for informal concerts. Many times, at entertainments sponsored by the presidents or by the Philadelphian and Athenaeum Societies, much musical talent was in evidence.

A change in scope in music came when Professor Dixon J. Churchill was hired in 1894 to teach not only vocal but instrumental music. His first year was apparently so successful that he organized a School of Music in 1895, when vocal, piano, and theory lessons were inaugurated. The official relationship to the Normal School is not too clear, however, for accompanying the catalogs issued between 1895 and 1899, was a small four page pamphlet which described the music offerings by Mr. Churchill and his assistants; Mrs. Frances M. Churchill, Miss E. Maude Richards, and Miss Anna F. Thomas. Extra fees were charged for

private and group lessons, e.g. Mr. Churchill received $20.00 for two lessons per week and $10.00 for one lesson per week for a ten-week term; Mrs. Churchill and Miss Richards received $10.00 for two lessons per week and $6.00 for one lesson per week. Harmony and counterpoint classes were held at the rate of $4.00 for two lessons per week for the ten-week term. Students regularly enrolled in the School of Music received History and Theory of Music instruction free. Lists of exercises and music books were provided, and it was estimated that completion of the vocal music course could take from three to five years, but no estimate was given for the piano course. In either case, it was stated that a diploma (fee = $2.00) would be granted "to all who complete the course in Vocal Music or Piano in satisfactory manner." Mr. Churchill was successful in establishing choral activity as a valuable extra-curricular project. In 1895, he organized The Euterpe Club, a girl's chorus, with Miss Richards as accompanist. The Euterpe Club was eminently successful in providing opportunities for young ladies to gain experience and instruction in group vocal work, which would ultimately be quite beneficial in their future teaching assignments. At the same time, the status and reputation of the Platteville Nomal was enhanced whenever the girls presented formal concerts before school, town, church, and area audiences. One highlight in the club's brief career during D. J. Churchill's tenure came in the concerts of 1897 celebrating the 100th anniversary of Franz Schubert's birth.

It may be noted, however, that only vocal music was included in the several courses of study then in effect. In the various elementary and secondary programs, vocal music instruction was given during the first and second quarters of the freshman year only. Hence, it may be concluded that Professor Churchill's enterprise was entirely private in character, and that the Normal School merely was a convenient housing arrangement for full-time music students. On the other hand, the arrangement undoubtedly had the approval of the Presidents and the Board of Regents, and in fact may have stimulated some attendance increases for students who wished to receive special music instruction which was not otherwise a part of the formal curriculum. The School of Music ceased to exist when D. J. Churchill resigned in October, 1899, because of a sudden and severe illness, from which he never recovered. His Normal classes were taken over by Philip Kolb,

who had graduated from the Normal School in 1894, and who had been enrolled as a special graduate student at Platteville in 1898. Miss Richards, Churchill's protegé who had accompanied him when he moved from Grand Rapids, Michigan, resigned in March, 1900. She was temporarily replaced by Miss Laura J. Rountree as teacher of instrumental music and school pianist.

Shortly after Mr. Churchill's retirement, when the music program was in a temporary eclipse, one of the more mature Normal students made a monumental contribution toward maintaining music as a part of school life. W. Herman Goldthorpe of rural Cobb conceived the idea of forming a Normal School Band. For a number of years the young man known as "Goldy" had played cornet in the Platteville City Band, and perhaps had become infected by the variety of efforts within the Normal School to develop school spirit and boost morale. There was a remarkably good response to "Goldy's" suggestion, and in a short time, eighteen young men had written home for their instruments and had commissioned Goldthrope Director and Manager. Appropriate music was acquired, from voluntary contributions, and weekly practice sessions were held during the fall and winter terms. In the spring of 1900, the band made its debut, in a most dramatic manner. According to a contemporary observer, John Staack, "I shall never forget the thrill I had, when the band made its first public appearance and marched down Main Street playing A Georgia Camp Meeting to march time. It staged a thirty minute impromptu concert in front of the Post Office amid the applause of the populace and the students that had joined in the march." In April, 1900, the band was sufficiently well prepared to offer its services to play at the Ulysses S. Grant Birthday Celebration in Galena, Illinois. The main speaker for the occasion, Theodore Roosevelt, Governor of New York and renowned Rough Rider, was so impressed by the Normal Band's spirit and proficiency that he wrote a special letter of commendation and thanks to Goldthorpe after the event.

After Goldthorpe had graduated and had begun his newspaper career in Cuba City, Wisconsin, the band was taken over by J. Emmanuel Norris during the school year, 1900–1901. It was during this time that the band began performing at athletic events and oratorical contests and occasionally travelled with the "teams" for out of town engagements. In October, 1900, the

Normal Band, with a large student, faculty, and town delegation, travelled to Ipswich Junction to herald the arrival of President William McKinely, who was departing somewhat from his customary "front-porch-campaigning" of 1896 by getting out to meet the people. It is not known whether McKinley was as impressed by the Normal Band as Roosevelt had been, but McKinley was alleged to have remarked that he had never seen a more intelligent and prosperous audience of farm people. In successive years, the Normal Band became more firmly established as an outstanding aspect of the school program and was given special mention in successive school catalogs. Students continued to direct and manage the band; Clyde Goldthorpe, Herman's brother, succeeded Norris in 1901, and the following year organization became more formal under a special constitution with Edward Mithus as director. Archibald Tarrell directed the organization from 1904 to 1907. Tarrell had graduated from the Normal in 1904, and was thereafter Assistant Principal of the Platteville High School, but continued his association with the Normal Band. During these years, the band continued to maintain a strong school spirit by performing at a great variety of home and out of town school events. In May, 1904, the band accompanied the Milwaukee Normal contestant to the Inter-State Oratorical Contest at Cedar Falls, Iowa, where they were warmly received. About the same time, the Platteville businessmen raised sufficient funds to purchase new blue uniforms for the entire organization, which indicated the close relationships between the school and the town. The band joined a huge throng of students and faculty in accompanying the football team when it made its annual trip to Whitewater on November 4, 1904. Platteville won the game 11–0, with a spectacular 90 yard run by Dwight Flower. The Whitewater student newspaper, *The Royal Purple,* commented, "We do not want the faculty, students, or the football team of the Platteville Normal, but we would like to have her band."

In the meantime, in 1900, Frank J. Churchill had succeeded Philip Kolb as full-time instructor in music, chiefly to supply vocal training for the teacher training program. F. J. Churchill, however, was able to build on the solid groundwork laid by D. J. Churchill. In 1902, the former organized a small string group which met in his home for practice sessions, and the following year, the official school orchestra was formed from a larger

segment of the student body, and included; Ben Millman, Richard McGregor, Charles Fawcett, Archibald Tarrell, Floyd Churchill, Robert Cundy, Johan A. Jones, Donald Grindell, Mrs. John Grindell, the school pianist, and Mr. F. F. Churchill, violin and conductor. Each year thereafter, and until his retirement in 1925, Mr. Churchill organized highly successful orchestras which gave annual concerts for the student body and the townspeople, some of whom participated. In 1906, Churchill formed a Brownie Orchestra of four players among the children of the Model School, and in 1908, added a "Kid Band" to the array of musical organizations. That same year, Churchill took over leadership and control of the Normal Band as a part of his official duties as Director of Music. In 1909, the band once again accompanied the successful Normal School orators to the Inter-State contest at Cedar Falls, Iowa, and traveled with the Platteville contestants to the state contest in River Falls, Wisconsin, where the latter won first place. En route to the contest, the band was invited to perform for Governor James Davidson at the Executive Mansion in Madison. Platteville's regent, Duncan McGregor, had made the arrangements to display both the musical and oratorical talents of his school.

The performance groups continued to grow at Platteville as Churchill continued the trends established by his predecessors in maintaining a girl's glee club and in forming a male chorus and quartet. Each year a music festival was held, and in addition vocal groups were combined in the performance of oratorios and operettas. In these performances, the student vocal groups were often assisted by the school orchestra, supplemented by competent Platteville citizen-musicians and by outside talent imported from Chicago's Art Institute. But, at the same time, the formal music training program continued to occupy a minor place in the catalog's curriculum descriptions wherein the programs stressed the rudiments of music and methods of teaching, but with the note that "The Normal Chorus affords an excellent opportunity for studying both church and secular music, . . . Applications for membership in the Ladies' and Gentlemen's Glee Club should be made to the Director of Music. . . ." Platteville's music program yet was enhanced when Mr. Churchill and Mrs. Grindell collaborated in the writing and production of an operetta for children, *Mother Goose,* and in writing and publishing a series of

grade school music books which were used throughout the nation until recent times.

In June, 1925, Mr. Churchill was invited to give the baccalaureate address to the senior class in honor of his having completed twenty-five years of service and his announcement of retirement. Instead, he elected to arrange for the performance of his favorite oratorio, "The Holy City," which was presented before a capacity audience in the Normal auditorium. Later that month, a reunion of former band, orchestra, and vocal group members was held to further honor Churchill upon his retirement. After a massive entertainment by former performers, Archibald Tarrell presented Mr. Churchill with a silver trophy cup. Churchill was succeeded by Bert M. Carlson, who was able to continue many of the good works inaugurated by the Churchills. The band continued to be a major part of the extra-curricular music program, but the orchestra temporarily disappeared from the scene during the World War II years, because of a lack of sustained interest among talented students, and perhaps because so much more emphasis was being given nationally to vocal music and band music, for by this time Sousa and Goldman had become household words.

In the fall of 1925, Carlson reorganized the men's vocal group and adopted the distinctive name, *The Pioneer Gleemen,* which has been sustained to the present time. Subsequently, a quartet was formed within the Gleemen's group, and together a variety of programs were staged for school, town, and area concerts. At the same time, work was continued with a women's choral group and a mixed chorus, all of which performed occasionally in the presentation of operettas (e.g. "The Mikado"—1926 and "Lantern Land"—1935), oratorios, cantatas, and other special programs. As a part of the school's public relations program, The Gleemen maintained a regular spring tour beginning in the 1930's, by visiting a number of high schools in the immediate area. As a result, many students were brought into contact with the vast educational program of the oldest Teachers College in the state. In 1931, the music program was broadened somewhat with the development of an A Cappella Choir became in short order an excellent outlet for musical talent, and it was suggested, in the 1940 Summer Session Bulletin, that, "In keeping with the nation-wide revival of choral singing during the last decade or more, the summer session chorus furnished enjoyment for many students,

both men and women. While the enjoyment angle of singing is stressed, voice instruction is also emphasized . . ." A similar announcement was provided for those who might be interested in the Summer Session Band, "One of the soul inspiring and soul lifting avenues for the worthy use of leisure time is music. Every community today as it never did before demands men and women who can lead and teach the young to play musical instruments and to sing."

The World War II years temporarily upset the progress of Platteville's music program. Carlson was beset by a number of personal problems of illness and degree requirements and was forced to resign in 1942, at which time he was replaced by the present Head of the Music Department, Mr. William J. Dennis. Mr. Dennis' contribution to the field can be said to be the greatest in several respects. On one hand, he had to sustain general interest in music in curricular and extracurricular activities throughout the years when enrollment was declining. However, his keen interest in musicianship and formal training, encouraged him to develop a revival of performing groups after the war. His mission was aided somewhat in the ongoing training program in the College's Laboratory School and in the Platteville and area public school systems; eventually a larger percentage of the successive Freshman classes contained experienced and proficient young musicians who joined the band. On the other hand, Mr. Dennis' concern led him to press for the development of a formal music training program of a greater scope than had been attempted since D. J. Churchill's time. While State certification requirements supported minimum piano techniques and music theory attainments for elementary teachers, secondary specialists could achieve little more than additional private lessons and some instruction in band organization and direction. During the immediate post-war years, a minor in music was developed, two new instructors were added to the staff, and some thirty music courses were offered for credit. To encourage participation in the mixed chorus, The Gleemen, the band, and the women's chorus part credit was offered on much the same basis that staff members of *The Pioneer* and *The Exponent* received journalism credit for their respective laboratory work. A broad, comprehensive major in vocal and/or instrumental music was developed and implemented in 1957–58, so that thorough, formal training for teachers

and performers was finally achieved. In 1960, a further step toward professionalization was taken when a local chapter of the Music Educators National Conference was established at Platteville.

Most of the original performing groups continue as professional and entertainment experiences. Mr. Dennis still trains and conducts The Gleemen, who now sport light blue blazers and orange neckwear, but as both enrollment and interest in music have increased, the organization and direction of other groups has been taken over by other full-time members of the music department. For example, Dr. W. B. Tietze has continued the band program through the marching band, the varsity band, and the symphonic band. Smaller instrumental groups, such as the brass quartet and the woodwind quintet, which made their appearances several decades ago, are also outlets for special talent and enjoyment. The Pep Band, which Mr. Dennis formed some years ago, regularly plays at many indoor athletic events. Other staff members have devoted themselves to organizing and directing the Madrigal Singers, the Pioneer Choir, the Campus School bands, and a string ensemble. Participation in music organizations is generally expected of the music majors, but any proficient vocalist or instrumentalist is encouraged to join. Moreover, the whole fabric of the school's social life continues to be enriched by concert groups and less formal presentations. The school's public relations program is further enhanced through the services of various groups which have presented programs for area and statewide audiences. The epitome of success was realized in 1962, when the band was invited to participate in the music program at the World's Fair in Seattle, Washington. For many years, the school's music staff has arranged and hosted district and regional high school contests for bands, vocal groups, and instrumental soloists.

Drama, forensics, and other related activities, like music, had their beginnings in a variety of extra-curricular sources, and it is from these sources and experiences that the formal curriculum in speech has evolved. In the early Normal School catalogs, descriptions of courses of study and curricula, although meager, suggest that rhetoric and composition were considered essential for all students. It is quite natural to assume that in fulfilling its mission of training teachers, the normal program should have been

concerned with the development of excellence in oral and written communication. Initially, and for many years, teachers of English and literature in the Normal School incorporated rhetoric and composition within several study units during several quarters in each of the major curricula, for elementary and secondary teachers. Catalogs of the 1890's suggest, for the first time, the general philosophy on rhetoric and composition:

> If the student is to secure control of the language as an instrument for the expression of his thoughts, it is necessary (1) that, during the period of life when imitation is the chief motive principle in education, he should be kept so far as possible, away from the influence of bad models, and under the influence of good models, and (2) that every thought which he expresses whether orally or on paper, should be regarded as a proper subject for criticism as to language. Thus every lesson in Geography or Physics may become a part of the pupil's training in English.

All teachers, therefore, were supposed to be responsible guardians of proper and correct language expression, but by general practice the weight of responsibility fell on the shoulders of the English teachers, both then and now.

Extensive and intensive application of the principles of rhetoric and composition, however, occurred for the most part in extracurricular activities. The purposes and activities of the Philadelphian and Athenaeum Societies, as previously described, were aimed at preparation and delivery of essays, poems, and debate topics. In one sense, the contents reflected a strong element of idealism or timelessness so far as the method was emphasized. On the other hand, many of the topics handled by student orators and debators were quite timely and of contemporary interest. Perhaps, then, as now, students wonder at the sense of their discussing vital national or world issues without being able to implement their ideas immediately. Still, there is a security in a solid preparation for what teachers and commencement speakers define as "life's challenges and battles." Greater appreciation for the laboratory experiences undoubtedly was gained after graduation. On a number of occasions, alumni expressed themselves on the subject. Judge and Mrs. A. W. Kopp, for example, were guests of a joint meeting of the Philadelphian and Athenaeum Societies during the 1930's and on that occasion, not only reminisced about the good times they had, but also spoke encouragingly about the

values of group discussion, public speaking, debating, and parliamentary procedure for men and women in all walks of life.

Initially, intra-club debates and inter-club debates were the chief means of gaining practice in rhetorical skills and at the same time, providing intellectual entertainment for fellow club or school members. The highlights of Philadelphian and Athenaeum bimonthly meetings were the debates respective teams presented. On the occasion of the annual joint reunion of the two literary societies, rival teams competed in a debate on a topic of contemporary concern and were judged by a faculty board. Although debating was the primary speech activity of these societies, members competed for accolades in presenting original essays and poems. On other occasions of importance during the school year, student organizations could be counted upon to recite appropriate pieces. For example, Washington's Birthday was celebrated in 1870 with a mass recitation, or choral speaking, by Miss Joslyn's history class, and William Walker presented an original piece on the life of the first President. Other societies, even though short lived, made debating and oration the central features of their meetings. In the 1890's, when the student Prohibition Club was formed, many of the school and local participants frequently debated on the virtues and vices of more extensive legal control of the manufacture and sale of alcoholic beverages. It was perhaps ironic that during that era, Miss Temperance Knight won an oratorical contest in the junior school division and Mr. Will Beers won a comparable contest in the Normal division. The subjects of their addresses are not known.

The list of debate and oratorical topics, at the rate of four per month over a period of thirty years is almost endless. But the following may be regarded as representative and illustrative of the student's acquaintance with leading national and international issues: 1866, "Women's Rights"; 1868, "Is Fenianism a Curse to Ireland?"; 1894, "The Pension Question"; "In the interest of Civilization the Turks should be driven from Europe"; 1895, "Football is more beneficial than detrimental"; "Should the United States Government own and operate the railroads?"; "Labor Organizations are Beneficial to the United States"; "The United States should have a national system of Education"; "There Should be Free Coinage of Silver in the United States"; "A Protective Tariff is More Beneficial than a Revenue Tariff";

"International Questions Should be Settled by Arbitration"; and, 1896, "The Most Effective Means of Restricting Liquor Traffic is to Eliminate the Element of Private Profit." Much of the data for substantive content for these intellectual encounters was gleaned from the library's excellent supply of periodicals, although it may be surmised that without corresponding statistical data, a variety of opinions of national political and reform leaders were simply mirrored.

In the mid-1890's, informal arrangements were made to form an Inter-Normal Oratorical Association, chiefly among the Milwaukee, Whitewater and Platteville schools. In 1896, as previously mentioned, a "permanent" Association was formed with Whitewater and Platteville as major participants. In subsequent years, a local oratorical board at Platteville managed an annual preliminary contest to determine which of several contestants would represent the school in the state event. In the spring of 1898, Platteville Normal School hosted the third annual meeting in which twenty college men participated. During the contest at the Platteville City Hall, a local cheering section, accompanied by the city band, roared for a Platteville victory. A gala dinner was arranged and subsidized by the local faculty at the Park Hotel. Platteville behaved as a good host should, and while full confidence was shown in Charles Cook as the hometown hero, G. W. Rankin of Whitewater was declared the best performer in the contest. In subsequent years, Platteville's candidates always made good showings and were fully supported by the faculty and the student body who often arranged for special railroad transportation to accompany the candidates to the state meetings. And, as previously mentioned, when Platteville's James Wallin won the State contest in 1909, he traveled to the Inter-State meet at Cedar Falls, where he placed second. Platteville contestants continued to participate in both local and state oratorical contests until the late 1930's, when interest declined to the point that only local contests were arranged by the college Forensic Board.

Debate activities, as previously suggested, were the first speech activities in the school, but as indicated above, the glamour and excitement of oratorical contests temporarily overshadowed full development of inter-collegiate debating. Loose arrangements were occasionally made so that Platteville engaged in contests with teams representing other state Normal Schools. For example,

in 1900, Edgar G. Doudna, later Secretary of the Normal Board of Regents, led his Platteville team to victory over Whitewater. Supporting an affirmative position on the resolution of the Philippine question, Doudna and his colleagues easily outscored the opponents. It was not until 1917, that a formal State Inter-Normal Debating League was formed. Platteville was a part of the southern triangle which included Whitewater and Milwaukee, long-standing and traditional rivals. A State Championship contest was to be arranged after a series of preliminary contests, wherein all the teams would debate the same question. The winner of the southern group was then scheduled to meet the northern district winner for the Championship. In 1918, Platteville, having won the southern triangle contest, declared a moral victory when the northern winner was not able to name a satisfactory date for the final contest. In a number of years during the two decades before World War II, Platteville was able to participate in state and inter-state contests with some success. Much credit for frequent and notable successes was due to the fine organizational abilities of Platteville's coach, Dr. Milton Longhorn, during the late 1930's. The advent of war and impossible travel conditions precipitated a long term decline in debating activities. Only in recent years, beginning in 1960–61, has intercollegiate debating been revived. The Pioneer Debaters have engaged in a number of tournaments and have gained valuable experience in local sessions which often include exercises in oratory and extemporaneous speaking. In 1963, five participants became charter members of the Wisconsin Eta chapter of the Pi Kappa Delta National Forensic Fraternal order.

A variety of speaking opportunities have been arranged on the local level when state or inter-state competition was not feasible. In 1934, Miss Irma Borchers, of the College Speech Department, aided the formation of the College Forensic Board which managed a number of local affairs among rival organizational participants. Funds were secured for the awarding of keys to those who had participated in school debate and speech activities for two successive years. In 1938, Dr. Longhorn directed the development of a number of different contests including extemporaneous speaking and humorous declamation. A tradition was established, beginning in 1935, with the college sponsorship of annual high school debate tournaments. The Philadelphians generally pro-

vided the service for luncheon arrangements. Again the war interrupted the continuation of the pattern, but shortly after the war, the college resumed its role as sponsor of district and regional secondary school speech events, which were enlarged to include debate, play reading, and a variety of declamation and speech contests.

One other type of speech activity in the extra-curricular activity rounds out the picture of the evolution of a formal speech curriculum. In 1928, Miss Irma Borchers encouraged the formation of the Pioneer Players, whose purpose was to plan and produce dramatic events. Although various organizations and classes had engaged in play production, no formal organization and consistent guidance had been offered before this time. The Players invited all members of the student body who had interest and talent to participate and try-out for parts in a large number of annual productions. The participants gained a great deal of practical experience in staging, lighting, makeup, and direction at a time when little formal instruction was being offered in the curriculum. Many students became more valuable teachers in becoming able to supplement their formal academic majors and minors with stage experience. *The Pioneer Players* regularly present a full complement of excellent plays during the school year for the entertainment and enjoyment of large audiences composed of students, townspeople, and many visitors from outside the city. To their credit, the Players have been a self-sustaining group for many years and have added a vast array of equipment and costumes to the school's wardrobe department. As soon as the Little Theatre in the Doudna Campus School was completed in 1954, the Players were able to embark on a very extensive repertoire in modern surroundings.

Despite the myriad of extra-curricula activities in forensics and drama, curriculum development began slowly, as was previously suggested. In the year immediately before World War II, there were two speech courses listed in the annual catalogs, and only one member of the staff was officially designated to teach speech. By 1954, the number of courses had been increased to twelve and a variety of experiences in drama, public speaking, and oral interpretation were available. At the same time, it was possible for a student to carry a minor in Speech, although it was not until 1957, that a second staff member was added to the faculty. Because of

acceleration in high school speech programs and in mass communications, the Speech curriculum grew rapidly. Within the last five years, Speech has become a separate department, the number of faculty members has been increased to five, and the number of courses has been increased to almost thirty, including special studies in theatre crafts, radio, and speech correction.

While many Americans today appear to be preoccupied with the national physical fitness program especially to offset the debilitating effects of spectator sports, teachers and students at the old Normal School were equally concerned about a sound mind in a sound body. Yet, physical education and athletics began as diversionary adjuncts to the academic curriculum. Beginning in 1869, a part-time instructor, Miss Florence White, was retained to teach gymnastics to both men and women, chiefly in manipulating Indian Clubs without maiming one another. Later, the program was expanded when a gymnasium room was included in the 1891 addition to the old Normal buildings, and soon thereafter, Miss Agnes Otis Brigham, a graduate of the Boston School of Gymnastics, joined the faculty and was able to develop a fuller program. The scope of physical training was further enlarged, primarily from student momentum, with the organization of baseball, football, and basketball clubs; all under the general aegis of the Normal Athletic Association. Students and faculty contributed funds toward the purchase of minimum equipment requirements for each sport, and both faculty and students participated in a series of intra-mural games during the school year.

It was not until September, 1912, that the first full-time coach was hired as director of physical training and athletics. Prior to this time, interested and proficient members of the student body and the faculty, aided frequently by former students or townsmen, coached or piloted the various athletic teams. Baseball was the first competitive sport played by Normal students beginning in 1867, when a team composed of Allen, Archer, J. Bayse, Estabrook, Grigsby, Guernsey, Ketner, McDonald, and Rountree traveled to a pasture near Strawberry Diggings to meet a town team from Darlington which had traveled an equal distance from the opposite direction. Several wagon loads of spectators from each community joined the teams, and after several innings of play both teams and spectators retired to the shade to enjoy a

leisurely picnic lunch. After a short siesta, the game was resumed, but the Darlington nine outlasted the Normal team and won 16–15. For many years, competition was usually limited to contests with high school or town teams within a twenty-five mile radius. Playing conditions as well as equipment were very crude. Most of the home baseball games were played in a leased cow pasture which was located at the south edge of the village where U.S. Highway 151 runs today. The astronomical scores of the early games indicate the rough conditions which one might encounter while trying to run bases or catch a fly ball. Sometimes the boys would remove as much "debris" as possible so as to limit the number of bases to four, including home plate. A number of inventive souls frequently stuffed cotton work gloves with padding so as to soften the blow when fielding a ball. So significant was catching a fly ball, that contemporary newspaper accounts made special mention of the fact in the scoring columns which included "whitewashes," hits, runs, and dropped balls or errors. Some time later, after the Strawberry Diggings humiliation, the Platteville Normal boys joined a Platteville town team in a game against Galena at the Twelve Mile House near Hazel Green. The Platteville contingent emerged victorious by a score of 63–23. Baseball continued to be a popular sport through the nineteenth century as numerous contests were scheduled between faculty and students, among the faculty, and between the school and rival teams. One faculty contest featured the "Leans" and the "Fats" with the former scoring the greater number of runs. Perhaps the most satisfying contest from the students' point of view came when the 1896 student team defeated the faculty 28–26 in five innings; when the faculty retired from the field. In that game, the President played third base and a rather rotund professor of English literature pitched, while the younger men patrolled the outfield.

In the fall of 1894, the *Grant County Witness* reported that "Football is the rage among the boys now. They indulge in about three games every week." So saying the discovery of a new national pastime was brought to the Platteville Normal campus by two outsiders with eastern contacts. John Matthews, a science instructor, had picked up the rudiments of the game while a student at Michigan State University and Ben Mather, a student whose father had been a minister "out East," spearheaded the

movement to develop the sport here. As in the case of baseball, equipment and playing conditions were crude, but enthusiasm was high. The Athletic Association raised funds and purchased eleven blue sweaters and a ball, and the girls ordered a silk pennant to display at games. The first season was reasonably successful in two games against Darlington and Galena, and although admission was only 10¢, enough profits were realized to outfit two teams by the end of the year. The following years, Platteville enlarged its contacts and reputation by defeating Darlington, Montfort, Janesville, and her arch-rival, Whitewater. A game against Rockford at the end of the season ended in a scoreless tie, but even this was claimed as a moral victory because the Rockford boys were heavier.

The seasons which followed saw Platteville Normal rising to some prominence in emerging as uncontested champion in all scheduled games. Those played against Whitewater were recounted by the local newspaper with great relish which may have added both to the sense of rivalry and ultimate glory. By 1896, a part-time "coacher" was hired to instruct an already seasoned team. A Mr. F. F. A. Pyre, who had played right tackle for the University of Wisconsin for five seasons was thus engaged, but because his services were so much in demand, he could devote only one day a week to Platteville. The Normal was victorious in all its college games that year for which Pyre was given much credit. The Whitewater game climaxed the 1896 season when the two teams met in November. The *Grant County Witness* chronicled that "Once more we have met the enemy and they are ours. . . ." Some confusion existed about the final score, which the Platteville team claimed became 6–0 when the Whitewater team forfeited the game by leaving the field to protest an unfavorable decision by the one referee. M. P. Rindlaub, the editor, scourged Whitewater for a poor showing, for unsportsmanlike conduct, and for refusing to pay Platteville's traveling expenses. The Whitewater newspaper joined the feud the following week by blaming the referee for poor judgment, in that members of the Whitewater team claimed their punching and kicking was unintentional. A final claim was made that since the game was not completed, Platteville could not claim an official victory especially since the score stood 8–4 in Whitewater's favor. Rules and regulations were rather flexible and were usually decided upon

before each game in a joint conference of team captains and faculty advisors. That same year, the Presidents of the University of Wisconsin and the University of Illinois issued a joint statement urging the development of a formal code for intercollegiate football contests. President McGregor of Platteville Normal stated that "Football is a game only for scholars and gentlemen, and only such should engage in it. Those who are not students do not need football and one who is not a gentlemen has no business on the campus." He added that he heartily advocated football when it was played under such circumstances.

Other sports were inaugurated at Platteville during the late nineteenth century. In 1895, the faculty formed an athletic association and encouraged participation in lawn tennis on courts which Professor D. J. Churchill had built near his house. Both men and women were invited to participate. In 1896, the women faculty members formed a basketball team, but issued a statement that they would not welcome visitors to their practice sessions. Students formed an Athletic Club and scheduled the use of the gymnasium daily between 3:45 and 5:00 P.M. A former student, Allen Jeardeau, supervised a variety of exercising activities and taught the principles of basketball. When seasonal interest in baseball and football declined, great enthusiasm for basketball was developed, especially after the gymnasium was built. Indoor playing conditions were somewhat better than slogging through cow pastures, but the inconveniences of two vertical support columns in the middle of the gym may have discouraged the less agile players. Miss Nina Page, also a graduate of the Boston School of Gymnastics, paved the way for interschool competitions by organizing a number of boys and girls intramural teams. Her successor, Miss Brigham, organized the first all college team which played its first interschool games in 1903, when it lost only two games, both away from home. It was claimed that the boys were too tired from their trips to play well, but perhaps without the presence of the support columns their strategy had to be revised.

During the first two decades of the twentieth century, seasonal interest in baseball and basketball continued at high levels, but enthusiasm for football declined, perhaps because the practice field was being used as a site for the construction of the new Normal building. A small, but improved gymnasium was in-

cluded in the new building so that basketball enthusiasm under Miss Brigham's guidance soared. Shortly after the move to new quarters, Mr. V. M. Russell, an industrial arts instructor, began directing the boy's baseball and basketball teams which became more frequently involved in intercollegiate competition. An effort was made to coordinate and regulate both intramural and intercollegiate athletics with the creation of a student-faculty Athletic Board. Mr. William H. Williams and Mr. V. M. Russell were the faculty representatives, and they recommended that each athlete should be awarded a letter at the conclusion of the school year. It is notable that Mr. Williams served as chairman of the Athletic Committees and Boards for over thirty-five years. One of the Board's primary functions was in raising funds for minimum equipment requirements, chiefly for the athletic programs. State funds were appropriated and used only for gymnasium equipment which could be used by all students at all grade levels in the Normal program. The Board of Regents, however, did grant modest appropriations for land purchase for practice and recreation fields and for renting pastures or playing areas for the intercollegiate contests. Another function which the athletic boards assumed, beginning in 1912, was in sponsoring a district high school basketball tournament.

Today, similar practices are followed. A faculty athletic committee has been responsible for determining basic policies in regard to the University's athletic operations including internal and external features. At present, the governing body is styled as the Interschool and Intramural Athletics Board and has representatives from the physical education department, the faculty-at-large, and the student body. It is particularly charged with the responsibility of arranging intramural and interschool team schedules. In the latter context, a representative, usually the chairman of the board, attends meetings of state conference council for the purpose of setting schedules and establishing common procedures for intercollegiate competition. Implementation of general and specific policies is left largely to the coaching staff and the participants themselves. One noteworthy principle has evolved and has been maintained for over forty years, that no special consideration such as athletic scholarships may be granted exclusively to student athletes. Participants may engage in the varsity and intramural athletic programs for a variety of reasons,

but not because they are paid to do so. The financial support of the school's athletic programs is still internally supported. State funds are appropriated and used for recreation and physical education facilities and equipment, but special equipment and travel expenses for intercollegiate events are underwritten with funds from the general student activity fund. Finally, the present board and coaching staff still sponsor area and district basketball tournaments and offer special programs for secondary education such as the annual cheerleading clinics.

From earliest times in Platteville's history, the student body has generously and enthusiastically supported its athletic teams, particularly the major sports. As previously mentioned, such support has not been confined to home game events for great numbers of students have followed their teams on road trips, especially when conference and interstate contests have featured Platteville teams. Platteville cannot be classified as an "athletic" school in the sense that its reputation and progress depend on the respective win-loss records of its varsity teams. No battery of television cameras hovers over the shoulders of coaches and teams Saturday afternoon to carry to a breathless nation that Old Pioneer State is vanishing from sight, its reputation ruined because of a missed field goal attempt. Rather a balanced view is maintained so that participants and spectators alike achieve mutual benefits from pleasurable, but not crucial competition. An exciting relay race, a skillful rebound, or a clean single to left field is appreciated for its own sake and not for its relative effect on the image of the school at any given moment. The eighty-yard runs and ninth inning rallies are relived as parts of the total college experience.

As in the other cases cited, the present physical education curriculum has evolved from extra-curricular activities to some extent. It is true that basic physical training requirements have nearly always been integral parts of the general undergraduate curriculum. Once initiated, physical training was considered an essential part of every student's course of study with particular emphasis on preparation for a teaching career, wherein it was expected that all teachers would be concerned with both intellectual as well as physical development of their students. The 1907 Platteville State Normal School Bulletin suggests it as follows: "The instruction in theory is given with special reference to enabling the student to comprehend the requirements of making

school room gymnastic lessons effective, safe and pleasant." It is notable that for many years, physical training was required of all students, with the usual exceptions, during every year of their undergraduate program. In recent years, the requirement has been pared to two semesters of physical education and proficiency in swimming. At the same time, however, it should be observed that the opportunities for participation in intramural activities have been enlarged in scope so that every student can, on a voluntary basis, continue his physical fitness program. At the same time, however, a full program of physical education, leadership, coaching, and health education courses have been developed for men and women who wish to carry a minor in health and physical education as a supplement to their major programs for careers in teaching. During the past year, the groundwork was laid for the development of a major in physical education for women, in which field there appears to be a long-term shortage of qualified teaching personnel.

As the athletic and physical education programs and facilities have expanded, two clubs have emerged to facilitate encouragement and development of these programs. On the one hand, there is the Lettermen's Club, which first organized in 1905 chiefly as a means of identifying those men who participated in the major sports programs. As the numbers of intercollegiate teams have increased, so have the numbers of participants. Membership in the present Lettermen's Club is restricted to those who have won letters in one or more sports, which does not necessarily mean that everyone who is classified as a team member is automatically awarded a letter. Quality performance and active participation are generally acknowledged prerequisites. The Lettermen act as spokesmen for athletic teams, deal with various student governing bodies concerning school athletic policies, and promote fellowship among team members. The highlight of their annual activities is the spring award banquet where letters are presented and where special presentations are made in the form of blankets to members who have earned three letters in one sport and to faculty or staff members who have contributed in some way to the total sports program. The women's counterpart is the Women's Recreation Association, which is open to all women students who are interested in sports and recreational activities. It is through the W.R.A. that the campus coeds are able to organize intramural

teams and tournaments in badminton, bowling, basketball, softball, and volleyball. While women students do not compete in intercollegiate athletics, some interschool contacts are achieved when delegates are chosen to attend state or regional meetings of comparable associations. For a number of years, students and faculty of the physical education department have sponsored an annual High School Play day, through which interest and participation in recreational activities are encouraged.

Improved physical plant facilities have aided immensely in the expansion and refinement of the school's athletic and physical education programs. As was previously indicated, a giant step forward was taken in 1891 when a gymnasium room was included in the addition to the old Normal structure. Some ground was gained in 1907, when the school moved into its new home which included a somewhat larger gymnasium of an improved design. However, classes and dressing room accommodations for men and women had to be scheduled for different times for the same area. When the Agriculture Building was being planned in 1916, new, separate facilities for men's athletics and physical education were incorporated in the design. For many years thereafter, men and women students engaged in physical education and recreational activities at the same time but in separate buildings. The climax in growth and achievement was reached in the construction of the Health and Physical Education Building in 1962. Housed under one roof are massive playing and gymnastics areas, separate dressing rooms, and an indoor pool. Adjacent to the new building, outdoor playing and practice fields are being improved to accommodate a greater number of concurrent features of the physical education and recreation programs. Major athletic competitions are held on city owned property, but in the near future it is expected that all home contests, except perhaps golf, can be held within the boundaries of the campus.

Over the years, Platteville athletic teams appear to have been quite successful, particularly within the bounds of limited competitive activity. Their activities have provided an important focal point for the maintenance of a unified school spirit. On those occasions when Platteville teams have contended for and won conference or state championships, school spirit and enthusiasm have swelled beyond visible heights. When Platteville basketball teams, particularly, have represented the state and the school

at N.C.A.A. tournaments, an even greater pride has been generated. In perspective, perhaps real progress can be dated from 1912 when Carl Schott was hired as full-time director of physical education and coach. While Schott's position was refilled many times thereafter, an inherent stability was developed. To this has been added the many consecutive years of service of L. J. "Butch" Leitl and John Barth, present Director of Athletics, and of Miss C. Helene Hansen in women's physical education. Thus the total effect of a stable staff and better facilities, financed by state and student activity funds, have further enhanced sports and physical education development. Since World War II, numerous intercollegiate sports have been added or extended in tennis, golf, track and cross country, soccer, swimming, and wrestling teams. To be sure, many other members of the physical education and coaching staff members have added immeasurably to the successful growth of the total program, whether of a varsity or an intramural nature.

The Student Health program has been an important adjunct to the physical education program. Prior to 1936, students, like many other citizens, had access to whatever health and medical protection the town or their families could provide. Beginning in 1936, a comprehensive student health program was inaugurated, when W.P.A. funds were made available to retain a full-time school nurse. Housing for health services was provided when the college purchased a small building adjacent to the campus. A minimum cost program was inaugurated, too, especially for nonresident students. For the low cost of three dollars a year, each student became eligible for five free days of hospitalization, for three consultations with a physician, visits by the school nurse at home, a physical examination for all entering students, and a tuberculin test. Through this informal group health plan, numerous students were aided and cared for at a time when even minor illnesses might have forced them to withdraw from school. After the war, health and medical facilities were enlarged somewhat, although basic costs were increasing at a faster pace. To compensate somewhat for new conditions, the student health fee was raised, and with the withdrawal of W.P.A. funds, a person was hired to attend to both nursing and classroom duties in the field of public health. By applying both student activity funds and

health fees, one physician was employed on a retainer basis to visit students by appointment only at the Health Center.

When the Williams Building was being planned, careful thought was given to the incorporation of health services including appropriate facilities for a full-time nurse, an office for a visiting physician, and an infirmary wing. The latter facilities had been present in the building formerly occupied by the health service, but they were naturally inadequate for a student body of recent magnitude. Minimum accommodations are available for isolating a limited number of students with communicable diseases. In some instances, students have been confined to their dormitory rooms, where a room mate or counsellor can offer them some care when the health center is closed. Serious cases of illness or accident, of course, are referred to the local or hometown hospitals. Because of continually increased costs for hospital and medical care, the school has dropped its "informal group" arrangement and has encouraged students to purchase their own health and medical insurance policies. However, a modest health fee of two dollars per semester is collected from each student to provide basic health and accident aid at the campus health center. At the same time, each student is required to have a complete physical examination as an entrance requirement, and it is recommended that he receive immunization against smallpox, tetanus, and polio. In recent years, the health service personnel have encouraged frequent physical examinations including periodic checks for tuberculosis by X-ray or skin tests. Further, participation in the annual Bloodmobile program and the periodic immunization programs are constantly encouraged by the health and medical staff.

Undoubtedly, the number of student organizations and activities will continue to grow in direct proportion to total enrollment growth. The trends established during the last fifteen years, indicate that both tradition and innovation can be accommodated, and the life span of any group can be measured only in terms of its continued good health and usefulness. No statute of mortmain exists other than continuing respect for the past and hope for the future. While some critics may bemoan the relative opulence of present physical facilities as stark contrasts to the less comfortable surroundings they endured as undergraduates, few

would suggest that material gains make it impossible for the present undergraduate body to gain a respectable, if not better, educational foundation than they received. The surface conditions of undergraduate college life have changed drastically in the one hundred year span of Platteville's development, but to a lesser degree have the foundations been disturbed. The present generation is no more conformist than past groups have been, but perhaps the present and recent groups have been more frank and honest in their self-evaluation. Without a crystal ball, one can only assume that in the near future, students will consciously be interweaving their curricular and extra-curricular activities more tightly and will be adapting themselves to rapid change through greater involvement on the local, the state, and the national levels of life. Otherwise, undergraduate life will continue to be happy, exciting years of discovery and anticipation that "the best is yet to come."

CHAPTER VI

The Future

FROM A SMALL school with a narrow curriculum, designed chiefly to train youth for the teaching profession, Wisconsin State University at Platteville has emerged from her cocoon to beautify her surroundings in a variety of ways. Preparing youth for the teaching profession will continue to be one of Platteville's major aims, but in addition, she has adapted to changing conditions in the state and nation which demand not only teachers with full training; but also young men and women to fill important roles in other professions. For a number of decades, the school has been supporting these needs but it has been in recent times that rapid curriculum expansion has kept pace with both vocational and philosophic demands of the mid-twentieth century. Modern times demand that a person must be able to do one thing exceedingly well, but at the same time, there is an equally persistent demand that a person should be sensitive to the needs and aspirations of his community, if not his nation.

As Platteville stands on the threshold of her second century of service, it is obvious from the internal structure of the school that positive steps are being taken towards reaching university status in fact, as well as in name. Built upon the foundations of past development, from internal growth and merger, there have emerged several notable service areas; one in the School of Arts and Sciences, one in the School of Education, and one in the School of Engineering, and more recently, one in Graduate Studies. Indeed one of the hallmarks of a university is that it does provide both broad and specialized training within its competence and facilities. However, the fact that each of these segments

has been formally designated in the organizational structure does not mean that Platteville has automatically achieved the status of a university, any more than others with similar backgrounds have reached Utopian heights. Unquestionably much remains to be accomplished, but significantly the first steps have been taken.

In terms of present conditions and growth potential, each of the Schools stands separately on the same threshold. The oldest professional training course, as has been noted previously, is the teacher training program, wherein most of the graduates have had their professional experiences. From the beginning of the school's development, it was the stated intention of the founders that the normal school program should be quite different from that of academies and liberal arts colleges by preparing men and women in the theory and art of teaching those subjects found chiefly in the common school curriculum. In other words, at the outset the curriculum for training teachers was heavier on pedagogy than on subject matter. Within a generation, a more balanced program was achieved, particularly with the inauguration of the high school programs. However, still great weight was given to methods and theories of teaching and learning. In more recent times, no distinction has been made in the depth of preparation in subject matter fields between education and liberal arts programs, and only about twenty per cent of teacher training program is devoted to "professional" courses. Teaching candidates not only receive training in depth in two areas of specialization, but also in breadth under the present structure of general education requirements. Moreover, their professional courses reflect the significant changes in technique and theory which have evolved during the during the past generation.

The function of Platteville's School of Education will continue to be the same in many respects, that of supplying well prepared, mature young men and women for the elementary and secondary classrooms of the state. At the same time, it has been recognized that future service and growth must be based on a thorough examination of present conditions and future needs. In recent years, pilot programs have been developed in mathematics, earth science, and language arts to include the new as well as the old, so that forthcoming generations of Platteville graduates will be able to exert a positive influence on the teaching frontiers in modern America. Similar investigations and experiments are being carried

out in other fields, toward the same general ends, that the kinds of teachers who will be needed during the next twenty years can be supplied. On the elementary level, it is anticipated that the supply of qualified personnel will continue to be below demands for a number of years. There may be fluctuations from one area to another, where classroom conditions vary, but generally the prospects for expanding the elementary program at Platteville are ideal. On one hand, there is a trend toward providing elementary school teaching candidates with an area of specialization, particularly in subjects which are both constant and timely. On the other hand, special training for teaching exceptional children is being developed in reading and speech skills, as well as in other subjects. The latter program is being implemented not only in schools where slow learners are identified on the grounds of physical handicaps, but also where children have become retarded because of adverse cultural and social conditions. Under the title PITCH, special preparation is being offered for both elementary and secondary school candidates to place well prepared, dedicated young men and women in urban slum schools.

In secondary education, there are areas of an oversupply of teachers. However, methods and techniques of training alone will not solve this problem. Depth and breadth will continually be emphasized, but greater efforts are being made to counsel students to select complementary majors and minors so that not only will they be well versed in subject matter, but also they will be ready to assume the kinds of positions which schools will be demanding. In the sciences particularly, there will be constant demands beyond supplies, not only because there are employment opportunities outside of teaching, but also because more funds for science classrooms, equipment, and laboratories are available than before and consequently, many secondary schools are expanding their science offerings. Despite the increased demands for qualified personnel in businesses and industries related to the biological science and oral communications fields, a great oversupply of secondary school teachers exists. By the same token, while there is great emphasis on physical fitness throughout the nation, an oversupply of teachers of men's physical education has developed. Once again, more realistic counselling is called for in suggesting that immediate interests and vocational opportunities must be reconciled. By having access to information about general as well

as special vocational demands, Platteville's teaching and counselling staff are better able to guide current and future students in secondary and elementary education.

Practically all the students who are enrolled in the School of Engineering have brighter prospects for employment after graduation than do students in the School of Education. The two and three year technical programs, as outlined in Chapter IV, have blossomed into full degree programs in Civil and Minerals engineering. However, it must be noted that a smaller percentage of students are attracted to the engineering and pre-engineering programs, because of the necessary demand for competence and interest in science, mathematics, and technology. While the breadth of employment opportunities in engineering may be closely comparable to those in education, the training programs are somewhat different. More kinds of teaching specialists are being prepared than kinds of specialized engineers. In any event, within engineering training circles constant attention is given to adapting curriculum offerings and requirements to progressive change in professional engineering fields. Relatively speaking, the required fundamentals remain the same, but the areas of application stretch or contract according to industrial or business purposes.

The School of Arts and Sciences is the newest of the undergraduate degree programs, at Platteville, and yet it is one of the oldest in the United States. From its European and American colonial origins, the liberal arts program has grown and survived over several hundred years. In a way, it has no shape or size, no constant design, except to offer the same degree of depth and breadth of training which the professional schools offer, but with no specific vocational ground in mind. Someone has suggested that pinning down the specific purposes of an arts and sciences program is like nailing currant jelly to the wall. Yet, at the same time, a traditional goal prevails; that of providing both a reasonably solid core of fundamental and broad exposures to all major areas of knowledge, and the opportunity to drink deeper of several fountains than most students do. One contemporary observer suggests that "a liberal education means knowledge; verified and dependable information about the world of nature and its processes, and about human society both in its historic origins and its ever-changing forms." Yet, it should be pointed out

that at Platteville each student is expected to meet the minimum goals of the definition of a liberal education by meeting certain general education requirements in English, literature, mathematics, science, the humanities, the social sciences, and physical training. The degree of minimum facility in each field varies from one professional school to another, with the optimum balance in the curriculum of the School of Arts and Sciences. To say that the School of Arts and Sciences trains people to do nothing in particular is frivolous, but yet there is a grain of truth therein. A student can specialize in one or more areas, which ultimately may prove useful in immediate employment, particularly in science and mathematics. At the same time, the philosophy prevails that successful demonstration of one's ability to learn and master at least one body of knowledge is in itself enough of a prerequisite to employment in many fields where specific on-the-job training is more important and more efficiently applied. In recent years, numerous graduates have found satisfying work in government service, business, and social service, where varying occupational criteria require a high degree of adaptability.

Collectively, the cumulative offerings of the three undergraduate schools allow each student a choice of twenty-five majors and about thirty overlapping or additional minors. By contrast twenty-five years ago, students were limited to a choice of about a dozen majors, including those at the Wisconsin Institute of Technology, and fewer than ten minors. In every area of specialization, requirements have been beefed up so that in the twenty-five year period, most majors have been increased from an average of twenty-seven credits to thirty-six credits, and most minors have been augmented from about twenty credits to twenty-four credits. In part, some of the momentum has come from internal combustion, but some credit must be granted to more progressive requirements which have successively been imposed by the State Department of Public Instruction. In a limited sense, curriculum growth has been reflected in programs which have dealt with training teachers, but during the same period, professional engineering societies have been active in encouraging undergraduate training institutions to upgrade their offerings. While requirements for majors and minors are identical for those students enrolled in the School of Education and the School of Arts and Sciences, the latter courses of study have been stimulated by more intensive

requirements in graduate professional schools in law, medicine, theology, and arts and sciences.

Generally, a peak of specialization has been reached, and it is unlikely that further requirements can be accommodated within the traditional four-year undergraduate program. One alternative appears to be that basic undergraduate programs will become more uniform in character and that every student will be required to devote more, rather than less, of his time to general, liberal studies. Beyond the general undergraduate program, it is suggested that a fifth year, nongraduate program should be added to provide further essential training for future teachers and engineers specifically. Another alternative which appears to be more immediately practical is to enlarge the limited scope of the eight-semester (or four-year) pattern by converting to a trimester plan or by expanding summer school time so that the academic year will follow more closely the calendar year. One strong argument for this approach is derived from a purely economic standpoint that the increased costs of providing physical space can be reconciled or justified by colleges making more efficient use of it. To this end, Platteville has embarked on an extensive revamping of its traditional five-day schedule of classes, so that classes start at 7:00 A.M., Monday through Saturday, and are conducted through 8:00 P.M., Monday through Friday.

One can only speculate whether the physical plant will not endure longer than both faculty and students. More effective use of the existing and future physical facilities will require a larger staff, many of whom will have to adjust their working time to early or late schedules or shifts. It may be argued that the functions of an educational institution cannot be adapted to the schedule of a factory system, where there are stronger economic pressures and profit motives to bolster the pragmatic themes of a business. Some learning and teaching techniques have been fashioned so that the undergraduate educational process has been intensified and speeded up, but there still remains the factor that an essential feature of higher learning is the mellowing and absorption process. Centuries of tradition have been built into fashioning of the pace and style of the undergraduate program in American colleges so that a way of life has been created. Within the boundaries of the eighteen week semester and five day, eight hour week, time is generously alloted for reading, writing, recit-

ing, and relaxing. There are holidays, long week-ends, and periodic vacations during which times both students and teachers compose themselves, and when teachers particularly prepare for their classes, grade their examination and term papers, and catch up on the backlog of neglected professional and recreational reading. In their feverish activity to promulgate the guaranteed annual wage, some segments of society overlook the fact that teachers are not paid for those long summer vacations, if they do not teach. For convenience sake, many schools pay their teachers in twelve installments for nine months work, but none receive pay for doing nothing. Platteville is standing on the threshold of her second century, and in so doing, many vital plans and decisions need to be made before crossing; not the least of which is in determining how tax dollars can best be used for supporting a quality educational program which can be adapted to future needs.

Science and technology have been applied to solving a number of problems in higher education. On one hand, a variety of audio-visual machines have been purchased during the past five years to supplement a relatively small quantity which previously was on hand. Development and use of equipment has been consolidated through a Director of Audio-Visual Education, and a number of experiments have been conducted on the Platteville campus during the last year or two to determine the effectiveness of using closed circuit television procedures. Plans have been developed for expanding television facilities in a number of locations throughout the campus, so that within the very near future, students and teachers will find it possible to tune in on a variety of educational and commercial channels for classroom use. At the same time, underground cables have been installed to incorporate the entire building complex within the closed circuit and external systems. One large lecture hall in the Main Building has been equipped with a complete television and projection system so that large lecture audiences will be able to benefit from live, taped, and filmed educational materials. Adjustments will have to be made continually in planning and presenting materials in the most effective means for large and small classes. There seems little danger that the teacher is being replaced by a battery of machines, but rather his work can be made easier and more dramatic. At the same time, through wider use of audio-visual equipment it is

anticipated that scheduling problems and use of classroom space can be eased somewhat. During the next decade, Platteville will be experiencing such growing pains that the maintenance of the small, intimate classroom situation will have to be reconciled with accommodating larger numbers of students.

The work of planning, scheduling, and processing student programs is further facilitated with the use of new data processing equipment, chiefly the I.B.M. *1620* model. It would appear that the many uses of this equipment have barely been tapped, and in future years more man-hours will be saved by applying more problem-solving methods to mechanical means. The classroom teacher and the research specialist are aided also in having access not only to the I.B.M. computer, but also to the other digital computers which have been acquired in recent years. The torment of calculating grade points, student population distribution, and classroom use is being reduced by more widespread use of computing equipment, and it is expected that additional equipment may be acquired to hasten these tasks. In addition, a number of copying machines have been added to the total equipment supply, so that permanent records have been filed on microfilm reels, and letters and transcripts are easily reproduced in varying quantities with photo-duplication techniques. The library resources have been made more accessible by the adoption of photo-duplicating machines so that students and faculty may acquire permanent personal copies of text, periodical, and statistical material which previously took hours to copy. As was previously suggested, instant internal and external communication has been realized in the installation of a massive dial telephone system. While the historian may bemoan the fact that so many messages are not recorded in writing for future reference, the handling of daily routine matters has been speeded up and has been made more efficient.

Another indication of progress and future expansion is seen in the establishment of the University's radio station. WSCI-FM (89.5 mc) began operation in February, 1964 when the first broadcasts and test period occurred. Prior to this, formal application to the FCC had been made in April, 1963, and a construction permit for a non-commercial, educational FM station was granted in December, 1963. Initially, Dr. Paul W. Gauger and a small group of technically gifted students, aided by a licensed engineer

of WHA, Madison, planned the studio facilities and installed the equipment. Even before formal broadcasting began, considerable experience had been gained, both in terms of broadcast techniques and programming. For a number of years, Robert Bodden, manager of WSWW, had generously alloted broadcast time for college activities and presentations. A number of faculty members had prepared special programs in their fields of specialization, and a number of students had gained valuable experience in presenting news items of interest to the student body. Several students had further been regular employees of WSWW during the school year. The University's FM station does not operate during the summer months, nor during vacation periods, but during the last year and a half of operation a great variety of news, music, and commentary programs have been aired. The programs are prepared and presented chiefly by students, under faculty supervision. It may be said that, except for Dr. Gauger's participation, the entire technical operation is handled by the students themselves. Many of the students are also enrolled in the several Radio courses which the college offers for credit, and much of their "air-time" is considered essential laboratory experience. The faculty is not excluded, for on a number of occasions, valuable contributions have been made in the fields of speech, drama, and literature. Members of the administrative body have been able to reach a large audience to examine and explain new school policies and plans for expansion. Beginning in the fall of 1965, it is anticipated that the frequency location may be changed to 90.5 mc to avoid overlapping television channel reception, and at the beginning of 1965, the call letters were changed to WSUP, to reflect the school's name change. Future plans suggest that the scope of broadcast content will be enlarged in direct proportion to the expansion of student interests and activities, within the realm of the station's purpose as an adjunct educational service.

One of the most critical areas of growth and service for Platteville in her emerging role as a university will be in graduate education. As was indicated earlier, one of the structural aspects of a university is the multiplicity of professional programs, of which one is generally recognized as a graduate program. Platteville now has a Graduate School within its organization and pattern, but it has evolved from almost twenty years of discussion and cooperative efforts among the former State Colleges and the University of

Wisconsin. The current graduate program at Platteville is not unique in itself except as it is related to the nature and origin of the whole institution. But, therein lies its distinction and value as a means of promoting university status throughout the next century of operation. Others of the group of Wisconsin State Universities, which have evolved from Normal School origins, have comparable graduate programs with similar assumptions and goals. However, each like Platteville will be developing its particular assets to best advantage so that a number of distinctive curricula will be emerging within the next twenty-five years.

Various dates may be given for the inauguration of local thinking and discussion about graduate education, but at various times during the 1947–48 school year preliminary steps were taken in preparation for a group discussion on the issue. All schools were experiencing the burgeoning, but welcome, postwar enrollments, and undoubtedly serious consideration was being given to ways and means of sustaining institutional growth and service. The war veterans in school populations particularly seemed quite enthusiastic about continuing their educations beyond the undergraduate level, perhaps because of the stimulus of financial support by the federal government. In any event, a special Graduate Study Committee was established within the Association of Wisconsin Teachers Colleges (an antecedent group of the present A.W.S.U.F.), and a joint meeting was held at the Milwaukee State Teachers College in April, 1948. Dr. Lester M. Emans of Eau Claire was chairman of the A.W.T.C. Committee and presiding officer. The participants discussed a variety of subjects related to the subject at hand, including the results of a survey conducted by Dr. Almon of Eau Claire. It was revealed that a substantial number of Teachers College graduates expressed great interest in the prospects of a graduate program in education sponsored by the State Teachers Colleges. There was agreement that most institutions would be able to offer instructional programs particularly in their respective areas of accomplishment, e.g., industrial arts, agriculture, and elementary education, although President Hansen of Stevens Point counselled consideration of the special financial problems attendant to embarking on a new program. He recommended, as did Mr. Cowley of LaCrosse, that co-ordinate planning among the Teachers Colleges and with the University of

Wisconsin should be the first logical step in developing a graduate program. The possibilities were further clarified when Dr. Matthews of the Milwaukee host institution described his school's recent inauguration of graduate studies in exceptional education, elementary education, and art education. Dr. Matthews explained that the North Central Association had recently granted approval for the twenty-four credit program which had attracted about 160 students during the first year for evening or summer classes. The meeting inspired a request from the A.W.T.C. that each of the College presidents should appoint a representative to a state commission which would study the matter further.

It is apparent that matters could not immediately proceed beyond the informal discussion stage. The presidents of the Teachers Colleges were then engaged in a struggle to prevent implementation of a plan which would have consolidated all of the state institutions of higher learning under an integrated university system controlled by a single Board of Regents and the University of Wisconsin. As was mentioned earlier, a series of compromise conditions were developed and, for the moment, the Teachers Colleges concentrated on formulating and implementing plans to strengthen their respective undergraduate programs, particularly in arts and sciences. Almost eight years elapsed before the next formal step toward graduate education was taken, but in the meantime, the Teachers Colleges had been re-styled as Wisconsin State Colleges with significant incorporation of active arts and science curricula. In the summer of 1956, a group of State College and University representatives, headed by Professor A. S. Barr, was formed and discussions were started on the problem of working out plans for a joint graduate program among the colleges and the university. After two years of regular discussion and upon the recommendation of the pilot group, the State Coordinating Committee on Higher Education approved the establishment of a Joint Standing Committee on Graduate Education, on which each of the state Colleges and the University had representation. A number of sub-committees also representing all of the institutions were created, and during 1958 and 1959 a number of experimental programs were developed and proposed in four broad areas of specialization: viz., science and mathematics, history and social studies, language arts and speech, and

elementary education. In addition, two other integral parts of a graduate education program were established in the areas of liberal arts foundations and in pedagogical foundations.

The important premise of the experimental, cooperative program was that the total force of the curriculum, as well as the separate parts, should be fashioned and presented for the benefit of the experienced, certified classroom teachers in the State's elementary and secondary schools. It was thus felt that the quality of classroom teaching could be improved significantly by ways and means not otherwise found in the traditional M.A. and M.Ed. programs. Initially, the means of implementing the program presumed that students would spend their first two summer sessions on State College campuses and would thereafter complete their programs at the University of Wisconsin, which would grant the degrees of Master of Science in Teaching. Beginning in the summer of 1960, each of the State Colleges offered its first instruction in the Liberal Arts Foundations, Educational Foundations, and Areas of Subject-Matter Specialization, which, it was understood, could be expanded beyond the four originally stated, so that those schools which had special assets in other fields could participate more fully. For three summers, the State Colleges continued and expanded their offerings for classroom teachers, who generally responded quite favorably to the programs. But as more participants reached the point of having to transfer to the University of Wisconsin in order to complete their work, it became increasingly evident that not only would it be more convenient for students to complete studies at the institution where they started, but also that the sponsoring institutions had matured sufficiently to offer full graduate programs themselves.

In the fall of 1962, the Board of Regents of State Colleges and the Coordinating Committee for Higher Education approved a plan whereby students could earn advanced degrees by engaging in graduate programs at one or more of the State Colleges without the necessity of completing work at the University. Beginning in the summer of 1963, six of the nine State Colleges initiated independent graduate programs, chiefly by continuing the curricula which had been the basis of the former cooperative program. It was then necessary to petition the North Central Association for accreditation, inasmuch as members of the group were leaving the protective aegis of the University of Wisconsin. The graduate

faculty at Platteville, however, voted to delay development of an independent program and elected to continue in the cooperative program with the University of Wisconsin. The faculty's decision was conditioned in part by the fact that their school was scheduled for evaluation by N.C.A.T.E. in 1963, and that further study was necessary before inviting the critical appraisal of the North Central Association. It was hoped that within a year, certain under-developed assets could be enlarged to the point where a truly quality program could be undertaken without jeopardizing the undergraduate structure. By the beginning of the 1964 summer session, the groundwork had been laid for a visit by a team of educators representing the North Central Association in July, 1964. Those areas of the curriculum, of physical facilities, and of staff preparation which the faculty previously had been concerned about were the subjects of intensive evaluation and grooming prior to the visit. The Graduate Council, the Graduate Faculty, and a dozen sub-committees prepared an elaborate self study report as a basis for the team's inspection. In the meantime, another summer of graduate studies was underway so that the team members, Dr. Samuel Gates, Dr. Willard L. Thompson, and Dr. Virgil Lagomarcino were able to see the living fabric of the program as evidence of the validity of the contents of the report. The results of the study and the visit were successful, and by the end of 1964, preliminary accreditation had been granted, with the proviso that particular problems needed additional study and attention before a final inspection was made in 1968.

Beginning in the 1965 summer session, therefore, Platteville was able to join her sister schools in offering an accredited, self-satisfying graduate program for elementary and secondary teachers. Enrollment increases immediately exceeded preliminary expectation, and it was believed that the year of additional planning and preparation was well worth the effort. Not only was it possible to attract more students through the independent state college cooperative program, but also it allowed the local staff to develop new courses and to begin preparations for year round operation. During 1965, accounting for several commencement ceremonies, it is anticipated that the first Master of Science in Teaching degrees will be awarded to seven people. The plan for offering a number of late afternoon and evening graduate courses on campus will be continued in the immediate future, and it will

be possible for more students to accelerate their programs toward completion in less than four summer sessions. It is anticipated that within ten years, a full program of graduate courses will be offered during the regular academic year, although at the outset it is realized that relatively few experienced classroom teachers will find it economically feasible to take a year's leave of absence. However, at the same time, discussions are underway among the representatives of the nine Wisconsin State Universities to consider expansion of the graduate programs to include courses of study leading to the M.S. and M.A. degrees for non-teachers. It is likely that until final accreditation for the existing program is achieved that no radical innovations will be made.

Future planning calls for solidifying the program and building on the foundations which have already been erected. As in the case of the various undergraduate programs, success in part can only be achieved through the recognition and contributions of the first products of the graduate program spaced over the next five years. Already participants have expressed a strong belief in the qualitative aspects of the program in terms of their summer studies. No one has suggested that he has had too much leisure time, yet few have exclaimed that they have been overburdened to the point of exhaustion. Many who have returned for their third and fourth summer sessions have commented on the improvements which they have been able to inaugurate in their own classrooms as a result of the reading, research, and discussion in their summer courses. However, the current graduate faculty has been careful not to become over-confident and smugly satisfied, but rather has continued to exert a great deal of time and effort in keeping the library resources up to date and in keeping their own work related to contemporary developments in higher education. In brief, great hope for Platteville's ability to continue her mission in higher education is placed in the graduate program, but with the understanding that only with the maintenance of a solid, respectable program of undergraduate studies can a total genuine contribution be made.

The counties in southwestern Wisconsin from which Platteville has traditionally drawn its student enrollment have shown only slight population increases, or decreases in some instances, so that future population growth is not considered a significant factor in planning projected enrollments at the Wisconsin State University

—Platteville during the forthcoming decade. Yet, both the Board of Regents Office and local University officials anticipate considerable enrollment increases during that period. Estimates suggest that by 1968, Platteville's enrollment will stand at 5,500 and by 1975, it should top 7,000. On one hand, it is realized that Platteville, like the other State Universities, is no longer a local college catering largely to a commuting clientele. It is a school with state-wide attraction and consequently, larger numbers of students from other parts of Wisconsin as well as from nearby regions of Illinois and Iowa will continue to make up a significant part of the student populace. Moreover, as many eastern and urban universities and colleges reach saturation points in terms of expansion room and ability, more students from other states will be added to Platteville's student group. Similarly, significant numbers of students from foreign countries will continue to be attracted by the numerous undergraduate and graduate programs at Platteville. On the other hand, it is expected that a larger percentage of high school graduates, whose increased numbers are now reflecting the postwar baby boom, will be attending college and presumably one with which they are familiar.

For many years, Platteville relied on two or three means of contact with potential students. The alumni, as was previously indicated, have served as ambassadors of good will in demonstrating the qualitative and quantitative nature of the school's programs. They have contributed more than any other medium in encouraging prospective students to investigate the opportunities at Platteville. At the same time, periodic, but not very widespread advertising in successive issues of the *Wisconsin Journal of Education* have been supplemented by brochures from the various departments and divisions within the school. Finally, a number of local contacts were initiated and sustained through athletic and extra-curricular activities. However, in recent years greater efforts have been made to publicize Platteville's programs through the older channels as well as through a number of new ones. A larger volume and variety of published material is prepared and distributed annually through high school guidance officers, through alumni contacts, and through direct contacts with high school seniors. A highly effective student recruitment program is directed by Professor Leo E. Boebel, Dean of the

School of Arts and Sciences. Dean Boebel, or some other school official, attends most of the high school college and career programs to acquaint prospective students with the advantages of a college education and with the particular programs which are offered at Platteville. Each spring, most high schools within a fifty to seventy-five mile radius are invited to send their juniors and seniors for a day's visit on the campus. For a number of years, Professor George L. Bullis has planned this program through which literally hundreds of high school students can become better acquainted with higher education at a time when classes are in session and when a full round of campus activities are in motion. Another group of faculty members in recent years have been assigned as supervisors for off-campus student teaching experiences in most areas of specialization. While their tasks are directly related to teacher education, nonetheless they come into contact with countless high school students, teachers, guidance personnel, and administrators, and indirectly, pertinent and accurate information concerning Platteville's programs is made known. Another dimension of these relationships has evolved in recent years, when the University acts as host for the student teachers, their critics, supervisors, and area administrators at a spring banquet. Both kinds of contacts have emphasized what some industries designate as their product service division. Other groups of students are introduced to the University and its offerings in specialized areas when they participate in music, speech, drama, industrial arts, agriculture, and athletic contests and displays. Admittedly, the latter approach is the most subtle of all employed, but nonetheless, no honest means is overlooked in order to attract as many good students as possible. Inasmuch as appropriations for supplies, equipment, buildings, and other essentials for the operation of the school are based on enrollment figures and projections, all of Wisconsin's state schools must of necessity emphasize their importance to the legislature. Such an estimate may appear to be overly crass and blunt, but nevertheless, a fact of survival and future development depends on the acquisition of working capital, which business and industry has been able to attract for years through planned advertising and product identification. It has only been in recent years that higher education has sought to emulate the business world in displaying and advertising its wares.

Recognizing that it has a worthwhile, beneficial mission, as well as a rich history and solid reputation, Platteville stands on the threshold of her second century of progress ready with plans and armed with the knowledge that the road ahead will be no easier than the trail behind. Parts of the road map indicate that there are construction zones ahead, which during development will retard rapid travel, but which upon completion will hasten travel considerably. What once was a novelty, is now rather commonplace so that the scrape of the bulldozer, the rattle of the airhammer, and the grind of the cement mixer are accepted as necessary nuisances. Tearing down and building up have become such familiar symbols of progress that one suspects that there will always be a major building project at hand. In a way, expansion of the physical plant sets the keynote for development at the beginning of the second century of growth. Chiefly, plans are being made, and in some cases implemented for accommodating the larger prospective student body in residence halls, in eating and recreation facilities, and in classroom, laboratory, and library space. Happily, many of the newer buildings will be in the self-sustaining category so that the burden on the taxpayers will not be excessively increased and that total cost may be spread over a longer period of use. A campus planning committee, currently headed by Professor C. W. Ottensman, Dean of the School of Engineering, has mapped out a long range program of campus expansion through which immediate and future building needs can be related to the current and future missions of the University. Plans call for extending the dormitory complex to the west of the present facilities, and at the same time additional food service areas are being included in spaces adjacent to the dormitories. It is apparent that a larger segment of the student population will be residents in University housing facilities. Other adjacent property, not presently owned by the state, is being earmarked for purchase in the future, depending upon the rate of growth and the availability of financial resources. However, plans indicate that next in priority to the dormitory complex, will be the erection of a new library in a location which will allow for later lateral expansion. At the same time, some progress has been indicated in the planning of new buildings for Agricultural and Industrial Technology, for Life Sciences, and for Fine Arts. In all, classroom, laboratory, and workshop space will be greatly ex-

panded to accommodate additional students and faculty during the next ten to fifteen years.

While Platteville's University will be acquiring the physical shape of a university, much will remain to be accomplished in several other areas of university status. Research facilties and community services go hand in hand, and given the staff, the materials, and the tasks, there still remains the problem of applying the necessary financial support to fulfill this role. In one respect, an important step has been taken toward realizing the initial goal. Dr. Harold L. Hutcheson, Dean of the School of Education, was recently appointed Vice-President for development and services. He actually has been active for a number of years in planning and making surveys in these areas, but the new appointment not only formalizes his role in University affairs, but also prepares the way for more intensive development of fund raising activities for the support of research and development. On one hand, federal and private funding agencies may be approached with greater chances for success if it can be shown that the University has definite objectives and plans for implementing these objectives. Self-help can carry the variety of research and development projects only part of the way. Other resources are necessary to sustain and complete them. As indicated earlier, the Board of Regents has allocated funds specifically for institutional and individual research by faculty members within the State University system. It is indicated that not only will larger appropriations be granted in future years, but also the results of many research projects will be implemented in classroom and institutional improvements, especially through the implementation of an institutional studies program which will be inaugurated shortly. In all, the body of knowledge in higher education, generally, and in the academic disciplines, specifically, will have been enlarged.

For many years, members of the Platteville faculty and administrative force have been active in a variety of community services, generally as participants rather than as professional consultants exclusively. However, within the forthcoming decade it is anticipated that the consultant, resource, and physical resources of the University can be applied in a variety of ways to promote economic, political and cultural development in the area immediately surrounding the school. Already several preliminary sur-

veys have suggested the sectors of the economy wherein some planned development is possible, and other investigations show several possible avenues of experimentation in educational television. In another respect, the University personnel has provided off-campus service for many years by offering extension courses within a sixty mile radius of the campus. Generally such courses have been offered for credit for the benefit of elementary and rural school teachers who need to complete degree requirements and, therefore, the nature of the courses conform to the current requirements for the bachelor's degree. A number of courses also have been offered, generally for the same clientele, on the campus as evening or Saturday time and space are available. An immediate advantage of the campus-extension course for the student is credit towards residence requirements, but at the same time, the benefit of having immediate access to the library resources is quite obvious. The future role of extension services is not too clear in that the number of provisionally accredited teachers is decreasing each year, and the main sources of supply, the County Teachers Colleges, are likely to be phased out and replaced by community colleges, junior colleges, or vocational schools. At the same time, serious discussion has occurred concerning the possibilities of providing a different kind of extension course in the area of adult education. Local and area high schools have been sponsoring evening instruction in typing, art, woodworking and a variety of vocational and skill courses, but the fields of the humanities, the social sciences, and general science remain untouched. It appears logical and appropriate that the resources of the Wisconsin State University–Platteville should be applied to community service in these spheres. Whether or not such courses are offered for credit makes little difference, if the needs of the larger community are to be realized. Without being patronizing, one can say that the foundations of the American democracy need constant attention, and the idea of promoting a more enlightened electorate can hardly be inconsistent with the maintenance of a tax supported institution. Many staff members have indicated that they would welcome the opportunities for closer relations and intellectual dialogue with their fellow citizens. What better use of leisure time can there be than a congenial discussion of national and international problems?

The boundaries of the campus are indeed expanding, but in a

literal sense they are expanding even beyond the city limits. For a number of months, University administrators and members of the Board of Regents' staff have been engaged in negotiations with the County Board at Richland Center to plan the development of a Branch Campus of W.S.U.-P. in that city. Thus far all parties are satisfied that such an establishment is needed and that a useful, transferable program of studies can be evolved. Current plans call for acquiring the necessary property rights in Richland Center, gaining the necessary appropriations from the county and state governments, and in dovetailing construction operations, so that within two or three years a student body of about three hundred can be accommodated. Problems related to staffing and equipping the adjunct campus will be great, but they can be worked into the master plan. It is expected that the curriculum will be closely related to the general courses which Freshmen and Sophomores usually take on the Main Campus, and that the normal high standards of intellectual discipline will prevail. In all probability, the majority of students who complete the first two years of their undergraduate program at the Branch Campus will transfer to the Platteville campus to finish all their undergraduate requirements. In any event, the development of a branch campus will initially relieve some of the space utilization pressures on the main campus, although the concurrent problems of communication and school identification will be extended.

Underlying much of what has been related in respect to Platteville's future expansion along several channels of activity has been the presumption that financial resources are needed to implement many plans and programs. It is assumed that certain financial requirements can be met through tax funds, student activity fees, and federal loans. However, supplementary funds will be absolutely necessary in order to promote internal research and development. Toward this end, The Wisconsin State University (Platteville) Foundation was incorporated in the spring of 1965. Basically, the structure of the new institutional organization is identical to that of its several predecessors known generically as The Student Loan Fund, and in that respect the main function of the Foundation remains the same. However, the underpinnings of the Foundation have been broadened so that its scope of operations may be enlarged, especially in the use of funds which are otherwise unmarked for use. It is into the general Foundation

that receipts from the Centennial Fund are being channeled so that the celebration of Platteville's 100th Birthday may be marked with tangible evidence. Little, if any, of the Centennial Fund will be spent for the Centennial celebration *per se.* Most of the activities and events which are being planned will be self-sustaining or can be accommodated within other budgets. Gifts, donations, and indirect profits will be used to build up the Foundation's resources, which in future years can be used for a variety of projects that can generally be classified under research and development. A number of suggestions have been made in this context such as endowing special chairs, hiring outstanding lecturers, providing equipment and travel funds for University scholars, or adding useful but relatively expensive books to the library's resources.

In order to promote both the image and growth potential of the University, two organizations have been very active in recent years. The newer group which has been directly concerned with this task has been the Pioneer Patrons organization. (See Appendix) In 1958, Dr. Bjarne R. Ullsvik proposed the plan of creating such a group, and Mrs. Ullsvik suggested the name. Thirty people were selected from a larger group of names suggested by the faculty as representative spokesmen and leaders in their respective communities. At the outset, it was decided that Patrons should serve for three year terms and consequently, members of the first group drew lots for one, two and three year terms, so that in the following years one-third of the group would be replaced every year. The chief purpose of the Pioneer Patrons was and remains the dissemination of information concerning the school to their respective localities. By selecting respected and influential citizens, chiefly in the Southwestern area of the state, it was thought that the other citizens of the region could best be contacted and informed about the scope and facilities of the University. The Patrons are considered neither a money-raising nor a student recruitment group, although they have responded generously in terms of contributions to the University Foundation and also have urged some of the most capable young people in their communities to attend school in Platteville. Twice a year, in the fall and in the spring, the Patrons gather for a short business meeting to welcome new members and to elect officers. The main feature of their visits has been an intensive coverage of one of the

main curriculum features of the University. On these occasions, faculty members and student groups offer information concerning the functions and services of that division, department, or school and conduct the Patrons on tours of appropriate physical facilities. The highlight of the evening's program is a banquet where various staff members offer short, formal presentations concerning their areas of specialization. In the seven years of its existence, the Pioneer Patrons organization has become acquainted with every facet of the school's offerings, and armed with pertinent information, successive groups have been able to return to their home communities with a better understanding of the University's ethos.

In recent years, the Pioneer Patrons group has been expanded in a number of ways. First, when one member of a married couple was selected as a Patron, only he was designated as a Patron. Now, both husband and wife are considered members. The present group also includes men and women who are currently serving as area legislators or members of the Board of Regents, or who have previously been Regents for the school under one of its many names. Members of the faculty and administrative force also have become intimately involved in the Patrons group, in that each Patron or Patron couple is assigned a host faculty member who generally corresponds with his guest concerning meetings and other school events. It has been through such intimate personal contact that the Patrons have become an integral part of the school's organization. As the University grows, it is expected that the influence of the Patrons will grow in direct proportion. Without the valuable cooperation and constant interest of the Patron and Alumni groups, it is doubtful that the role of the University could have been explained as well as it has been done. Through the continuing efforts of these groups, future development will be more easily achieved.

The older of the two, the Alumni Association, was founded in 1869 by the first group of graduates from the original Normal School program. The charter members were: Lewis Funk, Melvin Grigsby, Andrew J. Hutton (who received Diploma No. 1), Richard H. Jones, Ella Marshall, James Rait, Edward H. Sprague, and Alvena E. Schroeder. It was this group who framed the basis of the present constitutional affiliation of the Alumni organization and who set out to develop the first formal ties between their

Alma Mater and themselves. From meagre beginnings, the total alumni roll has grown to over 14,000 people, who have received a diploma or a degree from the institution. A substantially larger number of people can be reckoned as former students, but not all were able to complete their degree programs here. At the present time, there are about 1,000 active, dues-paying members in the Association.

Through the years, the school has made every effort to keep in touch with its offspring by means of personal letters from presidents and teachers, by specially prepared brochures, by annual alumni editions of *The Exponent,* and by personal contacts. The primary purpose of alumni contact is to maintain the kinds of ties one finds between parents and children or among members of a family. This is an area of mutual interest and familiarity which has become a part of the school's rich tradition. The school by any of its names, has a personality and it expresses a kindly interest in the activities and successes of its graduates, for in a large measure the alumni continue to represent and reflect the merits of the school. A part of the "Friendly College" atmosphere which permeates the campus is due in part to amicable relations with the alumni. The present Alumni Association, like the school itself, has combined all the graduates of all the schools prior to the 1959 merger under the present University umbrella. Some means of identity with a particular curriculum have been developed in the organization of Engineering, Agriculture, Industrial Arts, and other Chapters within the general association.

For years, alumni have gathered formally and informally during the Commencement Season each year and thereby have the opportunity on a number of occasions to observe the many changes which take place or to note that many features of the school seem to remain untouched by time. The major spring events for graduates have been the annual meeting and the alumni banquet. On these occasions, ample time is allowed for renewing old acquaintances and for observing that none of one's contemporaries has really changed. Special anniversary dates are duly marked, and plans are laid for the forthcoming 20th, 25th, 35th, or 50th reunion of class members. Around Homecoming, usually early in the fall, two other special events have attracted many alumni who live in the area. There has been the longstanding post game coffee hour and recently a number of Homecoming

Alumni breakfasts have been held. On these occasions, too, the various Chapter groups in the Alumni Association, take the opportunity to hold annual or semi-annual business meetings and plan mutually attractive programs for the ensuing year. Undoubtedly, the largest single gathering of Platteville alumni occurs during the annual Wisconsin Education Association Convention period in Milwaukee. Literally hundreds of "old grads" have met for years in the East Room of the Schroeder Hotel, where they are greeted by members of the administration and faculty. It has been a source of great pride to all concerned that the Platteville reception has attracted the largest number of former students than those sponsored by any of the other state schools.

It is recognized that the Platteville alumni are generally an unmonied group, when compared with the alumni ranks of the Ivy League circuit. However, the Platteville graduates are an intensely loyal group and have on numerous occasions responded generously to requests for assistance from their Alma Mater. At the series of class reunions held in connection with the Golden Jubilee in 1915, a number of classes pledged funds for a variety of purposes including money for student loans and for the purchase of a picture of President John W. Livingston, who had recently died. In 1941, President Royce and other staff members conducted a vast personal letter writing campaign to all members of the alumni group for whom the school had addresses. A part of the message contained the information that during the spring of 1941, Platteville Teachers College would be celebrating its seventy-fifth anniversary, and in keeping with the significance of the occasion a general invitation for donations was extended so that the slim balance of the Student Loan Fund could be expanded. Alumni were told that countless students during the hard depression years were aided immensely with small, short-term loans which permitted them to stay in school and complete their programs. The alumni, despite urgent demands on their own resources, responded generously and several thousand dollars was contributed both to the Student Loan Fund and the Bell Tower Fund, which was another of the Diamond Jubilee projects. Many of the replies which President Royce received did not include money, but expressions of gratitude for the school's services were many fold and perhaps worth their weight in gold to the staff. In any event, a similar appeal is being made to the present alumni group,

suggesting that they may have a significant share in the University's immediate future by making contributions to the Wisconsin State University Foundation. With or without a monetary response, the Platteville alumni will grow in strength and loyalty well into the future. It is conceivable, also, that the many current ties and associations will be strengthened and made more meaningful with the establishment of a number of area alumni groups.

Thus, on the eve of the Centennial year, while plans are being made for commemorating 100 years of service in education, thoughts are projected into the future. Professionally competent men and women are always needed, but we ask, "Will our teachers, engineers, scientists, and scholars be well grounded in their respective fields of specialization, as well as in the ideals and values of their western heritage?" Unquestionably, it is the University's intention that such goals will be reached, and all efforts are being made to realize them. Solid foundations have been laid by preceding generations of administrators, faculties, and students. The current generation of participants intends to build higher and faster for a better view of the infinite horizon.

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

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Appendix

Platteville Academy Principals

Alvin M. Dixon	1839–1843
D. R. Carrier	1843–1845
George F. Magoun	1845–1846
Josiah L. Pickard	1846–1860
Algernon K. Johnston	1860
George Guernsey	1860–1866

Normal School Presidents

Charles H. Allen	1866–1870	
Edwin A. Charleton	1870–1879	
Duncan McGregor	1879–1894	
James Chalmers	1894–1897	
Duncan McGregor	1897–1904	
John Livingston	1904–1909	
William J. Sutherland	1909–1915	*
William H. Williams	1915–1916	(Acting President)
Asa M. Royce	1916–1942	
Milton Longhorn	1942	(Acting President)
Chester O. Newlun	1943–1958	
Bjarne R. Ullsvik	1958–	

Mining School Presidents (Directors)

Robert B. Brinsmade	1908	
Harold C. George	1908–1910	
Ralph E. Davis	1910–1920	
Homer B. Morrow	1920–1941	
Milton A. Melcher	1942–1959	(Acting President, 1941–1942)

* Died in office

Population Data

School Year	*Normal School*	*Mining School*	*Platteville*
1866–1867	99		2,100
1867–1868	143		
1868–1869	150		
1869–1870	184		
1870–1871	173		2,537
1871–1872	198		
1872–1873	182		
1873–1874	195		
1874–1875	213		
1875–1876	204		2,600
1876–1877	224		
1877–1878	224		
1878–1879	227		
1879–1880	219		
1880–1881	215		2,687
1881–1882	243		
1882–1883	261		
1883–1884	243		
1884–1885	256		
1885–1886	284		2,765
1886–1887	292		
1887–1888	303		
1888–1889	287		
1889–1890	296		
1890–1891	268		2,740
1891–1892	287		
1892–1893	265		
1893–1894	276		
1894–1895	402		
1895–1896	520		3,321
1896–1897	612		
1897–1898	493		
1898–1899	383		
1899–1900	327		
1900–1901	299		3,340
1901–1902	295		
1902–1903	285		
1903–1904	322		
1904–1905	317		
1905–1906	285		4,434
1906–1907	310		

Population Data (Continued)

School Year	*Normal School*	*Mining School*	*Platteville*
1907–1908	324	11	
1908–1909	300		
1909–1910	287		
1910–1911	276		4,452
1911–1912	319		
1912–1913	310		
1913–1914	285		
1914–1915	371	29	
1915–1916	321		
1916–1917	361		
1917–1918	325	7	
1918–1919	436	*	
1919–1920	487	*	
1920–1921	374	57	4,353
1921–1922	489	59	
1922–1923	644	*	
1923–1924	643	64	
1924–1925	599	74	
1925–1926	533	69	
1926–1927	464	*	
1927–1928	445	*	
1928–1929	479	*	
1929–1930	467	*	
1930–1931	558	*	4,047
1931–1932	520	*	
1932–1933	505	*	
1933–1934	515	*	
1934–1935	512	*	
1935–1936	508	*	
1936–1937	518	*	
1937–1938	579	*	
1938–1939	616	*	
1939–1940	710	*	
1940–1941	506	*	4,762
1941–1942	523	98	
1942–1943	365	88	
1943–1944	216	27	
1944–1945	318	22	
1945–1946	329	51	
1946–1947	584	242	
1947–1948	715	269	
1948–1949	676	240	

POPULATION DATA (Continued)

School Year	*Normal School*	*Mining School*	*Platteville*
1949–1950	744	183	
1950–1951	682	150	5,751
1951–1952	573	144	
1952–1953	535	139	
1953–1954	603	140	
1954–1955	783	165	
1955–1956	912	228	
1956–1957	1,039	280	
1957–1958	1,112	316	
1958–1959	1,284	331	
1959–1960	1,668	Merged	
1960–1961	1,719		6,957
1961–1962	2,018		
1962–1963	2,200		
1963–1964	2,653		
1964–1965	3,011		

* No data

PIONEER PATRONS

Term expires, July, 1960:

Mrs. Edna Bowen, Lancaster
Mr. Edward S. Gorman, Gays Mills
Mrs. Kenneth Holt, Dodgeville
Mrs. Edna Janke, Monroe
Mr. Arnold Norslein, Black Earth
Mr. Albert Oaklief, Lafarge
Mr. Harry Speich, Mineral Point
Mr. Carl Zielke, Madison

Term expires, July, 1961:

Mr. Lyle Atkinson, Darlington
Mr. R. E. Balliette, Platteville
Mrs. Barbara Chapman, South Wayne
Mr. William Doudna, Madison
Mrs. Melna Geach, Warren
Mrs. Harry Kilkelly, Cuba City
Mr. Francis Piquette, Platteville
Mr. Thomas Reilly, Lancaster
Mr. Donald B. Roethe, Fennimore

Term expires, July, 1962:

Mr. Robert Bodden, Platteville
Dr. Richard F. Bristol, Montfort
Mr. Harold Brockman, Platteville
Mr. William T. Enjue, Madison
Mrs. Karl Kleinpell, Cassville
Mr. John Lacke, Cuba City
Mr. James C. Porter, Boscobel
Mr. Louis SaLoutos, Richland Center
Mrs. Ester G. Schreiner, Prairie du Chien
Mr. J. Riley Stone, Reedsburg

Term expires, July, 1963:

Mr. & Mrs. George Bausman, Galena
Mr. & Mrs. Richard Brodbeck, Platteville
Mr. & Mrs. Fred Dahms, Lancaster
Mr. Henry Hansen, Platteville

Mr. & Mrs. Jack Howe, Prairie du Chien
Mr. & Mrs. Derwin J. Huenink, Monroe
Mr. & Mrs. Louis Le Cocq, Dubuque
Mr. & Mrs. E. J. Parr, Freeport
Mr. & Mrs. Henry Soldwedel, Chicago
Mr. & Mrs. Robert Tracy, Janesville

Term expires, July, 1964:

Mr. & Mrs. S. C. Anderson, Dodgeville
Mr. & Mrs. Roger Biddick, Livingston
Mr. & Mrs. Clarence Brockert, Dubuque
Mr. & Mrs. Fred Holt, Janesville
Mr. & Mrs. Nick Kramer, Fennimore
Mr. & Mrs. H. E. McClelland, Madison
Mr. & Mrs. David Morgan, Mineral Point
Mr. & Mrs. Harold Nelson, Lancaster
Mr. & Mrs. Joe Van Matre, Cassville
Mr. & Mrs. Robert Haffner, Dubuque

Term expires, July, 1965:

Mr. & Mrs. Lawrence Kindschi, Platteville
Mr. & Mrs. Robert Woodward, Dubuque
Mr. & Mrs. E. C. Hamilton, Monroe
Mr. & Mrs. James Krogman, Bloomington
Mr. & Mrs. Carl Meadows, Richland Center
Mr. & Mrs. Richard W. Orton, Lancaster
Mr. & Mrs. Delbert Kenney, West Bend
Mr. & Mrs. C. S. King, Cuba City
Mr. Miles McMillin, Madison
Mr. & Mrs. William Oosterhuis, Platteville

Term expires, July, 1966:

Mr. & Mrs. Bernard Holland, Dodgeville
Mr. & Mrs. LeRoy Eastman, Lancaster
Mr. & Mrs. Richard Metcalf, Glen Haven
Mr. & Mrs. Neilus Larson, Westby
Mr. & Mrs. Deverne Mathison, Lancaster
Mr. David Sherman, Prairie du Chien
Mr. & Mrs. John C. Hanifan, Shullsburg
Mr. & Mrs. Donald Dimick, Platteville

Term expires, July, 1967:

Mr. & Mrs. Rex Karney, Rockford
Mr. & Mrs. Bernard J. Schwingle, Muscoda
Mr. & Mrs. E. E. Haggstrom, Dubuque
Mr. & Mrs. Norman Kraemer, Plain
Mr. & Mrs. Clarence Knebel, Belmont
Mr. & Mrs. Ervin W. Johnson, Darlington
Mr. & Mrs. David I. Bednarek, Madison
Mr. & Mrs. W. Roy Kopp, Platteville
Mr. & Mrs. Ted Griswold, Livingston
Mr. James Olson, Richland Center

Pioneer Patrons

Regents and Legislators

Mr. & Mrs. Walter Calvert, Benton
Mr. & Mrs. Harold Geyer, Platteville
Mr. & Mrs. Elton S. Karrmann, Platteville
Mr. & Mrs. Richard McKnight, South Wayne
Mr. & Mrs. Milton Melhouse, Lancaster
Mr. & Mrs. Robert Travis, Platteville
Mr. & Mrs. Foster Porter, Bloomington
Mr. & Mrs. Charles Dahl, Viroqua
Mr. & Mrs. Gordon Roseleip, Darlington
Mr. & Mrs. W. Roy Kopp, Platteville
Mr. & Mrs. James N. Azim, Muscoda
Mr. & Mrs. Louis SaLoutos, Richland Center

Index