



LIBRARIES

UNIVERSITY OF WISCONSIN-MADISON

Oshkosh State Teachers College: the first seventy-five years. 1946

Oshkosh, Wisconsin: [s.n.], 1946

<https://digital.library.wisc.edu/1711.dl/NPGMXDHHGNGU68G>

This material may be protected by copyright law (e.g., Title 17, US Code).

For information on re-use, see

<http://digital.library.wisc.edu/1711.dl/Copyright>

The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

When possible, we provide rights information in catalog records, finding aids, and other metadata that accompanies collections or items. However, it is always the user's obligation to evaluate copyright and rights issues in light of their own use.

Oshkosh
State Teachers College

1871 - 1946

75TH
ANNIVERSARY
BULLETIN

Vol. 42

No. 175

OSHKOSH STATE TEACHERS COLLEGE

The First Seventy-Five Years

- Chapter I The Founding
- Chapter II The Administrations
- Chapter III Education Through the Years
- Chapter IV The Faculty
- Chapter V The Campus and Buildings
- Chapter VI Student Activities
- Chapter VII Social Organizations
- Chapter VIII In Time of War
- Chapter IX List of Personnel

Oshkosh, Wisconsin, 1946



ALMA MATER, 1871

This building symbolizes the origin of Oshkosh State Teachers College. In its austere simplicity, it represents pioneer efforts and spirit in the provision of public school education in Wisconsin. For several decades, the growth of the Old Normal was provided for by additions to this original building.

FOREWORD

What is presented here is a series of historical sketches relating to Oshkosh State Teachers College. Limitations of both time and space prevent its assuming the proportions of a history. And yet it is hoped that the reading of the sketches in sequence will offer a general picture of the development of the college.

One of the motives of the writing of these sketches has been to salvage valuable information from the historical summary of 1921, which carried the title **The First Half Century of Oshkosh Normal School**. Copies of this work have become rare and have been seldom available for general reading among students, faculty members, and alumni. A further motive has been to garner facts and impressions relating to the past twenty-five years lest some of the most interesting of the facts and impressions slip away into oblivion. The general plan of the writing has been to give about equal emphasis to a summary of the first fifty years and to an account of the past twenty-five years.

Attention is called here to the 1946 **Quiver**, which offers a valuable pictorial record of the college for this anniversary occasion and which provides brief summaries relating to some areas of college life not within the scope of this short chronicle.

If this work tends to make the history of our college more vivid on this 75th Anniversary, the committee that prepared the record will feel amply repaid for its efforts.

Committee:

Nevin S. James, Chairman

E. A. Clemans

Orpha Wollangk

Bertha C. Merker

Ralph A. Norem

Warren W. Wood

CHAPTER I

THE FOUNDING

The teachers colleges of Wisconsin may be referred to authentically as having humble origins. Just before the Civil War the legislature of Wisconsin created a Board of Regents of Normal Schools and put under its control moneys received from the sale of swamp and overflowed lands. From such marginal lands of small immediate value was to come the wherewithal for the early promotion of teacher training in Wisconsin.

By 1866 the Board of Regents concluded that it had resources sufficient to begin to fulfill its function. It invited cities to offer sites, buildings, and funds for buildings to the Board as bids for the establishment of normal schools in their communities. Platteville, one of the towns of oldest settlement in the state, secured the first normal school, which opened in the fall of 1866. Two years later the normal school at Whitewater was instituted. As early as the spring of 1866, the city of Oshkosh commenced negotiations aimed at securing a normal school. A committee was authorized by the city council to petition the Board of Regents to consider the claims of Oshkosh to the establishment of a teacher training school. The local committee, on which served the city superintendent of schools, K. M. Hutchinson, Henry Lines, and S. M. Hay, was authorized to offer a site of from four to eight acres and \$25,000 towards the cost of erecting a building. Suspecting that rival cities were making higher bids, the committee raised its offer to \$30,000. On May 10, 1866, the Board of Regents, meeting in Milwaukee, accepted the offer of the Oshkosh committee.

But the new normal school was not immediately achieved. Controversies over the site of the school ensued for two and a half years. The legislature finally forced the issue by compelling Oshkosh to hold a referendum for or against the normal school. The vote was 1,043 for to 498 against. Soon thereafter the city levied and collected a special tax to meet the obligation of its offer to the Board of Regents.

The land for the normal school campus was purchased on December 8, 1868, and the building was erected during the summer of 1870 at a cost of \$70,000. Judged by the standards of the day, the building was of unusual magnitude: it was of three stories and contained eighteen rooms suitable for classrooms and offices.

Then followed a typical frontier boom situation. As the cost of the building had exceeded expectations, the regents found themselves with a fine new building on their hands and no funds with which to staff or maintain it. So the imposing structure stood bleakly vacant for a year on unimproved land with no sidewalks and shrubbery.

On June 6, 1871, the Board of Regents employed Mr. George Sumner Albee, the superintendent of schools of Racine, as the first president of Oshkosh Normal School and authorized

the beginning of teacher training in the fall of that year. With a staff of four members, the newly installed president enterprisingly opened a summer institute preceding the first regular session of the school. Miss Emily Webster, whose direct connection with Oshkosh State Teachers College was the longest on record—fifty-five years as student and teacher—later told of her experiences as a student in this first institute. Preparing for examinations to qualify students for entrance to the normal school was the chief function of the summer work.

On Tuesday, September 12, 1871, the school held its first regular session. The staff, in addition to President Albee, consisted of six teachers; during the year two more teachers were secured, one of them being Miss Rose C. Swart. The enrollment increased in the course of the first year from forty-three students at the original registration to 173. However, of this number seventy-two were in the preparatory department in consequence of not having met the requirements of the entrance examination. Then, too, the model school, which today would be termed the training school, had sixty-two pupils. All in all, a very promising first year for this frontier teacher training institution.

By the year 1891-'92, Oshkosh Normal School had twenty-four staff members and 585 students, including 139 in the preparatory department. A high tide of enrollment came in 1897-'98 with 727 students, a record that remained unbroken until the time of the high enrollments of the late 1930's.

The rapid growth of Oshkosh Normal School, a growth which gave it early primacy among the teacher training institutions of the state, was attributed to several influences. First of all, Oshkosh was at the time one of the fabulous boom cities of the fast-growing Middle West. The flourishing lumber industry of the city, though still below its peak of the early '80's, included twenty-eight lumber manufacturing concerns. Moreover, the city had at this time two steam-driven flour mills and three grain elevators. In the twenty years prior to the opening of Oshkosh Normal School, the capitalization of the city's business enterprises had increased almost twenty-five times. The first fact accounting for the strong early development of the normal school was its establishment in a rapidly expanding community of 14,871 population. Then, too, Oshkosh Normal was for more than twenty years the only school of its kind between Oshkosh and Lake Superior, for Stevens Point and Superior Normal Schools were not established until the mid-1890's and the Upper Michigan region had no teacher training institution until Northern State Normal of Marquette was later opened. The strong early growth of Oshkosh Normal School was attributed in part by President Albee to the conducting of teachers institutes in many counties by representatives of Oshkosh Normal. The frequent and regularly scheduled institutes gave the normal school close contacts with the work of a large number of schools.

At the end of the first quarter century of its existence, Oshkosh Normal School was the leading teacher-training institution of the state with many of its graduates in the field of teaching and with several projects in educational pioneering to its credit.

CHAPTER II

THE ADMINISTRATIONS

It is important to an understanding of the history of a college to assess the personalities and the aims of its leaders in policy making. Oshkosh State Teachers College has had five presidents, different in educational backgrounds and in interests, but all of them marked personalities and men devoted to the college and to the advancement of education in Wisconsin. Unlike some institutions, our college has never had the misfortune of having vague and toneless leadership. Furthermore, the college has never experienced the disadvantage of having short-term administrators of uncertain tenure. The presidents have looked upon leading the college as a life work worthy of their capabilities. All the presidents have, therefore, served long enough to leave a definite influence.

GEORGE SUMNER ALBEE

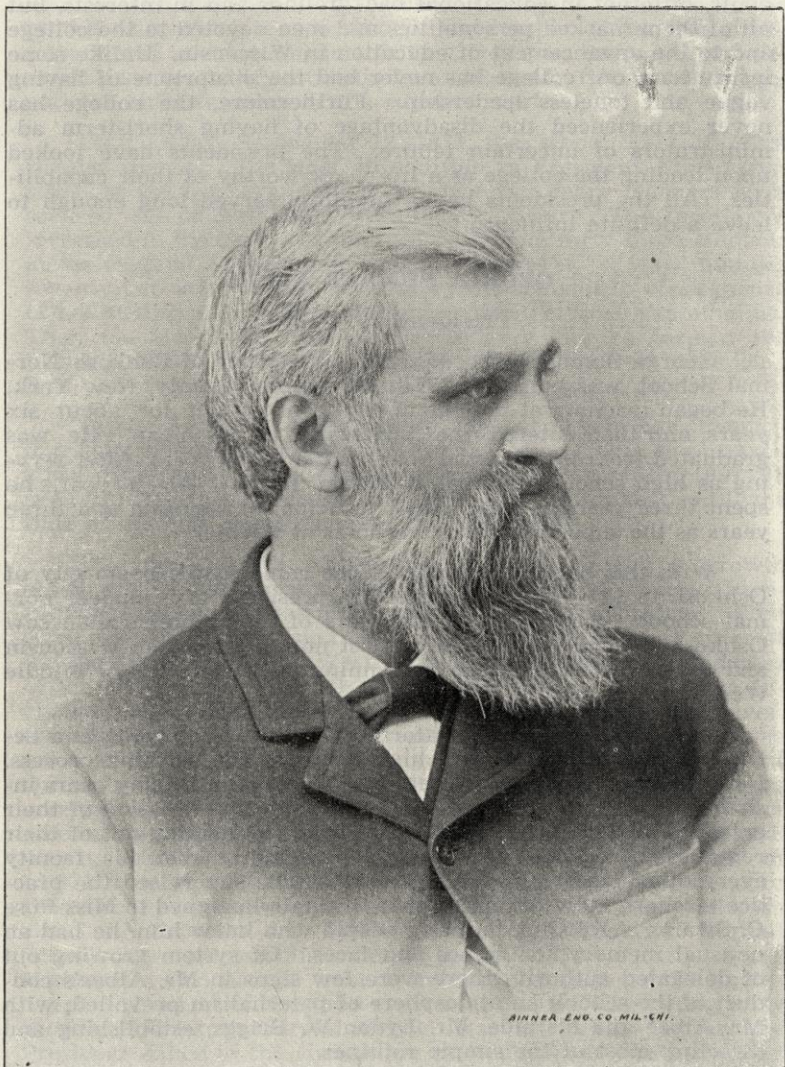
President, 1871-1898

George Sumner Albee, the first president of Oshkosh Normal School, was born in 1837 in Allegheny County, New York. He began teaching at the age of eighteen, taught for about six years, and then entered the University of Michigan. He was graduated from the classical course after three years. After serving as high school principal at Peoria, Illinois, for a year, he spent three years as high school principal at Kenosha and three years as the superintendent of schools at Racine.

With this background, Mr. Albee came to the boom city of Oshkosh in 1871 to become the first president of a pioneer normal school. The twenty-seven years of his administration saw Oshkosh Normal become the largest normal school in Wisconsin and one of the leading teacher training institutions of the Middle West.

Mr. Albee was an educator who believed in strong and active personal influence as a high factor in the learning process. He gave direct, personal attention to students, for many years insisting upon conferring with all of them on the occasion of their entrance into the school and supervising the making out of their registration records. For years he regularly met his faculty every other week; and for twelve years he supervised the practice teachers, an undertaking that he finally assigned to Miss Rose C. Swart. According to many people who knew him, he had an unusual memory for names and faces. Of system growing out of delegated authority there were few signs in Mr. Albee's conduct of the school; an atmosphere of paternalism prevailed, with Mr. Albee and his aide, Mr. Lydon W. Briggs, establishing and directing most of the simple routines.

Undeterred by statewide standards in education—of which there were few in those days—, Mr. Albee introduced his own theories into educational practice quite freely. For example, he believed that students in a normal school should have work in the theory of teaching from the very outset of their program of



GEORGE SUMNER ALBEE

study. Such a view on the part of a man who had come through the classical course at the University of Michigan was in an indicator of mental flexibility and originality. He was a practical man who believed in analyzing human situations and in meeting them; there was little academic starch in him—a decided advantage in a man influencing the work of frontier teachers.

That Mr. Albee was a man of open mind and catholic tastes was made evident in many ways. Many educators of his time, having themselves come through a classical course, would not have recognized promptly, if at all, the importance of laboratory science in education or of physical education. Mr. Albee was elated when, after earlier refusal by the Board of Regents, authorization was gained for provision of rudimentary laboratory equipment. Equally elated was he when, after securing a teacher of gymnastics for five years on a basis of voluntary contributions, he succeeded in getting an appropriation from the Board of Regents for \$250 for regular employment of an instructor in gymnastic work. One might have gone far, too, to find a man who, graduate of a classical course that he was, would have persisted in efforts to establish the first kindergarten directly connected with any normal school in the United States. In Mr. Albee was a combination of culture, resourcefulness, adaptability, and energy such as a newly created school serving in a melting-pot social environment found of high value.

In 1892-'93, Mr. Albee received an offer of the presidency of the University of Oregon. Efforts were promptly made in Wisconsin to retain him at Oshkosh Normal, assurances being given that, were he to remain, needs of equipment and personnel at the normal school would be more fully met. Mr. Albee remained and saw the school through a transition period of considerable significance. A new addition to the college building was erected to provide a new auditorium, and the amount for faculty salaries was increased from \$25,000 to \$35,000. As a result of this enlarged salary budget, Mr. Albee secured several new faculty members with more fully specialized training than the earlier staff members had had. Some of the staff members secured during this transition period—such as Miss Ellen F. P. Peake, Mr. W. C. Hewitt, Mr. F. E. Mitchell, and Dr. F. R. Clow — remained in the service of the college for three or four decades.

Towards the end of Mr. Albee's long span of service, the school had grown to a point that made simple personal leadership somewhat inadequate. Need for procedural efficiency and greater delegation of responsibilities was arising at a time when Mr. Albee's physical powers were waning. And, as has been made clear, direct, personal-contact leadership was Mr. Albee's forte as an educator.

Mr. George S. Albee died on September 4, 1898. As a memorial to him, former associates commissioned Miss Helen Farnsworth Mears, a former student of the school, to sculpture a bust of Mr. Albee. On the occasion of the presentation of the bust as a memorial, President Salisbury of Whitewater Normal School said that "for twenty years preceding his death George S. Albee was easily the foremost man among those who developed and solidified our present system of Normal instruction".

RUFUS HENRY HALSEY

President 1898-1907

Like his predecessor, Mr. Rufus Henry Halsey was a native of New York. Born at Blooming Grove, in 1856, he had his early schooling in Brooklyn in the public schools and at Adelphi Academy. He was graduated from Williams College in 1877; then he taught for a year at Newtonville and for five years at Adelphi Academy. In 1883 he came to Oshkosh as principal of the high school and in 1891 became superintendent of schools. He had been in Binghamton, N. Y., for three years as the superintendent of schools when he was called to Oshkosh Normal School to serve as president.

Mr. Halsey was a great believer in education by precept and example. As one observer has said, "He thought of education as a process which goes on unconsciously whenever one person meets another." Only moderately acquainted with the history and theory of education, he relied chiefly on direct personal influence and the pervasive force of culture.

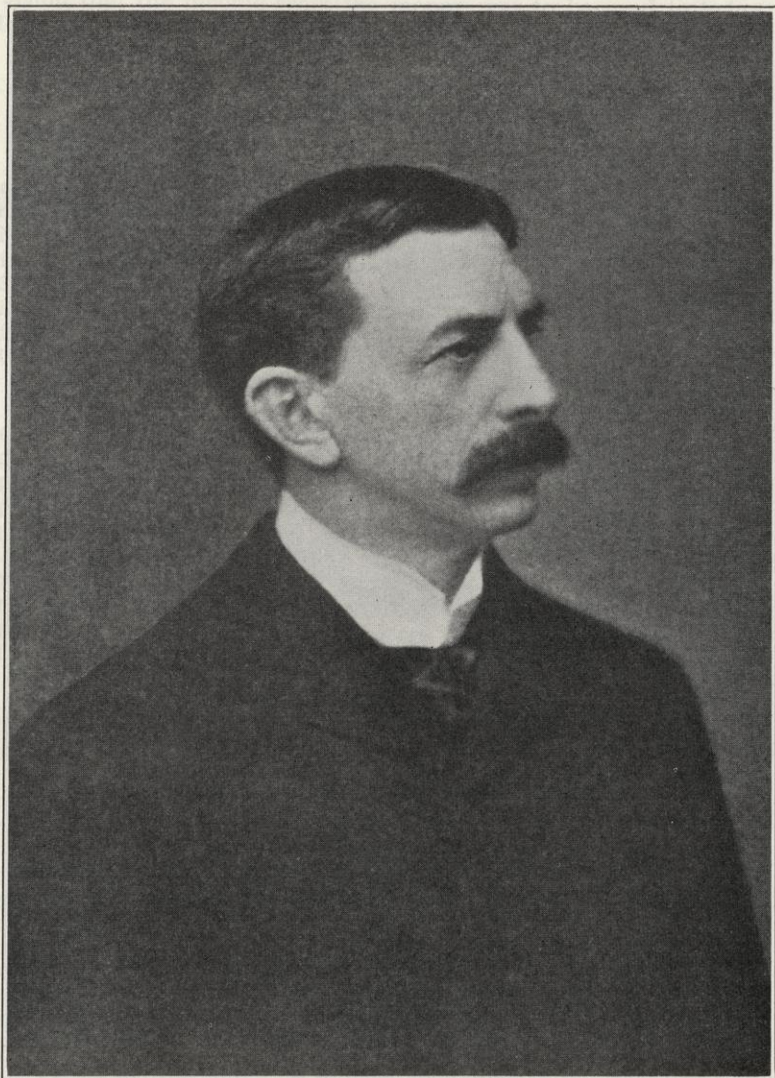
Never impressed by the mere bigness of undertakings, he held that fewer students with closer personal relations with the teaching staff meant improvement. He was pleased, rather than alarmed, when the enrollment in the early 1900's dropped below the high tide of the late 1890's. When the regents in 1902 limited the enrollments of the normal schools "in accordance with facilities," and set the Oshkosh quota at five hundred, they took an action fully approved by Mr. Halsey.

Less paternalistic than Mr. Albee, Mr. Halsey created faculty committees to which he turned over many administrative duties. He assigned to these committees such problems as the courses of study, student records, graduation, school and platform entertainments, and student contests.

The social life of the students and the faculty was at its zenith during the period of Mr. Halsey's administration. The steamboat days were at their prime on the Fox River and the lakes. Boatrides, including the annual outing to Clifton across the lake, were features of entertainment. Dances on the campus, before this time under a ban, came into the picture. In part, this growth of a congenial social life was due to Mr. Halsey's gift for promoting friendly relations; in some measure, to the changing circumstances of the time. The unity and morale of Oshkosh Normal had grown with the lessening of differences in the age-range and the classification of students and with the lengthening of periods of attendance.

In his last report to the Board of Regents, 1907, Mr. Halsey discussed the inadequacy of academic training in the normal school and urged more freedom in the election of courses for students of demonstrated maturity. Like Matthew Arnold, whom he much admired and frequently quoted in his morning exercise talks, he had great confidence in the long-run efficacy of liberal education freely sought.

In July, 1907, Mr. Halsey met an untimely death through accidental shooting while he was on a vacation at Lake Okauchie in Thayer, Michigan. To his memory a fund known as the Halsey Memorial Fund was established by his friends with the purpose of defraying the expenses of the college.



RUFUS H. HALSEY

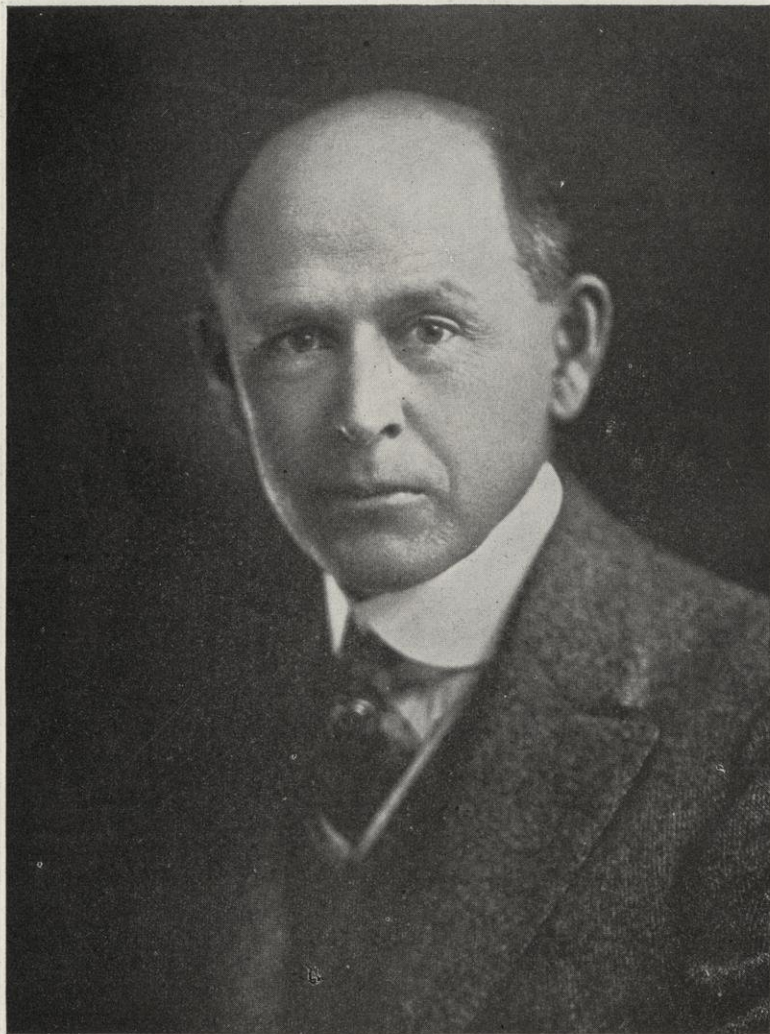
During the expansion of the college and the increase of the teaching staff to forty-five in the interest of more effective instruction.

In February, 1917, Mr. Keith left Oshkosh Normal School to become the president of the State Normal School at Indiana, Pennsylvania.

WILLIAM HENRY DAVIS

London 1872-1897

Like his predecessor Mr. John Henry Davis was a native
of New York. He was born at New York City in 1812 and died in 1897.



JOHN A. H. KEITH

In July, 1907, Mr. Halsey met an untimely death through accidental shooting while he was on a vacation at Lake Gogebic in Upper Michigan. To his memory, a fund known as the Halsey Memorial Fund was contributed by his friends, with the provision that the income from the money was to be used to bring lectures to the city of Oshkosh.

JOHN A. H. KEITH

President, 1907-1917

Mr. John Alexander Hull Keith, the third president of the college, was born in Illinois in 1869. He was a graduate of Illinois Normal University in the class of 1894. After securing an M. A. degree from Harvard in 1900, he was for six years a professor of pedagogy and an assistant in psychology at Northern State Teachers College, of DeKalb, Illinois. He had served as head of the training department at Illinois Normal University for a year when the Board of Regents selected him as president of Oshkosh Normal School in 1907.

Mr. Keith's regime was one marked by expansion of the campus area and the physical plant. He supervised the building of the present gymnasium, the appropriations for which had been provided while Mr. Halsey was president. During Mr. Keith's period of administration the Libbey and Hooper residential properties—now the very heart of the campus—were procured. The industrial arts work was developed and the Industrial Department was established in 1912 and housed in a new building, now known as the Science Building. Ironically enough, this period of marked expansion was the one of the greatest reduction of plant, too; for the fire of 1916 destroyed the main building with its ramification of additions.

Preeminently a practical and decisive administrator, much absorbed in details of physical plant and tangible results, he was, nonetheless, effective in human relations and an able judge of men. He was quick to analyze situations and people and was resourceful and energetic. Though not as far ahead of his time in educational theory as Mr. Albee, he was forward looking. One of his interests was objective testing in courses; and on one occasion he sent Dr. Farley, Dr. Small, and Dr. Glotfelter to a conference on this subject and had them report their conclusions to the faculty. One of the characteristic indicators of the man was his decisive action at the time of the fire. Before night of the day of the fire, he had arrangements completed for places where classes could be met and had an announcement in the evening paper, to set forth the schedule of classes and of meeting places. Mr. Keith will probably be longest remembered for two achievements: the expansion and renovation of the physical property of the college and the increase of the teaching staff to forty-five in the interest of more effective instruction.

In February, 1917, Mr. Keith left Oshkosh Normal School to become the president of the State Normal School at Indiana, Pennsylvania.

HARRY ALVIN BROWN

President, 1917-1930

A native of Maine and a graduate of Bates College of that state, Mr. Harry A. Brown became the fourth president of Oshkosh State Teachers College in 1917. Mr. Brown's educational background, in addition to his work at Bates College, included graduation from the University of Colorado in 1907 and a summer session at Harvard. After experience in rural schools and in town and district superintendencies, Mr. Brown had served for four years as assistant state superintendent of education in New Hampshire. In connection with these duties he had served as inspector of the two New Hampshire normal schools and had taught education and psychology courses in the summer sessions of these institutions.

Mr. Brown's work as an administrator was heavily charged with enthusiasm—one might say ebullient enthusiasm—for Education as it was promoted at the time in the departments and schools of education of the universities. Soon after his arrival, Mr. Brown injected further differentiation into the curricula offered by the school. He stressed different levels of content in courses for teachers of various classifications; and urged the so-called "professionalization of subject matter" in vogue at the time. He tended, in his enthusiasm, to persuade faculty members to take their graduate work in Education regardless of the fields of their instruction.

Mr. Brown was a man of great energy and of considerable resourcefulness. Confronted upon his arrival by a school almost destroyed by a fire that had crippled facilities and caused a slump in enrollment, he strove—and, in the main, successfully—to rear a new school on the ashes of the old. A great believer in publicity and promotion, he continually put on drives of widely varying types. He instituted campaigns for the degree-granting privilege, for further training of the staff, for membership in the North Central Association, for an auditorium unit, for outstanding work in intercollegiate student activities, for a new training school. For almost a decade, Mr. Brown returned to the attack on the problem of getting adequate housing for the training school. And the Rose C. Swart Training School was a result, in no small measure, of his dogged persistence in his case for quarters for training purposes. Though the rapid transition to full collegiate standing was not without some unfortunate circumstances, there can be no doubt that the college made marked gains in general status in the decade of the 1920's. Faculty members of the period still recall the gusto with which Mr. Brown always referred to the fact that Oshkosh State Teachers College was one of the first ten teachers colleges in the country to qualify for membership in the North Central Association under the general rules for colleges and universities.

Perhaps the greatest achievement of Mr. Brown was his active contribution to the securing of the degree-granting privilege and the conversion of the Wisconsin normal schools into teachers colleges.

In May, 1930, Mr. Brown was elected president of Illinois Normal University and soon thereafter took up the duties of his new position.



HARRY A. BROWN

FORREST RAYMOND POLK

President, 1931 - —

With the exception of Mr. Albee, the first president, Mr. Forrest R. Polk has served the longest span as administrator of Oshkosh State Teachers College. Born at Tobinsport, Indiana, he had his early education in Indiana and received a B.S. degree from Valpariso College in 1909 and later a B.S. degree in civil engineering from Purdue University. After a few years of teaching and administration in the public schools of Indiana, he came to Oshkosh Normal School in 1915 to join the staff of the Industrial Department as an instructor. Following service in World War I as a first lieutenant in the 315th Field Artillery, he returned to Oshkosh, after an interval of civil engineering, to resume instruction in mathematics. In the late 1920's, he embarked on study for a doctorate in geography at the University of Wisconsin, but before he had completed his work was called back to Oshkosh State Teachers College in 1931 to take over the duties of president.

No other president has ever served through as long a period of crisis conditions. Mr. Polk came to the presidency when the Great Depression was deepening, when budgets were being reduced and enrollments were rising—a difficult combination of circumstances for an administrator to confront. Then followed more than five years of extreme maladjustment in the life of the college rendered inevitable by the problems of World War II. Through all these vicissitudes, Mr. Polk has brought the college with admirable staying power and resolution.

Perhaps as an outcome of his early training in engineering, Mr. Polk has shown an active concern for the preservation and improvement of the campus buildings and equipment, a concern of particular value in a period of financial stringency such as the 1930's and the war years. He promoted the purchase and improvement of the college athletic field; and, more recently, the acquisition of the Pollock and Radford residential properties, which are to be converted into dormitories for women students.

In educational policy, President Polk has approved the trend in curriculum-making towards more required subjects and stronger majors and minors, and away from the wide freedoms and the looseness of the elective system so noticeable in the 1920's and earlier. Greater integration of the knowledge of various areas of learning has, likewise, been one of his active concerns in the field of educational theory.

Special educational projects which he has undertaken have included co-operation with a few other teachers colleges of the state in establishing and maintaining a summer study camp in northern Wisconsin and provision for establishing at the college during the war the 96th College Training Detachment of the Army Air Force. So as to expedite the graduation of sorely needed teachers in a time of shortage, he arranged for a speeded up teacher-training program during the war years. In all ways feasible he directed the energies of the college towards winning the war and meeting wartime emergencies.

EDWARD JOSEPH DEMMEY

President of the Board of Regents, 1921 -
 Resident Regent, 1914 -

No president of Oklahoma State Teachers College of any
 of the other teachers colleges in the state has served a period



FORREST R. POLK

1876 S. M. Hay
 1891 John W. Hume
 1895 A. E. Thompson
 1904 John Harrington
 1914 Edward J. Demmey

EDWARD JOSEPH DEMPSEY

Resident Regent, 1914 - ———

President of the Board of Regents, 1924 - ———

No president of Oshkosh State Teachers College or of any of the other teachers colleges of the state has had as long a period of association with the administration of the state teachers colleges of Wisconsin as has had Mr. Edward J. Dempsey. He has been a member of the Board of Regents since 1914 and has been continuously president of the Board since 1924.

A graduate of Oshkosh Normal School of the class of 1901, Mr. Dempsey for a number of years combined work in education with legal studies. He was principal of the old Frenz School in the city of Oshkosh for a few years after his graduation from Oshkosh Normal. Following studies in law at the University of Wisconsin and at the University of Chicago, he was admitted to the Wisconsin Bar in 1907. As a member of the law firm of Bouck, Hilton, and Dempsey, he has achieved a standing of great prominence in legal circles in the state and the nation. He has served as president of the Wisconsin Bar Association and for many years has been president of the Wisconsin Board of Bar Examiners.

Despite the many duties attaching to an extensive legal practice, Mr. Dempsey has retained and developed through the years a markedly active interest in education. From 1917 he was on the State Board of Education until the law providing for this agency was repealed in 1923. Moreover, he has for several years been a trustee of Lawrence College. But his longest period of service to education has been the thirty-two years to date of his administrative policy-making for the state teachers colleges of Wisconsin.

At the commencement in May, 1945, the University of Wisconsin awarded Mr. Dempsey an LL.D. degree in recognition of his outstanding services to the law and to education. As an alumnus of Oshkosh State Teachers College, he has through his noteworthy service brought honor to his college.

Resident Regents of Oshkosh State Teachers College

Since the Time of Its Establishment

	Date of Appointment
Henry Lines.....	1867
Samuel P. Gary.....	1870
Charles A. Weisbrod.....	1873
S. M. Hay.....	1876
John W. Hume.....	1891
A. E. Thompson.....	1895
John Harrington.....	1904
Edward J. Dempsey.....	1914



EDWARD J. DEMPSEY

CHAPTER III

EDUCATION THROUGH THE YEARS

Conditions, Problems, Practices

In surveying the educational conditions and practices of Oshkosh State Teachers College, it is interesting to note, at the outset, the outstanding achievements in which the college demonstrated originality and leadership. Briefly listed, Oshkosh State Teachers College "first's" in educational practice in the state and in the nation include the following: the first course in music as a regular branch of study in the normal schools of Wisconsin; the first kindergarten directly connected with any state normal school in the country; the first class in a Wisconsin normal school to complete a four-year course; one of the first ten teachers colleges in the nation to qualify for membership in the North Central Association under the standards prescribed for colleges and universities; the first teachers college in the state to secure a chapter of Kappa Delta Pi, national education fraternity; the first of the Wisconsin teachers colleges to gain a charter from one of the three national speech fraternities. Though there may be other undiscovered "first's", the foregoing list is sufficient to underscore the active, pioneering educational work in the record of the college.

At the time that Oshkosh State Teachers College was founded— then, of course, as Oshkosh Normal—one of the features of the curriculum of the institution was the requiring of professional work at the very beginning of the course of study, instead of later as was customary at the time. Evidently President Albee was not designated "Professor of Mental and Social Science and Theory and Practice of Teaching" to no purpose. The first catalogue lists as one of the studies for the fall term of the first year "Management of Schools and the Art of Teaching". As during the early years many students dropped out of school for periods of teaching in order to gain funds for continuing their education, Mr. Albee set up a curriculum intended to inculcate a proper outlook upon teaching in all students during the earliest phases of their training. After frontier conditions and demands receded, the instruction in methods was placed later in the curriculum sequence.

Oshkosh Normal School was an early leader in the conducting of institutes for teachers in the field, a practice most valuable in keeping the school in close contact with the educational conditions in the wide area that it served. President Albee submitted to the Board of Regents in 1872 a plan for designating in each of the three normal schools an institute conductor and for authorizing each normal school to hold institutes in specified districts of the state. Mr. Robert Graham of the Oshkosh Normal faculty was made institute conductor for the First, or Oshkosh Normal, District. At Platteville, Mr. Duncan McGregor was appointed institute conductor; and a year later Mr. Salisbury was granted a similar position in the Whitewater district. Following Mr. Graham's period of service, which terminated when he became state superintendent of public instruction in 1882, three men served successively as institute con-

ductors for Oshkosh Normal School: Wesley C. Sawyer, Lorenzo D. Harvey, who became the president of Milwaukee Normal School in 1892, and Walter C. Hewitt, who served as a conductor for more than twenty-five years or until the institute system was abandoned.

Another means of securing contacts with the schools of the extensive Oshkosh Institute District was hit upon by President Albee in 1880. He invited county superintendents of the district to meet in conventions held at Oshkosh Normal. When Mr. Graham became the state superintendent, he encouraged similar conventions, and at length the legislature made it a requirement that county superintendents attend such conventions and that their counties meet the expenses.

After the passing of the system of institutes under normal school direction, more of the duties of contact with public schools devolved upon the director of the training school. In 1920, seventy-five Waupaca County teachers, with their superintendent and supervisors, spent two days in observation of our training school, and during the same year teachers came from Green Bay, Appleton, Neenah, Menasha, Fond du Lac, and Oshkosh to visit the training school and to observe demonstration work. In recent years numbers of educational conferences have been held at the training school and under its auspices.

Another highly important means of keeping the college in touch with conditions and practices in the public schools has been the summer sessions. In 1893, on the suggestion of Mr. Hewitt, the first summer session was held. For several years the summer schools were merely private co-operative enterprises, the teachers who served being paid only what the limited fees provided, generally about fifty dollars for the five weeks of work. Though in 1905 the Board of Regents was urged to aid the summer sessions, the summer terms remained on an informal and ill-supported basis for fourteen years after their establishment. Then, in 1907, the regents authorized summer sessions at Whitewater, Superior, and Oshkosh and awarded \$500 for the support of each of them.

To a greater extent than some of the other teachers colleges Oshkosh State Teachers College has stressed the work of its summer sessions, and the college has had unusually well attended summer schools. The following statistics, taken at random, indicate the trend of growth in the summer term enrollments:

Number of Students

1893	76	1921	800
1899	97	1936	564
1907	392	1939	878
1917	344	1943	472

The average attendance of the summer sessions of the decade ending in 1945 was slightly more than 600 students—and this despite the inevitable falling off of enrollment during the war years. The record clearly indicates that Oshkosh has had an outstanding record in the development of summer-session instruction.

To return to consideration of the early decades of the history of the college, one is impressed by the many evidences of strong, direct, personal leadership in the life of the Old Normal. Generally in education in America of this period, one finds the tendency towards close personal relationships among administrators, faculty members, and students—the Mark Hopkins-on-a-log tradition, one might say. Oshkosh Normal certainly epitomized the trend. For years President Albee held faculty meetings on a regular bi-weekly schedule and on the alternate weeks held conferences with the student-teachers who were in practice in the model school. At a later period it was the custom to divide the student body into groups of from fifteen to twenty students and to appoint a faculty member as personal advisor of each group. In later years, Miss Ellen F. P. Peake often referred to the meetings of her group in her home and of her custom of entertaining at dinner each year the students under her sponsorship. She left the impression that such social practices were not at all exceptional. Two other provisions of the school life brought the faculty and the students into close association outside the classroom: one was the practice of having faculty members direct the student work in the so-called “Rhetoricals”—a project of readings and speeches involving all of the students and most of the staff; and the other was the custom of having nearly all of the members of the Normal Department conduct at least one of the morning exercises during each year. Through all these means and several others, the staff and the students maintained strong, personal relations.

During the high enrollments of the 1890's, personal relations began to give way more and more to organization. Reference appears to faculty committees frequently, all of which has a distinctly contemporary sound. From that time onward, increased attention went into department problems, questionnaires, faculty committee sessions, duties of deanships, and so on.

Students today, accustomed to classes opening at 8:00 A.M. in regular sessions and at 7:00 A.M. in summer sessions, may be a bit skeptical about frontier hardships when they learn that for forty-five years the Old Normal started its day at 8:45 with morning exercises. Be that as it may, what is to be sketched here is the morning exercises, which in the course of time and on a different basis became the assemblies as we know them. During the first twenty years of the history of the college, the daily morning exercises were essentially religious convocations. Until the early 1890's, President Albee usually read a Bible text and offered brief homiletic comments. Then a state law banned religious observances as a part of regular school instruction; whereupon Mr. Albee turned to reading excerpts from articles or books and elaborating upon them. For all of thirty years—from 1876 to 1907—most of the faculty members were called upon to present one morning program each year, as has been mentioned in another connection.

When President H. A. Brown came to Oshkosh soon after the fire of 1916, he found the morning exercises abandoned because of the insurmountable difficulties connected with getting the student body together at any one time and place. And while construction was going on in the adjacent new main building, he

found it impractical to hold frequent meetings in the auditorium. So the daily general meetings lapsed and were later replaced by assemblies on a twice-a-week basis.

During the 1920's, assemblies were held frequently, usually on the originally planned twice-a-week schedule. The vigorous student activity life of the period contributed to the assembly programs, for often each year students presented plays, speeches, and musical programs. Then, too, "pep" meetings before athletic contests and more rarely before debates accounted for four or five assembly periods a year. And yet, despite both student and faculty participation in programs, greater reliance for programs was placed on the offerings of commercial booking agencies. These latter programs, being costly and often of disappointing quality, tended to bring further reduction in the number of assemblies as the years passed.

In the 1930's, President Polk increased the allotment of funds for the support of assemblies and led a concerted effort to restore assemblies as an integral part of education, and with considerable success. But the coming of World War II decreased enrollment and fees for the support of programs and brought the temporary conversion of the auditorium into a study hall for the Army Air Force cadets stationed on the campus. Hence for several years assemblies were offered on only a very limited basis. At the present time another drive is being projected to bring assemblies to a status of higher effectiveness. In summary, it may be said that, though the forms of all-college meetings have changed with the years, the practice of holding general sessions of the students and the faculty has been an unbroken tradition since the foundation of the college in 1871.

Educational problems and practices depend in large measure upon the status of the student body, upon the background of training of students at the time of entering college, and upon innate aptitudes. In what may be termed the frontier years, most of the students attending the Old Normal were not high school graduates. In fact, students were at many levels of background and maturity. There were students who, though old enough to have been high school graduates, were not. There were pupils who, having completed work in the model school at ages ranging from thirteen to fifteen, desired to remain at the normal school instead of going to high school. The aforementioned older preparatory students did not care to have these neophytes of tender years in the same classes with them; so special groups were organized for the younger "prep" students. Then, of course, there were the fully qualified students of the Normal Department actually in teacher training. Added to these groups were the pupils of the model school, making four levels of students on the premises. This state of affairs was dominant for more than twenty-five years and was present in some degree for all of forty years.

In a period of very inadequate provision for education in many communities and of many students affected by pioneer hardships, the policy followed was the realistic one of meeting students where they were and of providing for their development. When the college was founded in 1871, entrance examinations were required as a means of coping with the wide variations in student backgrounds. A preparatory department was set up,

which was continued for twenty-four years officially and actually for a considerably longer time. The period was a long span of many expedients requiring great patience in instruction and much direct, personal guidance.

The early administrators and teachers must have breathed a sigh of vast relief when, in the mid-1890's the number of high school graduates entering Oshkosh Normal rose to a point that made necessary abandonment of the preparatory division. To tide over the transition following the closing of preparatory work, the normal school leased an old public school building, which was moved to within two blocks of the normal, and sent preparatory students to it. This special academy was a private enterprise supported by fees, but it was under the supervision of the normal school. The academy building, dubbed the "Jack-Pot", by the students of the period, still stands in the first block north of Lincoln Avenue on Cherry Street and has for many years served as a church. Several present-day residents of Oshkosh still recall rigorous drill on penmanship and arithmetic in the old "Jack-Pot".

As late as 1914 students who were designated as four-year students were principally non-high-school graduates required to spend a year or two of preliminary work to clear away deficiencies before entering the usual two years of normal school studies. For many years now high school graduation has been a requirement for matriculation and entrance examinations have been abandoned. However, for a period of years any students with weak high school records were allowed admission only on probation. Then in the late 1930's a standard for admission authorized by the Board of Regents was applied. Under this system any applicants of deficient status, as indicated by high school records and intelligence tests, are denied entrance.

The work of the registrar's office grew markedly as enrollments increased and as students transferred from institution to institution in greater numbers. By the early 1930's, it became obvious that the procedures and the methods of keeping records in the registrar's office would have to be thoroughly reorganized. Mr. R. J. McMahon, who joined the staff in 1934, modernized the system of records and put the office of registrar in a position to cope with the growing details.

Until after 1920 there was no great amount of departmentalization of studies. As the basic course offered up to that time was a two-year course, with but few students taking more work than that, there was little foundation for any great development of subject-matter departments. It should be added here that prior to 1914 there was little differentiation in the training of teachers for difference grades or levels of teaching. For in the early days a teacher was simply a teacher, presumably ready for almost anything in the line of instruction. In 1914 the Board of Regents made it mandatory that prospective teachers train for certain areas of instruction, such as primary, intermediate, and secondary; and required that certificates be issued only for the type of teaching for which the candidate had prepared. Up to that time the classification of students seems to have been largely based on the language training taken by the students. The students were designated as "German Course" students, "Latin

Course" students, or "English Course" students. The last named category, always the largest, consisted of those who took few or no courses in German or Latin. From the time of World War I until Oshkosh Normal made the transition to the degree-granting basis in 1925, three-year courses were regularly offered and an increasing number of students enrolled in them. This tended to increase departmental offerings and to strengthen departments generally. It was not until after teachers college status was achieved that department development reached the point at which as many as thirty or more semester-hours of work were offered in each of several fields.

Though well marked departmentalization of studies did not appear until about 1920, there was a noteworthy earlier transition that brought some emphasis to departments of work. In the 1890's an increase in the staff and in the salary budget made possible the securing of more adequately educated teaching personnel and somewhat more specialized teaching. Teachers arrived on the scene with more background in the fields in which they taught, among them a few with doctor's degrees. Soon thereafter, during Mr. Halsey's short regime, Dr. Frederick R. Clow joined the staff to teach political science, and Dr. Allison A. Farley, to offer work in psychology and education. Other staff members were selected on the basis of their ability and training in a particular field. Hence the decade following 1895 saw the beginnings of departments, but the short curriculum did not make feasible any great departmental development.

No record of a teachers college can approach adequacy without reference to its model school or training school. The training school has been an integral part of the college since its establishment in 1871. The first director of the training school—or model school, as it was then called—was Mr. Robert Graham, who had three supervising or critic teachers under his direction. Later for a period, Mr. M. T. Park was the director. Then Mr. Lydon W. Briggs served as the director until the regents objected to the employment of a director, contending that the president should supervise the training school. As a result, the model school was without a nominal head for many years, though Mr. Briggs continued to collect the fees and to head one of the departments in the school. In later years, the directorship of the training school was held successively by Dr. J. H. Glotfelter, who served from 1913 to 1918; by Miss Laura M. Johnston, 1918 to 1934; and by Dr. J. H. Smith, in the period since 1934.

The model school, as it stood, when established, was an observation school, with primary, intermediate, and grammar departments. Miss Rose C. Swart introduced practice teaching in the primary department of the school in 1872, and the success of her undertaking led to the extension of practice teaching into the other two departments. During the early years, President Albee maintained general supervision of the practice teaching; later Miss Swart assisted him and finally became inspector of practice and assumed full charge of general supervision of the practice teachers.

The grammar department, from which has come the present junior high school, was established in the model school in 1878. For many years the courses of the grammar department were

taught largely by members from the normal department instead of by supervisory teachers of the model school. The course of study for the pupils in the grammar department for years included elementary science, European history, Latin, a modern language, algebra, and elementary geometry. For about forty years Miss Jennie G. Marvin served as principal of the grammar department or the junior high school, as it came to be called. Succeeding her in this supervisory work have been Miss Florence Wickersham, Miss Harriet R. Lockwood, and Mr. Robert J. Grant, the present principal of the junior high school.

The model school had sixty-two pupils during its first year; it had an average attendance of about 240 throughout the 1890's; its enrollment reached 368 in 1921; in recent years the enrollment has averaged three hundred.

Early in the administration of Mr. Brown, the fees for attendance at the training school were reduced with the aim of encouraging an increased enrollment. In this period the faculty personnel of the training school was increased from seven to seventeen, a basis which provided a critic for each grade and added staff for the more fully developed junior high school. Incidentally, this general expansion in the training school led to severely congested accommodations on the campus until the Rose C. Swart Training School was built in 1928.

Records relating to the education of rural teachers at Oshkosh Normal are scanty insofar as the early years are concerned. We know that in the 19th Century and even later, high school graduates and even those who were not high school graduates often set out as teachers of rural schools after a few weeks of additional training. Generally speaking, there was no differentiation between the work of the students preparing for rural teaching and those going into city elementary schools, though the latter usually had the advantage of more courses and a longer period of training. The period following World War I saw increased emphasis at Oshkosh Normal on more effective training for rural teachers, though at that time the majority of prospective rural teachers took the one-year, rather than the two-year, training period. Between 1926 and 1934, the college provided practice facilities at the Nordheim school for students of rural education. Since that time, the college has made arrangements for the use of a number of county rural schools for periods of practice. During three weeks in the spring and three weeks in the fall, students of the rural course go to these schools for observation and cadet work. Under the supervision of Miss May L. Stewart, who since 1926 has been in charge of rural teacher training, the cadet teachers must prepare projects employing the radio, must engage in some testing of pupils, must make a detailed study of one child. The practice involves work in every grade and in every subject commonly taught in the rural schools. In 1938 the one-year course for rural teachers was discontinued. Since that time the two-year course, formerly optional, has become the basic curriculum for rural teachers. Students who take more than two years of work for rural education, such as those preparing to be state graded school principals, go into the regular work of the elementary or intermediate courses. Unlike some of the other teachers colleges, Oshkosh State Teachers Col-

lege has assimilated the students of the rural course into the general work of the college to a great extent. In many subjects there is no differentiation between their work and that of elementary and intermediate teachers generally.

Present-day students will find interesting two routine provisions in teacher training that continued for many years, but that now seem bizarre. Until about 1917, all students approaching graduation were given an oral quiz by a committee made up of members of the Board of Regents. Prominent among the examiners for years was Mr. Duncan McGregor, of Platteville, one-time president of Platteville Normal and later the president of the Board of Regents. The students—need it be added—found this oral examination quite a psychological hurdle though no one seems to recall an instance of a prospective teacher eliminated because of the cross-examination. The other provision was that each candidate for a certificate was required to conduct a class before a group of faculty observers.

In all periods of the history of the college, there have been students on the campus who have gained preliminary education for work other than teaching. Though considerations of personal economy have prompted the attendance of many of these students, social emergencies of nationwide impact have accounted for the presence of even more of them. After World War I, veteran rehabilitation was a need to which Oshkosh Normal School contributed. During the Great Depression hundreds of so-called non-professional students attended Oshkosh State Teachers College, in part, at least, because of no prospect of employment and because of depleted personal or family finances. While World War II was in progress, 1,261 Army Air Force cadets were on the campus for varying periods up to five months, engaged in general training most of which related to wartime aviation. And now, a year after V-E Day, the emergency needs of war veterans have pushed up the enrollment in the pre-professional division to a high point.

In 1911 the Board of Regents authorized the establishment of a two-year general college course for those students not in training for teaching. Mr. A. I. Roehm, of the German department, served as the director of this college department; Mr. J. O. Frank succeeded him as director in 1917. By 1921 the enrollment in the college department had risen to ninety. During the past two decades, there has been no effort to offer special courses to meet the needs of students not training for teaching. It is recognized that the principal work of the college is the preparation of teachers. Nonetheless students in considerable numbers find that the courses for prospective high school teachers meet their requirements adequately during the first two years of their higher education. At present with 182 veterans on the campus, the Pre-Professional Division, under the direction of Dr. May Beenken, has the largest enrollment of all the divisions.

About thirty-five years ago, the Board of Regents, following the urgings of several college presidents, authorized certain of the Wisconsin teachers colleges to offer courses for teachers of special subjects. The preparation of teachers of agriculture became a project of Platteville and River Falls; of commercial teachers, the province of Whitewater; of teachers of art and of

kindergarten, the special work of Milwaukee; of teachers of manual arts and industrial work Oshkosh Normal became the training school.

The pioneering efforts that led to the establishment of the Industrial Department at Oshkosh in 1912 were largely the work of Mr. Livingston L. Summers, who came to the faculty in 1902 with the conviction that manual arts should have a place in school curricula from the kindergarten to the last year of high school. The early work of Mr. Summers included sheet metal work, bench work, knife work, book binding, clay modeling, basketry, weaving, and free paper cutting. Mr. Summers carried his experiments into many public schools by means of exhibits and lectures, to stress the educative force of manual activities. In his endeavors he was supported by President Halsey, who said in his annual report to the regents in 1906: "We need now to engage in a systematic campaign within the State for arousing an interest in Manual Training in the smaller towns and villages, and in the rural districts as well."

The addition, in 1909, of Mr. Richard E. Gruenhagen to the staff of manual arts teachers made work in cabinet making possible, a departure from the simple handicrafts earlier stressed. Two years later the Department of Industrial Education was created, with Mr. Hans Schmidt as director. The growth of the department was steady in the early years; by 1914 seventy-six students were enrolled in it, and the staff had been increased to seven.

Throughout the greater part of the 1920's, the Industrial Department was at the crest of its development. Veterans of World War I, especially those of the veterans' rehabilitation program, found the industrial courses of high value. The Smith-Hughes Act, which provided Federal subsidies to augment salaries of teachers of agriculture and industrial subjects, stimulated enrollment for several years. But the closing years of the 1920's and the opening years of the 1930's brought an accumulation of adverse conditions which eventually led to the closing of the department in 1937. The demand for industrial arts teachers had become more fully met than was true earlier. Moreover Stout Institute, by this time under state management, was on the ascent in the training of teachers of industrial and vocational subjects. The result was that, after a marked drop in enrollment, the department was closed by action of the regents. Of the members of the industrial staff at this juncture two were retained: Mr. Gruenhagen took charge of manual arts in the training school and Mr. Robert Grant joined the training staff and later became principal of the junior high school.

During its existence the Industrial Department was a valuable adjunct of the service and the life of the college. At the height of its status, it brought many men to the student body. Its members contributed heavily to athletic teams and provided many practical services in connection with many student activities. Today hundreds of the graduates of the department are teaching in manual arts departments, vocational schools, and technical schools in Wisconsin and in other states.

Properly considered, the library is the very heart of a college. That the students and staff of the early years were well aware of this is made evident by their provision for the first library. It was through voluntary contributions that they first employed a librarian to catalogue books and to aid students in the use of them. Stimulated by this action, the Board of Regents in 1888 provided for librarians at Platteville, Whitewater, and Oshkosh at salaries of \$125 a year. In 1891, the regents granted "\$500 for clerical work and services as librarian in the Normal School at Oshkosh". From such modest beginnings our present library of 37,852 reference volumes has sprung. The librarians with the longest periods of service have been Miss Ella G. Parmele, who served from 1899 to 1909; Miss Louise F. Encking, 1908 to 1918; and Miss Malvina C. Clausen, 1918 to the present time. It is a tribute to Miss Clausen that, despite the devastating fire of 1916, the library was so well developed that by 1927 it met the requirements of the North Central Association.

That the graphic arts have an important place in teacher training was early recognized at Oshkosh State Teachers College. The first catalogue named Miss Martha Hazard as "teacher of drawing, penmanship, and calisthenics". Staff restrictions indicated by this description of duties meant that a specially trained instructor in art could not be provided for at the time. After 1884, the work in art took more definite form under the direction of Miss Harriet Cecil Magee. The history of the college written in 1921 refers to her having taken a trip to Europe one summer and having brought to the normal school a large collection of photographs of art subjects for use in her course in the history of art. Those competent to pass judgment state that the art instruction of this period was good of its kind; it was typical of the art generally in the American Victorian period, which stressed skills in copy work without great attention to the principles of art or to creativeness.

Whatever the assessment of the teaching of art in the early years, its influence is manifested by frequent references in records of the period to student and faculty purchases of pictures for the women's study hall, for the auditorium, and as gifts in recognition of services to the school. Specifically mentioned are reproductions of Millet's "The Sower", Corot's "Morning", the "Canterbury Pilgrims", and photographic reproductions of Edwin Abbey's Holy Grail pictures painted for the Boston Public Library. In the women's study, statues and busts of six Greek goddesses were placed in wall spaces. When the faculty members wished to express their esteem for President Albee on his fiftieth birthday, they gave him a reproduction in color of Muncacsy's "Christ before Pilate".

In recent decades the courses in art, while allowing for emphasis upon art appreciation and the history of art, stress to a greater extent than formerly the creative approach to the subject, the theory of artistic composition, and applied art related to classroom uses. Equipment that has been secured includes pictures, slides, looms, and various craft articles.

In the 1930's the college was fortunate in securing one of the finest collections of Federal Arts Projects productions in Wisconsin. The works of art include paintings of varied types, wood

blocks, and murals. Alumni and visitors find especially interesting the series of paintings by Chris Olson relating to early Oshkosh history; and the mural "Children's Activities", by Agnes Wainwright.

In the early accounts of the college, the words "calisthenics" and "gymnastics" appear frequently. Here were the seeds of a physical education program. According to a record left by Mr. Albee, the students and the president agreed to contribute voluntarily to the entire support of a teacher of gymnastics. Later the Board appropriated \$250 for a physical trainer, but the students, deeming this inadequate, contributed a like sum to assure a well maintained program. Somewhat later a woman instructor in physical training was employed at \$600 a year to devote her full time to gymnastics for all students.

After 1913, physical training directors were provided for both men and women. After the 1890's the training tended to turn to organized sports, intramural and intercollegiate, though gymnastics were still stressed. For many years physical education work has been required of all students, most of it in recent decades taking the form of participation in supervised games and sports.

In the course of meeting requirements of accrediting agencies, the college gained the services of a trained nurse. Somewhat later President Polk secured Dr. E. B. Pfefferkorn on a part-time basis to serve as a college physician. Regular physical examinations have become a requirement with X-ray service a routine in cases of need.

At this juncture, let us turn to consideration of the later phases of the evolution of curricula. As has been mentioned earlier in this chapter, the Board of Regents provided in 1914 for more high specialized training of teachers with certification based on the type of teaching for which the teacher had trained. Early in his regime as president, Mr. Brown instituted further differentiation in the training of teachers. The curricula offered at that time were: primary grades, one to three inclusive; intermediate grades, four to six; upper grammar grades, six to eight; junior high school, grades seven to nine inclusive; state graded and rural schools; high school, a four-year course with majors and minors required; and industrial arts. At the time of these changes in curricula, there came a new emphasis on what was termed "professionalization of subject matter". As the historical sketch of 1921 puts it, "The history in the grammar grade curriculum is unlike that in either the primary or the intermediate curriculum". As a matter of fact, however, there was not as great differentiation in the content of some courses as this claim seems to indicate.

During the period of administration of Mr. Brown, a great stress was laid on Education courses. It was a time when education generally in the country was trying to make itself a profession, very self-consciously, via the Education route. Frequently staff members of the 1920's on taking leaves for graduate work were urged to spend their time on studies in Education, regardless of the field in which they were teaching. Throughout most of the decade of the 1920's, students in four-year courses at

Oshkosh State Teachers College were required to have about 34 semester-hours of work in Education, including the practice teaching. For two or three years after the beginning of the granting of degrees, the graduates had the equivalent of a heavy undergraduate major in Education.

In the early years of Mr. Polk's administration, there was some recession from the heavy Education requirements. Roughly speaking, the credits required in Education were lowered from 34 to 24. On the new basis, stronger "core requirements" were set up in fields of subject matter. The reduction in the number of hours in Education made possible speech training as a requirement and more general required work, for example, in geography, economics, conservation. The trend just referred to should not be taken as a sweeping reaction against Education courses as such. On the contrary, the value of such courses is more firmly and surely recognized than during the 1920's. The trend was merely a movement in the direction of greater balance between content and techniques.

Any assessment of conditions and problems in education should not omit the influential intangible called atmosphere. Compounded of a thousand and one items of attitude, action, and physical environment, atmosphere is a powerful element in education. In the 1920's "bigger and better" was the national slogan, and educational institutions were not exempt from the contagion, as numerous histories of colleges and universities have clearly shown. In one respect Oshkosh Normal School, as it stood in 1920, was more vulnerable to the contagion than some other colleges. Having had its school plant destroyed or disrupted by a devastating fire just prior to the reduction of its student body as a result of the World War, the school felt impelled as a matter of survival to drive for increased enrollment and a restoration of campus life. With administrative encouragement and leadership, large-scale programs were launched in athletics, in extracurricular musical activity, in forensics. The general promotional activity brought two results: a rapid recovery of enrollment and an active student campus life, which at times in the mid-1920's bordered on the hectic.

As was true in so many colleges and universities of the 1920's, many students became so engrossed in the hubbub of the small world of the campus that they saw little of the nation or of the world. Conditions other than local contributed to this result. Throughout the nation, college enrollments doubled between 1916 and 1926. This brought many students from homes untouched by college influences. A considerable number of students, caught in the whirl of student life and attracted by the verve and the color of campus affairs, became the campus provincials of the Jazz Age.

In the mid-1920's Oshkosh Normal School passed through one of its great transition periods, one even more significant than that of the closing of the preparatory department back in the 1890's. After a strenuous campaign, in connection with which President Brown probably contributed his greatest single service to the college, the state normal schools of Wisconsin were granted, in 1925, the right to award degrees and to transform themselves into teachers colleges. This meant a heavier em-

phasis on four-year courses and generally improved preparation of teachers. Without this step no sound professional basis for public education in Wisconsin was even remotely possible; as long as short-term preparation of teachers continued, teaching would be in most cases tentative and stop-gap employment. The staffs of the Wisconsin normal schools, daily close to this problem, heralded the achievement of the degree-granting privilege as a signal turning point in the history of Wisconsin education. And it should be added that the accrediting of the college by the North Central Association and by the American Association of Teachers Colleges was another achievement which Mr. Brown very ably promoted.

In striking contrast to the tendency towards a campus-centered life like that of the 1920's, the students of the 1930's were, in the main, keenly aware of a society-centered life. In many ways the period of seven or eight years following the emergence of the Great Depression were the most vital, educationally speaking, in the history of the college. Most of the students of this time-span had been old enough to have had definite impressions of the 1920's. The economic debacle brought a great and sudden contrast forcibly to their attention at a most impressionable period in their lives. They came to college eager to know the basic facts of life. If campus activities suffered some neglect, that fact disturbed them little. College students went forward in an atmosphere of increased intellectual vigor.

The NYA (National Youth Administration) program brought added vitality to the campus. Each year several high school valedictorians and salutatorians were among the students engaged in NYA duties. In administering the NYA program at Oshkosh State Teachers College, Dr. James F. Duncan made every effort to provide opportunity for financially hard-pressed students of the top quartile in high school standings.

The decade of the 1930's was a strenuous one marked by heavy enrollments in both the regular sessions and in the summer schools. While the rosters of students dropped in many institutions, they rose sharply at Oshkosh State Teachers College, reaching an all-time high of 956 in 1940-'41. Over a six-year span including and preceding this date, the average attendance exceeded the 800-level. The 878 students in the 1939 summer school set a new summer enrollment record. The average summer session attendance during the last six years of the decade was more than 650. But there were compensations for the heavy work. The epoch put students and staff in a realistic frame of mind; learning and life were in close relationship.

The giving of diagnostic and placement tests, intelligence tests, aptitude and training tests—so much in vogue in the 1920's—has fluctuated with the years. General tests were often given to entering students in the 1920's, and there was considerable use of tests in the training school during this period. The English department, having encountered wide ranges of difference in language training among students who came to college after World War I, established a testing program in English for five years following the mid-'20's and assigned students to classes on the basis

of the tests and samples of writing. The wide use of testing by the armed forces during World War II has re-emphasized assessment of aptitudes and diagnosis of status as a beginning point in learning and in teaching. Hence in 1946 there are signs in the college of a return to a somewhat greater use of testing techniques.

An educational project which was interrupted by World War II was the participation of the college in the operation of a summer study camp, first at Lost Lake and later at Eagle River. Intended to attract chiefly students desiring studies in biology, the venture was jointly maintained for a few years by Oshkosh, Superior, River Falls, Milwaukee, and Stevens Point State Teachers Colleges. Though the war brought inescapable suspension of the undertaking, this summer the study camp is to be reopened.

By the time of America's entrance into World War II, the effect of the war was markedly noticeable at the college. Young men enlisted or were drafted; many women were drawn from preparation for teaching into war work in the national services or into factories or on farms. As is mentioned elsewhere, a number of faculty members went into the armed forces.

With a reduced staff and a shrinking student body, the college turned towards the dual problems of helping directly in the war effort and of expediting the training of teachers to meet a growing teacher shortage. While the college took on the duties of offering courses and facilities for the Army Air Force cadets stationed on the campus, it likewise provided year-around training for students preparing for teaching.

In the summer of 1944, an innovation in educational organization was instituted with the creation of the position of dean of instruction. Dr. J. F. Duncan, as dean of instruction, has set up a number of faculty committees to discuss problems of course offerings, to supervise the preparing and collecting of outlines of all courses, and generally to co-ordinate relations among the departments.

Now, a year after the close of World War II, the college has a student body of 492, including 183 veterans. With a considerable increase in enrollment anticipated in September, 1946, the college is once more girding itself for emergency conditions.

A realistic survey of the past thirty years in the life of the college can give little support to the sentimentalist's dream of halcyon calm amidst the quiet halls of Academe. There has been little place for the sheltered life or for ivory towers; for the college has confronted emergency or even crisis conditions ninety percent of the time during three decades. But it is heartening to report that in an epoch in which crisis has succeeded crisis Oshkosh State Teachers College has made strong gains in status through effective educational and social service.

CHAPTER IV

THE FACULTY

Despite changes wrought by the passing years, the returning alumnus, of no matter what college generation, will recognize certain constants in the life of Oshkosh State Teachers College. These elements of enduring tendency are revealed largely in the faculty. The early faculty members manifested dominant characteristics; and the faculty members in later years have shown the same basic traits. First of all, the faculty members of Oshkosh State Teachers College believe in teaching — in its high social worth and dignity. They are democratic. With Carl Sandburg and Walt Whitman, they say, "The People, Yes." They believe in the potentialities of men; they believe that most people are educable in socially significant ways. Being democratic, they waste no time on pretensions, academic or otherwise. They are practical and adaptable. They hold to the educational principle of meeting people where they are with no mawkish superiority. They do not expect ideal conditions or the near ideal, for they have never known them. They ask for only half a chance to do their work; and with half a chance they usually do it. Whatever the changes brought by time, these constants make the returning alumnus feel at home.

A review of the faculty members who have served the college during the seventy-five years of its history reveals many reasons why Oshkosh State Teachers College has been and is ranked as one of the outstanding institutions of its type in the country.

When the Board of Regents met in July, 1871, four teachers for the newly established Oshkosh Normal School were selected. One of them was Mr. Robert Graham, who had succeeded Mr. Albee in the office of superintendent of schools at Kenosha. Among the many people who have served the college, it is difficult to single out those having the greatest influence on the policies of the college, but Mr. Robert Graham cannot be overlooked. It was he who was the first institute conductor, serving in this work until he became state superintendent of education in 1882. In 1880, Mr. Graham, collaborating with President Albee, invited the county superintendents of the Oshkosh institute district to meet in a convention at Oshkosh Normal School. Mr. Graham's influence upon education in Wisconsin was also felt in other ways, for it was he who was the first person to teach music as a regular branch of study in a Wisconsin normal school. According to an account written by Mr. Albee, Mr. Graham's teaching of music "was marked by successful results, warranting admission of music to the curriculum of all normal schools and ultimate employment of special teachers". In view of the emphasis placed on music in the Wisconsin public school system at the present time, may we not conclude that here, as in many other instances, the influence of a teacher at Oshkosh State Teachers College has proved lasting and effective?

Seventy-five years after the founding of the college, we find that teachers of special subjects are people of outstanding importance in modern education. Again, as in public school music, we find that Oshkosh pioneered in teacher training in art, physi-

cal education, and kindergarten. Miss Martha E. Hazard was the first teacher of "drawing, penmanship, and calisthenics". Beginning her work in 1876, Miss Amelia E. Banning taught drawing and penmanship for eight years. Under the strong and cultured leadership of Miss Harriet Cecil Magee, the art department became an influential feature of the program of the college.

It is interesting in reviewing the contributions of the faculty members to note that as early as 1872 Dr. W. A. Kellerman began laboratory work in chemistry and biology, an educational innovation which was met with great prejudice on the part of many citizens of the state. Then, as now, it required courage for a teacher to lead his students in the search for truth.

The core of a teacher training institution lies in its model school. With Mr. Robert Graham as the first director of the model school at Oshkosh Normal, it was possible to put into practice many of the innovations which have just been described. It was the three teachers in the model department who implemented his ideas, carrying the work forward so efficiently that, when Mr. Graham became state superintendent and Mr. Lydon W. Briggs was chosen as head of the training school, there was no break in the continuity of the work of the department.

Mr. Lydon W. Briggs was director of the model department for but a short period because the regents objected to paying the salary of a person to direct the model school. Nevertheless, the influence of "Pa" Briggs, as he was affectionately called with the passing of time, is far reaching even in 1946, though it was in 1878 that he came to Oshkash Normal. It was in 1885 that he took on the duties of vice-president and treasurer of the school. At all times he served as the president's right-hand man. As treasurer, he made out the payroll for each month and took it around to be signed by each employee of the school. One of his outstanding characteristics was his accuracy, a prime requisite in one who occupied his position. His keen insight into human nature was equally valuable, particularly valuable when candidates for positions were being considered. An extensive correspondence with alumni regarding personal and professional affairs was evidence of the close bonds between him and his students. He is remembered by many for his activities in connection with general exercises. Though not a fluent speaker, he was always able to get close attention because of the value of what he had to say. The following is the substance of a talk which he gave one morning, speaking slowly and distinctly, as always, so that his hearers caught every word:

"If I were working for a man, I would work **for him**, not for myself or any one else. I receive my pay from him and I owe him the best service I can render; if I give him any less than that, I am a cheat. If I don't like him or don't believe in his work, I owe it to him and to myself, too, to sever the connection between us. In no other way is it possible for us to maintain relations with our employers, whether they be business men, or school boards, or school superintendents."

Mr. Briggs served the college until September 14, 1921, constantly faithful to the student body, the faculty, and the cause of public education.

Another early faculty member who left an imprint on education in Wisconsin was Miss Emily F. Webster, a member of the first class graduated from the normal school and a member of the faculty from 1875 to 1926. Always loyal to school, country, and God, Emily Webster exhibited a willingness to serve in any capacity to which she was called. The catalogue of 1874-'75 named her as a member of the fourth-year class and as a faculty member serving as an assistant in mathematics. Later she became the regular Latin instructor, serving until 1883 when, upon the arrival of Miss Apthorp to teach Latin, she became a teacher of mathematics. As the faculty increased, men took over the instruction of algebra and geometry, leaving the work in arithmetic to Miss Webster. A seemingly brusque manner often hid from the average observer a kindliness and warm-heartedness which endeared Miss Webster to many a struggling student who might not have continued his higher education had it not been for her financial aid and encouragement. Always business-like in all her ways, she was called upon by President Halsey in 1902 to sign absence excuses for the women students, and she continued to perform that function until 1918. In 1912 she became the treasurer of the Alumni Association, a position in which she served faithfully until 1926. Miss Emily Webster's affiliation with the school covered over half a century, a record no other person has equalled.

People approaching the newest building on the campus of Oshkosh State Teachers College often notice the name Rose C. Swart Training School above the front entrance and inquire why the school should be so named. A history of the Old Normal readily reveals the answer. On December 8, 1871, Rose C. Swart came to the school to take charge of the primary department. It was she who introduced practice teaching in her department in 1872, a new procedure so valuable that President Albee had it extended to the other departments of the model school the next year. Though in 1874 Miss Swart left the model school for ten years to teach geography, with penmanship or German in addition, she returned to the work of teaching others to teach in November, 1883, when President Albee asked her to assist him in supervising practice teachers. The following year she was appointed inspector of practice teaching while still teaching a course in the art and theory of teaching. For ten years she continued in this capacity, each year taking on additional responsibilities formerly held by the president, whose time and energies were being consumed in other ways as a result of the growth of the school.

Being warned by a severe and prolonged illness in 1894, Miss Swart gave up her class in theory of teaching and for the next twenty-one years confined herself to supervision of the practice teachers. Some idea of her unstinted service to education may be gained from a view of her activities at this time. With no stenographer, and assisted only by a student helper to keep records and read the written work of the pupils after the practice teachers had read it, she did supervisory work often involving about two hundred student teachers. Each morning Miss Swart would make out a program of her day's work of about twenty inspections, which would include writing a criticism during each inspection and leaving it with the teacher, hold-

ing conferences, reading all the criticisms written by her student assistant, and looking over all the written work of the department after the student had made corrections. There were force and precision in all that she did.

Miss Swart retired from the supervision of practice teaching in 1915, because the work was too arduous, and became a teacher of English until 1918, when she took on the added duties of being dean of women. She lived for many years following her retirement in 1922, always keenly interested in educational problems.

Many teachers throughout the country were prepared for their work by Rose C. Swart, and each one looks back with a feeling of deepest gratitude to the woman whose word and deed so nobly guided so many students. What could be more fitting than to name the present training school in honor of Rose C. Swart?

Another memorable figure of Oshkosh Normal School is Miss Jennie Marvin, who became principal and critic of the grammar department in 1889 and who served in the training school until 1930. Miss Marvin was graduated from the Oshkosh Normal in 1888 and was immediately employed as principal of the preparatory department. Under her guidance, the grammar department evolved into the junior high school which we know today. Her desire for fair play coupled with a sympathetic interest in the activities and problems of adolescent boys and girls endeared her to many former pupils now in their maturity.

Miss Mary E. Apthorp, who served from 1883 to 1912, is remembered for her superior work in Latin, German, grammar, and word analysis. Her witticisms and delightful personality, coupled with a scholarly attitude, made a valuable contribution to the school life of her students.

Another woman who did much to attract students to Oshkosh Normal School was Miss Harriet E. Clark, teacher of voice culture, elocution, reading, and rhetoric. Coming to Oshkosh in 1882, she served for more than a quarter century. She, like Emily Webster and Jennie Marvin, was an alumna of Oshkosh Normal and did much to hold the school to the high cultural plane established by President Albee and the original staff of teachers. Many former students recall the long hours spent in preparation of a declamation or an oration, preparation which required painstaking care to meet the standards of Miss Clark. She traveled widely, much to the benefit of those with whom she was associated in either social or professional situations.

Dr. Frederick R. Clow, instructor in history, economics, and sociology, came to Oshkosh Normal in 1895 and served until 1930. Scholarliness characterized him above all else, scholarliness that constantly strove for soundness of thought in the fields of social policies. His study, lined from floor to ceiling with the journals of all the learned societies in the social science field, was a place often frequented by college debaters and others in quest of specific information. Dr. Clow's integrity as a scholar

was an inspiration to his students, many of whom are serving society today in widely scattered areas of the world.

The English department of Oshkosh Normal School was fortunate when Miss Josephine Henderson joined it in 1892, commencing a period of teaching which extended until 1918. As in the case of so many others who have taught at Oshkosh Normal, the great influence of Josephine Henderson cannot be measured. She was quiet, dignified, friendly, and genteel to the point where her very example proved a lasting inspiration to her students. Of her it can truly be said, "A noble woman hath a great influence; but if she be handsome, too, she worketh wonders."

Many a student of biology became a teacher of this subject as a result of the fine leadership of Mr. Harry R. Fling, who served on the Normal faculty continuously from 1896 to 1919 and then returned for a brief period in the early 1920's. He was a master of information, a just critic of work, and one who held his students to clear, cold facts.

Mr. Frank E. Mitchell's services to the college and to the nation in the training of geography teachers are underscored in this epoch of the airplane and global concepts. It was in 1897 that he came to Oshkosh Normal; he served continuously until his retirement in 1933. His pedagogical principle of teaching all of the world all of the time, sound at the time, has a particular fitness today. By nature a philosopher, he gave his students bits of wisdom tested by time and experience which far excelled much learning gained from books. His wit was unequalled, and the same can be said of his ability to tell stories.

In 1936, Mr. Walter C. Hewitt's outstanding service to Oshkosh State Teachers College came to a close. It had begun in 1892, and throughout this long period thousands of students had come under his genial and kind influence on the campus and many more in county institutes held under his leadership. He taught mathematics, political science, economics, and literature on occasions. An old-school teacher of the frontier tradition, he was ready to try his hand at almost any type of instruction, often jokingly maintaining that he had taught everything in the curriculum except art and domestic science. His popularity among the students may be attributed to his sincerity, combined with irrepressible human interest and ready wit. He played as he worked with zest and enthusiasm.

Many of the older alumni of the college refer to the interest in literature engendered in them by the work of Miss Ellen F. P. Peake, who taught English literature from 1895 to 1936. She epitomized thoroughness in work and Victorian gentility in literary tastes. For more than thirty years, she was the guiding spirit of the Browning Club, which was organized under her sponsorship.

Work in psychology, a key subject in a teachers college, was from 1907 until 1941 very largely under the supervision of Dr. Allison A. Farley. His instruction included, in addition to psychology, educational methods, observation, and the history of

education. Austere in manner and appearance, yet genial, he pursued his interests with quiet independence. Though usually reserved and self-contained, he often effervesced with marked animation in his classes.

By those who have been graduated from Oshkosh State Teachers College in recent years Mr. Earl A. Clemans has been regarded as a key figure on the faculty. He became a member of the college staff in 1906, remaining until his retirement in 1944. During various periods, he taught chemistry, physics, agriculture, nature study, and other courses in science. Mr. Clemans manifested to his students a sound outlook on life often revealed in homely witticisms characteristic of him. As vice-president of the college for several years and as acting-president during the interim between the administrations of President Brown and President Polk, Mr. Clemans did much to keep the institution running on an even keel. Both the faculty and the students thought of his retirement with feelings of both regret and joy—regret that a man so outstanding in friendliness and understanding should be leaving the college, and at the same time joy that he could be free to pursue his various interests such as nature study, local history, and travel in his beloved Wisconsin.

In 1918, Mr. Walter H. Fletcher came from New Hampshire to Oshkosh to join the staff of the college. During the twenty-six years of his service here, he taught in a number of fields: Latin, English, mathematics, and general science. Under his sponsorship the **Advance** became a well organized newspaper, issued frequently enough to have news value. Throughout his period here, "Walt" Fletcher was the chief promoter of informal social affairs. Thousands of regular-session and summer-session students have reason to recall the all-men's dinners, the bean bakes, the steak fries, the picnics organized and efficiently managed by "Walt". The Men's Association, also, was created at his suggestion and under his guidance.

In the present college staff, eight faculty members have had twenty-five years or more of connection with the institution. At least incidental reference should be made to their contribution to the life and work of the college.

Mr. Richard E. Gruenhagen joined the faculty in 1909 as an instructor in manual arts. With unusual knowledge of woods and wood finishing and skillful in cabinet making, he made a name for himself in the Industrial Department as a specialist in wood working. In recent years, Mr. Gruenhagen has had charge of manual training in the training school and has taught college courses in mechanical drawing as demand for them has arisen. For many years he has audited the accounts of the student social organizations. His affability, poise, reliability, and skill have made him a valuable influence on many "generations" of college students.

In 1912, Mr. J. O. Frank came to the college as an instructor in chemistry. In his early years here, as mentioned elsewhere in these historical sketches, he did pioneer work in the organization of musical activities—in the establishment of a college orchestra and a college band. Later he was instrumental in

securing the local chapter of Kappa Delta Pi, the national honorary education fraternity. On various occasions Mr. Frank has taught chemistry or science methods in university summer sessions. For several years Mr. Frank has devoted his time exclusively to his courses and to commercial chemistry.

Miss Malvina Clausen has served the college more than twice as long as any of her predecessors among the librarians. A graduate of the University of Wisconsin Library School and with a master's degree from the School of Library Service of Columbia University, she has been one of the most fully trained of the college librarians of the state. Coming to the college just after the library suffered severe losses as a result of the 1916 fire, she developed the library in less than a decade to the point that brought it approval of the North Central Association and other accrediting agencies. The present library of 37,852 reference books and approximately 30,000 textbooks gives testimony to her custodianship and management. In general and specific reference works, the Oshkosh State Teachers College library ranks among the top-level college libraries of the country. One noteworthy feature of Miss Clausen's service has been the building up of an indexed clipping collection dealing with all phases of the activities of the college. The college owes much to Miss Clausen's painstaking services and judgment in developing the library facilities.

With the exception of an interval of supervisory service for the state department of public instruction, Miss Leavelva Bradbury has taught geography in the college since 1919. Her carefully prepared courses, steadily revised, such as her courses in the Principles of Human Geography and Geography of Europe, have set before her students a standard of high competence in teaching. The system and care with which Miss Bradbury has prepared her teaching aids and devices have offered a fine example of thoroughness, an example of great value to prospective teachers. Her many contacts with public schools of the state have brought a note of realism into her approach to the training of teachers. Miss Bradbury would applaud the maxim of Carlyle: "There is a perennial nobleness in work."

Hugh Talbot, who came to Oshkosh State Teachers College in 1919, holds the esteem of many biology teachers and of many physicians who have had pre-medical training under his tutelage. A born nature lover with excellent training in his field, Mr. Talbot has amassed a great fund of biological knowledge. With undemonstrative Spartan persistence, he has pursued his interests, never sparing time or effort in his teaching or in the informal guidance of his students. Helpful, democratic, strong in professional spirit, Hugh Talbot has made a marked contribution to the life of the college.

For the past twenty-seven years, Miss Eva J. Van Sistine has been genially serving in the training school as first-grade critic teacher. She has shown great aptitude for leading young children through the transition to the life of school years. Pleasant, enthusiastic, sympathetically aware of the problems of early childhood, she has been highly successful in her work. As a

child psychologist, without overplaying the role, she has proved very able.

Miss Ruth Willcockson, who for twenty-five years has served in the training school or in the college English department, has proved outstanding in co-operation and in the unstinted effort given to her work. Particularly interested in American literature, she has in recent years done noteworthy work in the development of a course in this field. Following with keen interest and good literary judgment the reinterpretation of American literature, which has been in progress during the past three decades, she has made a valuable contribution to students with majors or minors in English.

After twenty-five years of teaching music in the training school, Miss Lila M. Rose is retiring at the close of the present college year. Her place will be difficult to fill. She has had unusual success in group musical activities, as many one-time pupils of the training school have often testified. Miss Rose has shown a great gift for eliciting response to music from young people and for developing morale in the groups that she has directed. The teaching of Miss Rose has demonstrated what a powerful ingredient of the learning process enjoyment can be.

The limitations of space in a brief record such as this necessitate restriction of commentary concerning the faculty to those persons whose service has extended twenty-five years or longer. But it may be said that on the present staff there are twenty-two persons who have been associated with the college for from fifteen to twenty-five years; and eight others, for from ten to fifteen years. Short periods of service are less frequent now than they were during the first few decades of the history of the college. Among the forty-nine faculty members, there are ten who are alumni of Oshkosh State Teachers College. The undergraduate and graduate education of the present staff was gained in more than a score of colleges and universities of the nation and of three foreign countries. Longer average periods of service and greater range in educational background among the staff members are perhaps the most noticeable changes in the faculty through the years.

CHAPTER V

THE CAMPUS AND BUILDINGS

The Oshkosh State Teachers College had its beginning in December, 1868, when the city of Oshkosh made a gift of six acres of land and \$30,000 in cash to the Board of Normal School Regents. By successive purchases, through the following seventy-five years, the land area devoted to the college has been increased to about twenty-six acres.

The first building was erected in the summer of 1870, but it stood idle for a year because of lack of funds to equip it and put it into operation. Expenditures by the Board of Regents were limited to the income from the normal school fund, which amounted to about \$30,000 annually. No appropriations by the legislature from the general fund for building purposes came until 1891, when \$20,000 was appropriated for enlarging the buildings at Whitewater and at Platteville.

From the opening day of school, September 15, 1871, it was evident that the capacity of the building was totally inadequate to house the number of students demanding admission. In 1874, a two-story addition was built on the rear of the original unit, and this provided four more classrooms. The necessity of providing quarters for the model school was met by a new addition in 1876. The library was located on the second floor of this unit, where it remained until destroyed by the 1916 fire.

Growing interest in physical education demanded better facilities than the small, cramped attic rooms under the eaves of the old building; so, in 1888, the first gymnasium was erected. Very little apparatus was provided, as the program consisted almost entirely of drills and calisthenics. No bathing facilities were provided, but the regents generously gave permission for the students to install them at their own expense, which they did. Incidentally, in the basement of this gymnasium unit the first central heating plant was located, replacing the wood-burning, hot-air furnaces previously used. Students of about twenty-five years ago will remember the conversion of the first gymnasium into an assembly hall, which was later condemned as unsafe and finally razed.

In 1894, a new unit was added to the south end of the original building. The first floor contained offices and class rooms; the second was devoted entirely to an assembly hall; and the third provided space for the geological and ornithological collections.

During the first twenty-five years of the existence of the school, laboratory work in the sciences was badly handicapped, in fact, almost prohibited, by lack of room and equipment. In 1900, a new unit, to be known as "the science building", was built to the northeast of the assembly building. Lecture rooms, laboratories, offices, and storerooms were provided for three sciences—physics on the first floor and biology and chemistry on the third. A study room for senior women was provided on the second floor; and the third and fourth grades had rooms on

the first floor. Manual training, introduced at this time, was housed in two rooms in the basement.

The training school was by this time scattered widely throughout the first floors of the entire plant. Grades one and two were under the auditorium; three and four were in the science building; five and six were in the original building; and the grammar grades occupied the model school quarters. The kindergarten had two rooms on the first floor of the gymnasium building.

The increasing demand for physical training and the growing interest in athletics called for additional instructors and more extensive quarters. In 1908-'09, the present gymnasium was built, heralded at the time as the second largest gymnasium in the state and one of the best equipped connected with any normal school in the country. The first floor of the new gymnasium provided more commodious accommodations for the manual training work, which was growing in favor and had become severely cramped in its original quarters.

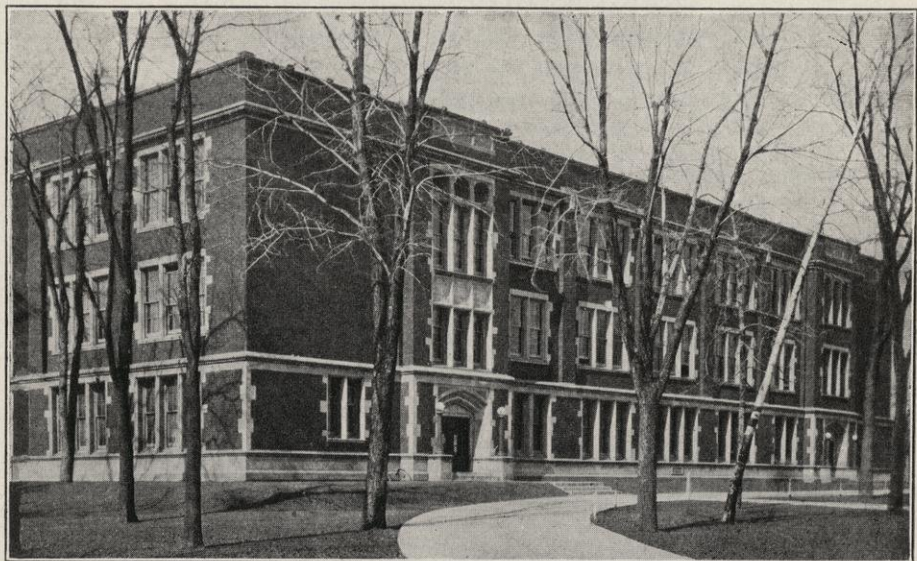
The provision for the new location for manual training proved but a temporary expedient; for in 1912 the Industrial Department was organized and its program so greatly expanded that no existing space could prove adequate to its purposes. The regent's purchased the Libbey house on Algoma Street and established the new department in it, awaiting the completion of a new Industrial Building on Elmwood Avenue. In 1913 this building was ready for occupancy, and its three floors were devoted entirely to the various branches of manual arts. For twenty years this building housed the Industrial Department; since the closing of the Industrial Department in the early 1930's, the building has become the center for science courses.

In recognition of the total inadequacy of the earlier buildings to meet the expanding requirements of the school, plans for the replacement of buildings were made and the foundation for the present Administration Building had been laid when, on March 20, 1916, fire hastened the process by destroying all the older units except the two gymnasiums.

Irreplaceable losses due to the fire, which was like a sword thrust cutting through the history of the college, were rare books in the library, many works of art and fine pictures in the corridors and on the walls of the auditorium, and a collection of 240 Wisconsin birds mounted by the noted taxidermist, Kumlein.

During the year following the fire, the college and training school classes met in various churches about the city and at the high school. The completion of the Administration Building and of the wooden, barracks-like building for the training school permitted classes to return to the campus the following year.

The temporary wooden structure known as the "Barracks" deserves special comment. Though assumed to be temporary, it remained in use long enough to become well-nigh a campus tradition. After the training school had used the building as temporary quarters, the Student Army Training Corps of World



ADMINISTRATION BUILDING, LIBRARY WING



NORMAL SCHOOL BUILDING, 1900

War I employed it as a barracks. Then later college classes were moved into the "Barracks", which through the 1920's fell into an advanced stage of dilapidation .

Of the many tales that clustered around the "Barracks", two may be cited. One day while two football men, somewhat late for class, were hurrying down the undulating, washboard floor of the corridor of the "Barracks", a loud splintering crash was heard which brought students and faculty members forth from the adjacent classrooms. The heads and shoulders of the Titans showed above the level of the floor; they were standing on the ground in a gaping hole in the corridor floor. Unhurt but unable to extricate themselves, they were the object of much hectoring from the assembled spectators. On another occasion, President Brown, wishing to point out the poor condition of the building, persuaded Governor Fred Zimmerman, who was in Oshkosh at the time, to inspect the "Barracks". The timing of the visit was well calculated to establish the president's case, for a heavy rain was falling when Mr. Brown and Governor Zimmerman entered the building. Opening the door of the first classroom, they found Mr. N. S. James and a student in the act of moving a desk so that dribbles of rain water would not fall on some books on the desk top and some students in the class were moving their chairs so as to avoid water dripping from the ceiling. The Governor let out an ejaculation of amazement, and Mr. Brown stood grinning from ear to ear. A dash of unpremeditated drama clinched a case—not long thereafter the "Barracks" was condemned and abandoned.

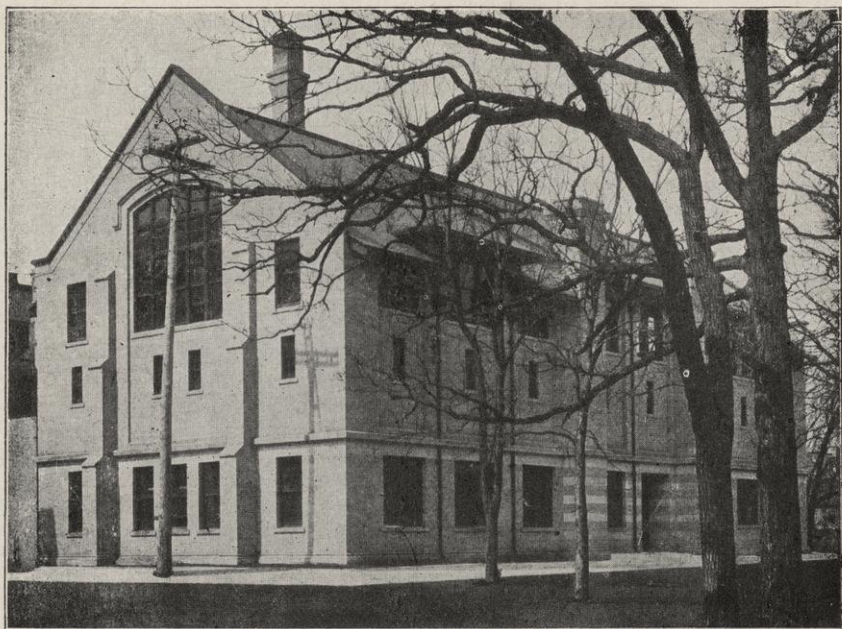
The Trek of Departments

The training school has been an important part of the college from the opening day in 1871, when it began with an enrollment of sixty-two pupils. Known as the model department, it was a school for observation rather than for practice.

As buildings multiplied, the model school spread out until, as noted before, it was housed in five different units. During the year following the fire of 1916, it was dispersed among several downtown churches. When classes moved back to the campus, the lower grades occupied the "Barracks" that had been built for them and the grammar grades were provided with rooms in the old gymnasium. With the completion of the library section of the main building in 1918, the training school moved into it and remained there until the present training school building was ready for occupancy in 1929.

The new building, dedicated as the Rose C. Swart Training School, was planned expressly for use in the training of teachers and was considered a model of its kind. It contains home rooms and classrooms for each of the grades and the junior high school. The basement has a cafeteria, sewing and cooking rooms, a manual training shop, and a gymnasium extending through the first floor. The second floor, above the gymnasium, has an auditorium, known as the Little Theatre, extending through the third floor.

The travels of this department were not at an end. In the spring of 1943, the training school moved back to its former quarters in the main building to make room for the 96th College Training Detachment of the Army Air Force. The training school was converted into a barracks. A year later this pre-flight train-



GYMNASIUM



SCIENCE BUILDING—FORMERLY THE INDUSTRIAL BUILDING

ing course was discontinued, and in September, 1944, the training school moved back into its own habitation.

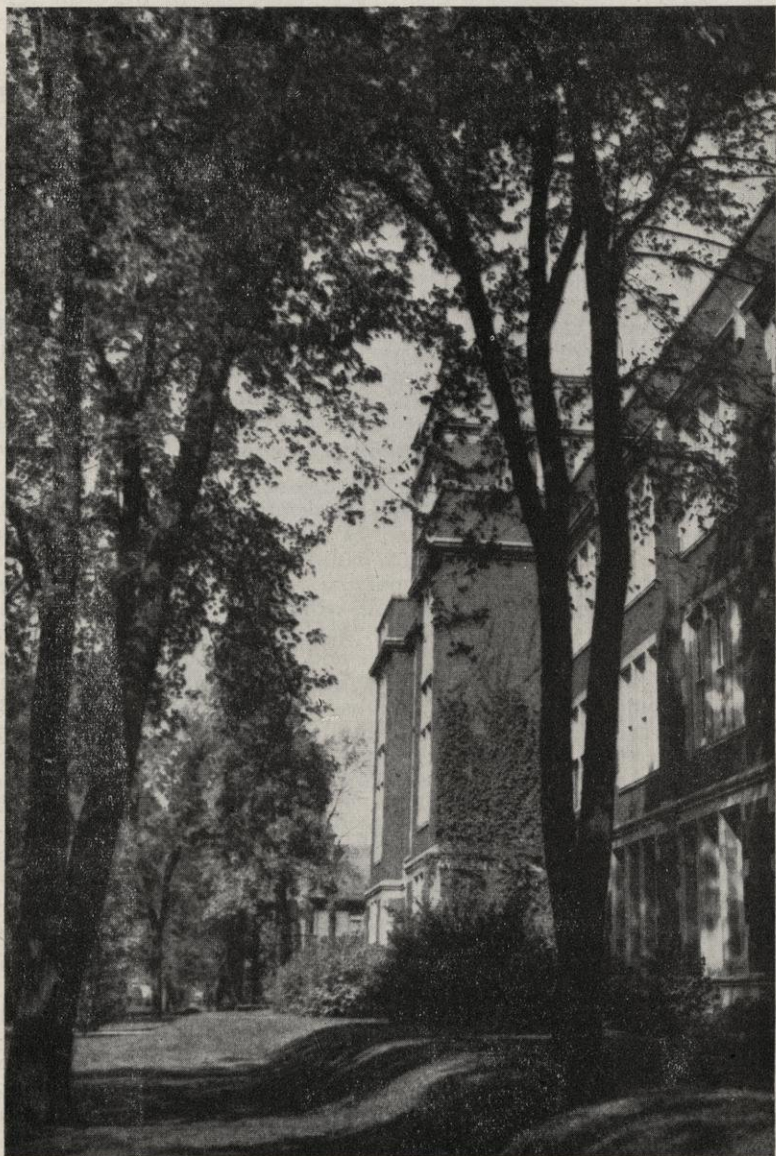
Scarcely less mobile than the training school were the science departments. Housed in small basement or attic rooms, the science courses had no laboratories worthy of the name until the erection of the science unit in 1900. The destruction of that building in 1916 sent the biology and science departments to the local high school for afternoon sessions and the physics department to the third floor of the industrial building. On completion of the administrative unit in 1917, the three science departments moved into that building and remained there until the closing of the Industrial Department made available the quarters of this latter department.

Domestic science had its humble beginnings in two small rooms on the second floor of the old gymnasium. From these rooms alumni banquets were served in the old gymnasium and later in the new gymnasium. When the Industrial Department abandoned the Libbey house for its new building, domestic science took possession. When the Libbey house was torn down to make room for the training school building, domestic science was provided with two rooms adjoining the cafeteria in the new building.

Physical training has had a large part in the development of the college plant. Confined at first to formal calisthenics under the eaves of the original building, it branched out with the erection of the first gymnasium in 1888. This served the needs of the department, whose work was still chiefly of a formal nature, until the growing practice of corrective exercises required expansion in both room and equipment. In 1909, the present gymnasium was opened under the charge of two women teachers who instructed the men as well as the women. In 1913 a man was employed as physical director for the men and as athletic coach. With the opening of the training school, the women's physical training was transferred to that building where it shared the gymnasium with the physical education work of the training school. This left the larger gymnasium for the exclusive use of the men, and from that time it became known as the men's gymnasium. Because of the growing interest in athletic contests, this building, regarded when built as very commodious, is now inadequate in size and arrangements.

Outdoor sports have always been handicapped at Oshkosh State Teachers College by lack of practice and playing grounds. The county fair grounds, the city parks, and the high school athletic field have all been used in lieu of college-owned facilities. In 1930, with an appropriation of \$2,500 by the legislature and a gift of \$3,800 from the Alumni Association, a tract of about ten acres in the northern part of the city was purchased for an athletic field. With the aid of WPA labor the field was fenced, a concrete grandstand erected, a field house built, and a cinder track laid out. At about the same time, WPA labor was used in the construction of six concrete tennis courts on the campus.

Until the 1894 auditorium was built, the heating of all units had been by wood-burning, hot-air furnaces, a system which was



ADMINISTRATION BUILDING

regarded as a great fire hazard because of the many large ventilating flues that ran up through the buildings. In the basement of the auditorium, a central steam-heating plant was installed and electric fans provided ventilation.

With the addition of the men's gymnasium, the Libbey house, and the industrial building, the old boilers of the first steam-heating plant were inadequate, and the first separate power house was built. In this new heating plant an electric generator was installed to furnish lighting for all the buildings and power for the industrial shop machinery. It was a cheap source of power but inconvenient at times because electricity could be had only when a man was in attendance at the power plant.

This plant served until the erection of the training school again called for greater capacity and a new power plant was built in 1927. Since the appropriation limited the use of this building to heating purposes only, the electrical equipment in the former plant was sold and electric power was obtained from an outside source.

The housing situation for out-of-town students has often been unsatisfactory. A feeble attempt to alleviate the conditions was made in 1913 by the purchase of the Hooper-Oviatt residence and the use of it as a women's dormitory and boarding house. This residence building, however, accommodated only twelve roomers and twenty-five boarders, a number so small that the venture was uneconomical. In 1930, the project was discontinued; and soon thereafter the house was converted into the president's residence.

Opportunity came later to acquire two fine residence properties on Algoma Boulevard opposite the campus. In 1943 the Pollock house was secured through a gift of \$5,000 from Mr. Pollock, a grant of \$2,500 from the Activity and the Alumni Funds, and about \$750 from an unknown benefactor. The Board of Regents purchased the Radford residence in 1946. These two adjacent houses will accommodate forty-eight women and will offer excellent facilities for women's social activities.

During the seventy-five years that the college has existed, eighteen buildings or additions have been acquired, seven of which were destroyed by fire or removed. Nothing remains of any building erected prior to 1901.

CHAPTER VI STUDENT ACTIVITIES

1. Introduction

During the first twenty-five years of the life of Oshkosh State Teachers College, problems of frontier education deeply marked the student activities. As mentioned elsewhere, the students of the early years were of several levels of academic background, many being of high-school age-level and enrolled in the preparatory department. Differences in age-level and in classification naturally tended to prevent well developed and inclusive campus activities. Furthermore, in those early years many students dropped out of school to provide self-support; or they met minimum teaching requirements, taught school for a time, and returned for additional training. Under such conditions, campus activities centered in performing classroom projects, in providing for a library before a librarian was officially employed, and in meeting generally the day-to-day human needs of a struggling frontier school. The activity life was simple and little organized, consisting chiefly of undertakings and recreations suggested by the teachers. One item pertaining to 1897, which marks the end of this period of informal student activity, sets forth that "Professor Fling and his class in Botany wheeled to Omro, Friday, October 15, where they gathered botanical specimens." This is a representative sample of the student activities characteristic of the first quarter century.

The mid-1890's saw a great change in the campus activities of the students. By this time high-school graduates constituted a majority of the entering students; and the enrollment was at or above the 600-mark. Well organized student activities were by this time possible, and they proliferated amazingly. One recalls the Oratorical Association of this period with 160 members—many more members than any student activity of recent decades can boast. It was in this period of the '90's that many present-day organizations had their origin. Intercollegiate athletics began to supplant gymnastics; campus publications appeared; intercollegiate speech contests were developed; literary societies arose and flourished. It was as if the students were eagerly pushing aside the restrictions and the isolation of frontier social life and were reveling in the expansion of social contacts. Amidst these changes, the literary societies—Lyceum, Phoenix, Alethean, and Philakean—were the very heart of student campus life.

The period of the 1890's witnessed the beginnings of a phase of student activities that was later to become the dominant force. The organized forensics, athletics, music activities, and publications started in that period pushed aside in time the literary societies. While the organized student activities expanded, the literary societies, augmented by similar groups of later origin, became social clubs. Generally speaking, competitive intercollegiate activities became by 1910 the norm of student organizations. The 1920's found intercollegiate activities in all fields at their zenith. A specimen of the intercollegiate activity in its heyday is recorded in the **Quiver** of 1923: "Miss Welch, a thirty-piece band, and nearly a hundred rooters accompanied our orator" to the state contest held at Milwaukee.

Since 1930 there has been a gradual but definite recession in competitive intercollegiate activities. Insofar as student activities are concerned, Oshkosh State Teachers College stands today, at the close of World War II, with intercollegiate activity programs at a low point and without sufficiently strong intramural activities. A new epoch may bring forth a campus life which takes new forms.

2. Athletics

Physical training was a hobby of Mr. George S. Albee, the first president of Oshkosh Normal School, and from the opening session of the school it had a place on the program. From 1871 to 1875, the physical training, which took the form of calisthenics, was in charge of Miss Martha Hazard, teacher of drawing and penmanship; during the succeeding three years the calisthenics were directed by Mr. Mortimer Park, the teacher of bookkeeping.

The procedures for the next ten years can best be described in President Albee's own words: "After successively inefficient years in calisthenics and ineffectual efforts to secure a realization of specific needs of physical training, the Oshkosh Normal students and president agreed to contribute voluntarily to the entire support of a teacher of gymnastics, and for five years regular and efficient teachers were employed by us to carry on the work. At the close of this period the Board of Regents appropriated \$250 to each school for this purpose; but the Oshkosh students, not deeming the sum sufficient for their needs, continued to add a like sum annually for the sustaining of a worthy work."

In 1888, the Board engaged a full-time director of gymnasium and teacher of hygiene at \$600 a year and appropriated \$5,000 for a gymnasium. On the completion of this building, gymnastic classes moved from the attic room under the eaves of the main building where they had been conducted. The new building contained no locker rooms or bathing facilities, but in 1891 the Board gave permission to arrange for them in the basement "provided that apparatus pertaining thereto be supplied without expense to this Board". Equipment was put in at a cost of \$500, which amount was contributed by the students.

Women's teams began playing basketball in the winter of 1897-'98, but men did not begin the game until two years later. This game has steadily grown in interest, as attested by many interclass and inter-society contests in this field of sports.

Though the present gymnasium was built in 1909 and men's intercollegiate athletics had existed since the early 1890's, the physical education work was entirely directed by women until the spring of 1912. The women directors conducted gymnastics for both the men and the women. The coaching of the men's athletic teams was in the hands of faculty men, whose teaching was not in the field of physical education.

In the fall of 1894, the Athletic Association hired R. L. Morse, who had played for three years on the Ripon College football team, as a coach for the new sport of football. The team made an excellent record for its first season. But during 1895

so little interest was displayed in the sport that practice was discontinued; and until 1905 the school publications carried very little reference to football activities.

Whatever the fate of organized sports in this period, one year of work in physical training was required of all students. Physical examinations and remedial measures for correcting physical defects became a part of the program. In 1913, the regents engaged a physician for the physical examinations.

Not long after the opening of the new gymnasium in 1909, athletic enterprises took a new lease on life. In 1911, the "O" Club was formed for qualifying athletes—one of the signs of the new interest in sports. In the winter of 1912, the first of several indoor track and field meets for high school students was held in the widely heralded new gymnasium, which was at the time the second largest in the state. Incidentally, during this first high school meet, Eber Simpson, a well-known athlete of the time, established three interscholastic records for the 30-yard dash, the 30-yard low hurdles, and the 30-yard high hurdles. More spectacularly, Arlie Mucks put the twelve-pound shot 55 feet and 9 inches, bettering by more than two feet the previous world's indoor record held by W. W. Coe, of Boston. In January, 1913, the first Fox Valley basketball tourney was held in the Oshkosh Normal gymnasium.

As we view the gymnasium now—for the much-heralded new gymnasium of 1909 is the present gym—we may find it difficult to realize what a feature of the campus it was at the time of its construction. Considered to be of prodigious size, its balcony track and its 23 shower heads were deemed ultra items of athletic equipment.

In a record of this kind, it is not amiss to list the names of those who conducted or assisted in conducting the physical training program over a span of years. The names and the periods of service of the women who directed physical training follow:

Mary S. Dunn, 1888-'90; Theodora Hooker, 1890-'91; Helen A. Woods, 1891-'94; Julia Marvin, 1894-'97; Bessie Tower, 1897-'99; Elizabeth Stoner, 1899-1900; Susanne Look, 1900-'02; Grace Shepardson, 1902-'07; Margaret Fischer, 1907-'12; Pauline Bromberg, 1908-'12; Hester Carter, 1912-'14; Mable Lane, 1912-'18; Anna Palm, 1914-'16; Marie Hyde, 1916-'18; Ruth Milne, 1918-'23; Elva Gates, 1918-'19; Theresa Staats, 1919-'21; Louise Neuman, 1921-'22; Marion Riley, 1922-'24; Gaynell Neff, 1924-'28; Charlotte Bonney, 1928-'30; Gladys Perkerson, 1930-'36; Cecille Barnett, 1936 to the present time.

The directors of men's physical education and their assistants are listed as follows, with their periods of service given:

Arthur Meyer, 1912-'18; Arthur Strum, 1918-'20; Chester Dillon, 1920-'21; Harry Whitney, 1921; Howard Hancock, 1921-'29; Robert Kolf, 1923 to the present; Edward Hall, 1929-'30; Henry Jensen, 1930-'31; Edward Sacharski, 1938-'39; William Bulfer, 1944-'46.

In intercollegiate athletics, Oshkosh State Teachers College has had three periods of unusually outstanding performance. The first cycle of prominence in athletics came in 1912 and the years immediately following. A group of great athletes enrolled at

Oshkosh Normal in 1912, athletes from Oshkosh and other cities. This group included Arlie Mucks, holder of the world's high school shot put record at that time and a member of the Olympic Team of 1912; John Rasmussen, who later was an All-American at Nebraska; Polier, a half back to be reckoned with at all times. Carl Callies, Tom Dunn, Harrington, Toby Erdman, George Simpson, Bill Holmes—all from Oshkosh—and Otto Schenke of Oconto and Bob Heller of De Pere were also on this unusually great team of 1912. Most of this group of athletes stayed through 1914 and kept athletics on a spectacular level.

Another cycle of outstanding teams started in 1919, after the close of World War I. Such sterling athletes as Bob Webster, Leonard Smith, Mart Below, Bob Kolf, Lester Leidl, Dad Braisher, Harry MacAndrews, Otto Suess, Harold Barker, and others came to Oshkosh Normal in 1919 and 1920. A few years later Ed Hall, Milt Wilson, Jack Nussbaum, the Jensen brothers George and Hank, Ralph and Ted Curtis, Jerdee, Schipper, Stubenvoll, the Schweers brothers, Hawkins, Williams, Seims, Fred Hakbarth, Gahan were much in evidence in athletic enterprises and kept Oshkosh on top for years. Adding their prowess soon thereafter were: Bredendick, Montague, Ross, Baxter, Pete Schultz, Armstrong, Plenke, Dahlke, Williams, and Schulerchand.

About 1934 athletics rose to another peak of performance. In college in this period and shortly thereafter were such outstanding athletes as Lautenschlager, Reese, Daniels, Swiston, Arseneau, Embertson, Fabrycki, Red Derr, Becker, Leaman, Spear, Thorson, Mathwig, Winkler, and Evans. The coming of the war brought to a close this third great chapter in the record of athletic accomplishment. We carried on athletics through 1942, but at that time lack of man-power forced the dropping of all intercollegiate athletics for the duration.

Tennis is a sport in which Oshkosh State Teachers College has hung up some records. This sport has been popular since 1896, when a tournament for both men and women was held. In 1923, MacDaniels and Hoff were instrumental in winning the state championship. Since that time we have had such stellar racket-men as the Anger boys, Hub, Brud, and Tom, Keller, Paul Stange, Buerger, Meyer, and Lange. The tennis championship came to Oshkosh again this year.

No small part of the credit for the record of Oshkosh State Teachers College in athletics during two and a half decades goes to two able coaches and outstanding leaders of men: Howard (Big Chief) Hancock, who directed athletics throughout the 1920's, and Bob Kolf, his assistant and later successor. Under these men the Oshkosh Titans have made a tradition of hard, clean, sportsmanlike athletic activity.

With a new athletic field, almost fully developed but little used because of the wartime interruption of intercollegiate sports, the OSTC athletes of the postwar period look forward to upholding Titan traditions on this new site.

3. Forensics

If forensic training be interpreted broadly, one can say that Oshkosh State Teachers College has had a strong speech tradi-

tion since almost the time of its founding. However, as forensic activities, especially of the intercollegiate type, reached peaks of prominence in the 1890's, in the 1910-1917 period, and in the twelve-year span of 1924-1936, particular accounts will be given of speech activities in these periods.

Oratorical contests were at the summit of their influence in the 1890's. As a background to this development were the so-called "rhetoricals" of the 1880's in which all students were required to participate, as an essential of teacher-training. The Lyceum and Phoenix Societies inaugurated local oratorical contests in 1894. As a prize, a large plaster bust of Lincoln was provided by the faculty, the winning society keeping the bust for a year as a trophy. "The irrepressible Mr. Hewitt," says the college history of 1921, "was the originator of this plan", The bust of Lincoln was a casualty of the fire of 1916, and the disorganization of student life during the years immediately following the fire brought an end to the contests.

In addition to the inter-society oratorical contests, the general student body had an Oratorical Association, organized in 1895 with 160 members. A free-for-all contest was held each year by this association to determine the representative of Oshkosh Normal at a state oratorical. The beginning of intercollegiate oratorical competition was auspicious, for the Oshkosh entrant won the interstate contest at Warrensburg, Missouri, a contest in which speakers from Illinois, Iowa, Kansas, Missouri, and Wisconsin competed. The orator triumphant was met at the railroad station on his return to Oshkosh. A band played, and the speaker was drawn through town in a carriage to the school auditorium, where a celebration was held. Afternoon classes were suspended for the gala occasion—the first time in the history of Oshkosh State Teachers College that regular work was abandoned for the sake of a student celebration.

The plan of a faculty contribution of \$50 as prize money for the best student orators underwent alteration after cash prizes had been awarded for several years. A school Demosthenes, winning the cash one year, took his friends to a downtown saloon and put up the drinks on the proceeds of his oratorical prowess. Thereafter a picture of a specimen the world's great architecture was purchased in honor of the winner and was hung in the school auditorium.

Participation in the state oratorical contests continued until the disruption of student life occasioned by the fire of 1916; then after a brief lapse it was renewed. The year 1914 is particularly remembered in college forensic circles because Oshkosh representatives won the state oratorical and the interstate debates.

Appearing somewhat later than oratory as a forensic activity, debating figured prominently among student concerns. In 1894 the Lyceum and Phoenix societies founded an Inter-Society League to promote debating. Not long thereafter debate teams developed by these societies opened contests with teams of White-water Normal. Oshkosh Normal went farther afield in 1899 by establishing dual debates with Illinois Normal University. One memorable debate encounter with Normal University was the contest of 1901, with Oshkosh upholding the negative of the pro-

position "A city should own and operate all those local industries that tend to become monopolistic." In this debate, our regent. Mr. E. J. Dempsey, spoke in masterful fashion, according to all the accounts of the contest. That debating had an active following in this period is made evident by the fact that in 1902 a delegation of twenty-eight students and faculty members went to Illinois Normal University for the annual debate.

In 1911 Oshkosh Normal joined Illinois Normal University and Terre Haute Normal, of Indiana, in establishing interstate triangular debates. Each year Oshkosh succeeded in winning at least one of its two debates, and in 1914 and in 1916 it won both debates. The withdrawal of Terre Haute the following year ended this interstate debating, which is thought to be the first regularly conducted interstate debating participated in by a Wisconsin teachers college.

The juniors of Oshkosh Normal met in debate the juniors of Stevens Point in dual debates each year from 1908 to 1915. The Oshkosh entrants won six of the eight annual encounters.

The fire of 1916 and World War I disrupted forensics as well as most other forms of student activities. Only the state oratorical participation survived the period.

In the early years of the college, speech training was either extracurricular or was incorporated into class work in several courses. For a considerable period Dr. Frederick Clow and Mr. Walter C. Hewitt gave tutelage to debate teams. In the early 1920's, Mr. H. A. Brown set up a speech department and provided for speech courses adequate for a minor. In 1923 Mr. Nevin S. James and Mr. G. W. Campbell were engaged for instruction in English and in the new courses in speech.

Reinforced by the class work in speech, forensic activity, both intercollegiate and intramural, was at high tide during the twelve years following 1924. Women's teams as well as men's teams entered intercollegiate contests; representatives of Oshkosh entered contests in extemporaneous speaking; the work in oratory was continued. A debate league incorporating all the nine teachers colleges of the state flourished throughout the decade of the 1920's. Twice in the 1924-'29 period Oshkosh won the state championship in debating. During the same period, Paul Wright and Donald Gleason won first place in the state extempore speaking contests; and Dorothy Brush took first place in women's extempore speaking in the Illinois-Wisconsin Province Contests of Pi Kappa Delta in 1929. Dual debates with Ripon were a feature for several years. Interstate debates with Western State Teachers College of Kalamazoo, Michigan, and Illinois Normal University were regularly held for a few years after the mid-'20's. Twice when debate teams of Northwestern University had won the Big Ten championship, Oshkosh teams engaged them in demonstration debates. In 1928, in recognition of the high level of its forensic activity, Oshkosh State Teachers College was granted a chapter of Pi Kappa Delta, national speech fraternity—the first Wisconsin teachers college to qualify for membership in a national speech fraternity.

Inter-society debating and inter-society oratorical contests flourished in the 1920's. For several years debate teams of nine

campus societies competed for the E. J. Dempsey Debate Trophy, and usually six societies had entrants in the Anger Trophy competition in oratory. In a six-year period nearly two hundred students participated in inter-society forensics, not counting the students eliminated in society try-out contests.

No record of forensics of the 1920's can be complete without description of the State Oratoricals of the Wisconsin teachers colleges. Nothing can epitomize the "bigger and better" aspirations of student activities of the flamboyant '20's; only P. T. Barnum terms such as "colossal" and "gargantuan" can do the State Oratorical justice. For the State Oratoricals of those years were the occasion for contests in extempore speaking as well as in oratory. To add to the complexity of the enterprise, the colleges sent not only speakers but bands, glee clubs, choirs, quartettes to provide interludes of music or separate entertainment programs. The magnitude of the undertaking is indicated by the fact that when Oshkosh entertained the State Oratorical in 1928 more than 250 contestants, musicians, and visitors from the other Wisconsin teachers colleges were guests. As a conservative estimate, the State Oratorical with all its amalgamated activities cost more than \$3,000 a year. Small wonder that it collapsed in the early 1930's under the astringent winds of financial adversity.

A change in policy relating to forensics came in the early 1930's. Under new provisions of the curriculum, classroom work in speech became a requirement for most students as a part of teacher training. This inevitably meant an increase in attention given to class room instruction in various forms of public speaking and less to intercollegiate speech contest activities. Miss Maysel Evans, who succeeded Mr. Campbell, confronted larger enrollments in speech classes and the development of more well-rounded work in the field of dramatics.

In debating Oshkosh State Teachers College continued activity throughout the 1930's or until the exigencies of World War II suspended intercollegiate activities. During this decade, Oshkosh debate teams entered the Pi Kappa Delta national tournaments on three occasions: at Wichita, Kansas, at Lexington, Kentucky, and at Topeka, Kansas. Oshkosh debate teams entered the Whitewater tourney for several years, a tourney participated in by twelve Illinois and Wisconsin colleges. Oshkosh won the tournament in 1937 and placed second twice. In 1941, the Oshkosh men's team won first place, and the women's team second place, in a tourney at Stevens Point. On another occasion women's teams from Oshkosh won the women's debate tourney at the College of St. Catherine. Throughout the 1930's, as during most of the 1920's, Mr. Nevin S. James directed forensics, with Dr. John T. Taylor assisting with women's debating for two years and Mr. Lawrence Oosterhous assisting for a similar period.

The latest developments in student speech work have been intramural. The Campus Forum, a student discussion club, has presented a series of programs each year for several years. The purpose of the organization is to promote student-led discussion of public questions and to experiment with a wide variety of forms of speaking. On a few occasions the group has held joint

programs with students of similar organizations in other colleges. The programs have included formal debates, problem-solving debates, round tables, symposiums, panel discussions, colloquies, and several other forms of speaking. Often students who are minoring in speech have prepared special programs for Campus Forum.

Though, strictly speaking, not a forensic organization, the International Relations Club may well be mentioned here. Organized in 1940 under the sponsorship of Dr. Ralph A. Norem, the IRC has held regularly scheduled discussion programs each year. On March 8-9, 1946, the college was host to the Mid-West International Relations Clubs Conference. The conference was attended by 183 delegates from forty-one colleges of Wisconsin, Illinois, Michigan, and Indiana.

4. Dramatics

Early records of the college refer to an outstanding performance of **Midsummer Night's Dream** as a feature of the 25th Anniversary commencement season of 1896. This student production, directed by Miss Harriet E. Clark, may well open the chronicle of dramatics, though some earlier work in dramatics is known to have existed. In 1905, the women of the faculty presented a play based on Mrs. Gaskell's novel **Cranford**. So there is evidence that before the days of speech department courses in play production histrionic art was not neglected.

Many older members of the faculty and townspeople still refer to the Pageant of 1911 as perhaps the most prodigious special undertaking ever attempted by the college. This pageant, presenting a series of episodes from the history of the Northwest and of Wisconsin particularly, involved the training and costuming of more than 150 people; virtually the entire college, including faculty members, students, and training school pupils, participated in some way in the pageant project. A large section of the campus on the Algoma Boulevard side was enclosed with a canvas wall, within which ascending seats were arranged in a large semicircle. The performances of the pageant were attended by more than three thousand people. Episodes in the pageant sequence depicted: the court of Henry IV, when Champlain was made geographer; Champlain's arrival in a Huron village; the coming of Nicolet; the arrival of the traders; the arrival of the missionaries; the taking possession of the territory of Sault Sainte Marie; war; the cession of land by treaty with Chief Oshkosh. This ambitious and widely heralded project was under the general direction of Miss Aleida Pieters, of the history department.

In the years immediately preceding the fire of 1916, a Dramatics Club was an active campus organization. It presented **Twelfth Night** in 1914, **The Rivals** in 1915, and **Green Stockings** in 1916. In 1918 another dramatics club was formed under the sponsorship of Miss Lucille Franchere. Other dramatic organizations of later periods were the short-lived College Revellers and the Playfellows.

Originally sponsored by Dr. Florence Warner of the speech department, Playfellows presented as its first offering **Cesario's Wooing**, on November 6, 1928. A shortened version of **Twelfth**

Night, this play was interesting in that it was presented under much the same stage conditions that prevailed in the Elizabethan theatre. Neither scenes nor players needed to be announced; the stage was designed to reveal them in clear, orderly fashion. No intermission was needed for scene followed scene in unceasing movement. The costumes, designed, cut, dyed, and made by members of the cast, remained in the Playfellows wardrobe.

Thus launched, Playfellows opened its doors to all interested students. Membership was acquired by earning credits through work in four departments: acting, stage-management, business management, and music. Planning upon entering a one-act play contest scheduled at the University of Wisconsin, the organization had two casts present **Dust of the Road**. Competent judges selected the troupe to represent the college at Madison. In the competition on March 23, 1929, Playfellows was awarded first place and a bronze plaque which still graces the trophy cabinet of the college. For a number of years Playfellows continued to present three-act plays for the public and a number of one-act plays at its own meetings and before various clubs and gatherings throughout the city and the adjacent vicinity.

In 1931 Kappa Gamma Society started its one-act play contest, which has continued annually to the present time, with the exception of the year 1944 when the Little Theatre was a part of the military reservation and could not be used for student productions. To the winner of the contest Kappa Gamma presented a silver loving cup. During the fifteen years that this contest has been running, the sponsoring society has had to buy three trophy cups; for Alethean and Delta Phi Societies each won contests for three successive years, which entitled them to permanent possession of the cup currently offered. From six societies during the war years to as many as thirteen groups in normal periods have taken part each year in the play contests, making it necessary to hold the contest for a period of from two to four nights. During some years, more than a hundred students have worked on the plays as actors or as members of the production staffs. The caliber of the plays has constantly improved, and the plays have for many years been witnessed by capacity audiences.

In 1923, an all-school "vodvil" was started. This continued until 1929, after which it was discontinued until 1935 when Lyceum Society revived it. The society offered to the group putting on the best act a trophy known as the Demming-Polaszkowski Memorial Trophy. The all-college "vodvil" has always performed to packed houses.

With the increase of dramatic activities, Playfellows was discontinued as a club. Now for about ten years the annual dramatic offerings of the college have been a one-act Christmas play presented in the assembly before the holiday vacation, the Kappa Gamma play contest, the "vodvil," and a three-act play. The three-act plays have been of varied types. Some examples are the following: comedies—**The Swan, First Lady, Another Language, George Washington Slept Here**; fantasies—**The Piper, Berkeley Square, Outward Bound**; folk drama—**Sun Up**; tragedies—**Journey's End** and **Ceiling Zero**. Only during the war

years was this schedule broken, when the Army Air Force cadets occupied the building in which the Little Theatre is located. During the war years, a dramatic club was formed and one-act plays were given in the Speech Room for all students who were interested. But with the close of the war and the return of the veterans in 1946, the old schedule was again resumed. In this year the three-act play **Over Twenty-One** was presented, along with the Christmas play, the Kappa Gamma play contest, and the "vodvil."

Much of the credit for the consistently effective work in dramatics for more than a decade and a half is due Miss Maysel Evans, who came to the college speech department in 1929. Building upon the brief, but effective, work of Dr. Florence Warner, Miss Evans has developed good dramatic productions into something approaching a college tradition.

5. Music

Music at Oshkosh State Teachers College, after having been tested along with other school subjects to determine its relative value, has taken so definite a hold on education as to become thoroughly a part of it.

The first catalogue lists music in the course of study as having been taught throughout the first year. President Albee asked the Board of Regents for a special music teacher. The members, being doubtful, did not grant the request but asked him to "exercise such 'moral suasion' as possible in that direction," which probably meant that he should feel free to induce any teacher he then had to teach some music. This he did, for Mr. Robert Graham, the director of the model school and conductor of institutes, was the first to teach music as a regular branch of study in any normal school in Wisconsin. It is interesting to note that emphasis was placed on rhythm drill, singing and transposition of the scale, modulation, chart work—very common then—and also, as they said, the reading of plain music at sight. According to President Albee, the work of Mr. Graham was marked by successful results. He was assisted by Miss Martha Hazard, who was the instructor in calisthenics, and later by Miss Anna Clark.

The first full-time music teacher was Miss Carrie McNutt, who came in 1878 and remained for eight years. In charge of the music in the model department, she tried to develop a plan by which music could be successfully taught in the common school. Opportunity was given for students to have some individual practice in conducting a class. She was followed by Mrs. E. L. Blakeslees, who remained with the school for ten years. More opportunity was given now for students to teach music in the model school under supervision. She is remembered by the students of that day for the fine singing during morning exercises. The added interest in music was carried on for the next seven years by Miss Grace Heward. She was followed, in turn, by several people who remained with the school for but a short period each. They were: Nellie Smith, Adelyn Downing, Maud Shamel, Barbara Moore, Irene Curtiss, Jessie Monroe, and Lois Munger.

Not much had been done in the instrumental field previous to this time, although some mention is made that there were teachers who gave instrumental lessons, receiving fees for such services in lieu of a salary. We also find that there was an orchestra organized in the early 1880's, but its life was short because of a growing interest in the guitar and mandolin. Our **Quivers** indicate that a mandolin club was very active for about eight years. The orchestra was revived again in 1897 by a student who succeeded in keeping the organization going for several years with increased interest. No mention is made again of an orchestra until the year 1911, when it was recorded that one was active and that it was made up entirely of students.

Music seemed to have reached a peak during the period from 1908 to 1918. Not only was it beginning to find its rightful place in the curriculum but students were encouraged to participate in musical activities. Oratorios were presented and festivals held in which both the Normal chorus and the children's chorus from the model school participated. On one occasion the Minneapolis Symphony orchestra was engaged for an evening concert. This increased interest was due to the efforts of Miss Hannah Cundiff, who served as head of the music department during that period. She is widely known for her **School Music Handbook**, which was written in collaboration with Mr. Peter Dykema of the University. She was assisted for a few years by Miss Alice Ropes and was followed by Miss Helen Glenn Williams, now Mrs. G. A. Stratton, who remained with the school until 1920. In the year 1912, Mr. J. O. Frank, a teacher of chemistry and biology, being a violinist, took over the orchestra and carried on the work for about twelve years. He also organized the school's first band. Its personnel was made up of students and some men from the community who enjoyed having the opportunity of playing with a musical organization. Much credit is due Mr. Frank for carrying on and developing these organizations which have not ceased to function to the present day.

In 1921 our present music teacher, Miss Lila M. Rose, was engaged to take charge of the music in the training school and to assist with the method courses in the college. Her concept of how music should be taught in the elementary field and her unusually fine way of handling students and children have made her work here most successful. Now after twenty-five years of faithful service she is retiring. The influence of her work will long be found in the teaching of those who were privileged to take their training under her. The college music during the year 1922-'23 was in charge of Mr. George Knapp, who was here on a leave of absence of one year from the University of Wyoming.

In the fall of 1923, President Brown secured Mr. J. A. Breese as head of the music department, and he still remains in that capacity. At no time in the history of the college have two teachers in any one department served the school for as long a period of time and worked as harmoniously together as have Miss Rose and Mr. Breese. The result is that the music of the school has risen to another high peak. Along with many other changes which have taken place in the past twenty-five years, including the transition of the Normal School to a Teachers College, have come changes in the music curriculum. For example,

the study of the correlation of music with other subjects; the study of the literature and techniques of operettas and pageants. An attempt is made in these fields to teach the students that these activities can be the outgrowth of classroom work. Changes have continued to be made and courses added to meet the demand in the field.

The past twenty-five years have seen a growing interest in the musical activities of the college. Many varied musical opportunities were given for students. All musical activities, both vocal and instrumental, were taken over by Mr. Breese when he arrived. Uniforms were bought for the band in 1926 and again in 1938. This organization grew from twenty-five members in 1924 to sixty-five in 1941, when the war broke out. The band was one of which the school could well be proud. From 1924 to 1930 the college had five vocal organizations functioning. A men's and a women's glee club, each with fifty voices; a mixed chorus of one hundred fifty voices; a male and a women's quartet. Each of these groups prepared and presented its own programs. "The Messiah", by Handel, was presented each holiday season and "Stabat Mater", by Rossini, each Easter. These two concerts were presented annually until the war broke out. About the year 1930 there seemed to be a growing interest in an a cappella choir, and as a result one was organized the following year. This choir developed into one of the finest organizations in the history of the college. Each year for ten or more years before the war, this organization traveled throughout this state and several times into neighboring states to present concerts. It functioned as an advertising agency for the college by visiting high schools in the vicinity of the school and giving short one-half hour programs, which met with great favor. The return of the men from war service has enabled the band and choir again to become active.

There are many songs which have played an important part in the life of the college. Most of them, however, were short lived. Three different songs have been recognized as the college's "Alma Mater". The first was written by Miss Kimball during President Albee's administration. It was sung to a well-known hymn tune. The words of the refrain are:

"Cheer, Oshkosh, cheer for the white and gold
Proudly we honor our colors fair," etc.

The second was written by Miss Swart and Miss Cundiff about 1915 and was sung to the melody of "Andantino," by Lemare. It was called "The Normal Toast", and the first lines were:

"We hail thee, dear Normal,
To thee we raise our song"

This continued to be sung until the institution became a college. It was then felt that we needed a new "Alma Mater". Mr. W. C. Hewitt was asked to write the words and Mr. Breese the music. The work they presented was adopted by the faculty and students and the following is our present song:

"Dear Alma Mater, Mother of ours,
We raise our song to thee,
Thy children stand a loyal band
Though far they scattered be.

Dear Alma Mater, Mother of ours,
We raise our hearts to thee,
And hold thee close by night or day
In reverent memory.

Dear Alma Mater, Mother of ours,
Whate'er the years unfold,
Keep true our hearts in duty done,
Beneath the white and gold.

White for thy light, so pure, so bright,
The gold for thy garnered grain."

Another song which has become a definite part of our present college life is "Hail Titans". This was written by Mr. Breese at the time the school selected the name TITANS for its athletic teams.

This backward glance has shown that throughout the life of the college, music has played a very important role in its development.

6. STUDENT PUBLICATIONS

The first issue of the **Normal Advance** appeared in the fall of 1894. It was a large-sized, quarto, bi-monthly magazine, printed on good enameled stock in non-pareil type. It used no art work of any importance except that provided by the few advertisements which it carried. Its average size for the first year was about twenty-four pages, consisting chiefly of book reviews, prize orations, pedagogical articles, news of the teaching profession in and out of the school, and a few short notes covering the activities of the various societies.

The first two volumes were edited by Miss Josephine Henderson, Miss Emily F. Webster, and W. C. Hewitt, assisted by the presidents of the various classes and organizations. Volume III was edited by the English Department, with the assistance of the same type of a staff.

In 1897, the **Normal Advance** became truly a student paper. The original format was continued, but the masthead reads "edited and published by the students". At the same time, the schedule was accelerated so that it appeared monthly instead of bi-monthly. Under the new editorial policy, the trend toward student interests became apparent. The reports of the societies became longer, newsier, and more personal; the book reports and pedagogical essays began to shrink; illustrative material of all sorts, ranging from pictures of the buildings and personnel to cartoons, began to occupy prominent space. Gossip and humor were used, first as filler and later as column material. Sports and athletics were reported rather fully. In general, the more serious material was reserved for the June issue, where the Ivy

Oration, the Ivy Response, and other commencement orations were printed in full.

In 1910, Volume XVII was reduced slightly in over-all size, but not in number of pages, and an art cover was added, featuring student drawings. In general, the art work during the first two decades of the century was copious and of a rather high calibre: running features were headed with good cuts, either photographic or engraved, pictures of the buildings and personnel appeared frequently, as did those of the leading students.

Volume XXIV carries the first mention of a faculty adviser, Miss Ruth G. Bagley, who evidently left at the end of the year, to be succeeded in 1918 by Miss Clara E. Morley. It is interesting to note that, with the exception of the advertisements, very little mention is made of the war in Europe until the time of our entry. In 1918, considerable space is devoted to the activities of the Student Army Training Corps (SATC), numbering about two hundred fifty students and housed in the temporary training school "barracks" building.

The most revolutionary change in the **Advance** occurred in 1919, with the advent of W. H. Fletcher as faculty adviser. Then the old system of volume numbering was abandoned, with Volume I, Number 1, of a new weekly newspaper appearing in December. Averaging six small pages about the size of an ordinary letterhead, the **Advance** attempted for the first time to cover student and faculty activities as news, rather than as a resume or summary of the past month's happenings. In 1925, the size expanded to a four-page regular newspaper, and shrunk again in 1930 to a six-page tabloid, a format which it continued until suspension of printing in 1941. Under the direction of Mr. Fletcher and later of Mr. Geiger, until the suspension of printing because of the war in 1941, the **Advance** was an exemplary student newspaper. It really covered the news events of the week in a timely and interesting manner and served as an important and useful student activity. Its general excellence will be noted in the fact that it was awarded first-class honor rating in 1939 and 1940 by the National Scholastic Press Association.

In 1942, in consequence of the reduction in enrollment and financial support, the **Advance** adopted its present format, a mimeographed six-page monthly publication as a purely war measure. Dr. Wood, its adviser since 1945, hopes to resume publication of a weekly printed newspaper in the fall of 1946, printing costs permitting, so that the students will once again have a serviceable newspaper of their own.

Any one sketching the history of a college is made promptly aware of the value of creditable yearbooks or annuals. Oshkosh State Teachers College has been fortunate in having unbroken publication of its yearbook, **The Quiver**, since the establishment of the publication in 1897.

In its early form, **The Quiver** was more like a miscellany than the yearbook of today. The issues of the first few years contained, it is true, the usual class pictures and a group picture of the faculty, often in poses of artful Victorian self-consciousness. And there were pictures of at least the major student groups. But there were also descriptive sketches and essays by

students and faculty members, occasionally speeches by student orators, incidental and brief treatises on pedagogy, and now and then accounts of travel. The influence of the gift-book miscellany, so popular in the 19th Century, is highly noticeable in the earliest volumes.

For twenty years, from 1898 to 1918, **The Quiver** was under the sponsorship of Miss Josephine Henderson. Immediately following this period, the book was supervised for short intervals by several faculty members. Then Mrs. Ethel J. Behncke, of the art department, took charge and has ably supervised the publication since 1925. For a decade Dr. Hilda Taylor gave valuable supervisory aid in the writing of the publication.

During the past twenty years, the pictorial quality of **The Quiver** has reached a high level of excellence and the general format has become increasingly attractive. Students who have edited the book have gained valuable training in the lay-out of high grade printing, in the values in photographs, in problems of typography, and in the sustaining of thematic unity. Under Mrs. Behncke's direction, work on **The Quiver** has become a project in applied art. More prominently than the earlier **Quivers**, those of the past two decades have tended towards the development of a dominant theme reflected in division pages, photography, write-ups, and general format.

For many years **The Quiver** was supported by money-making projects promoted by the business staffs, by benefit dances, bazaars, check-rooms at dances; by advertising; and by subscriptions paid by the students. The advertising was at length removed from the book itself and incorporated in a college directory prepared by the business staff. In more recent years, the year-book has been fully supported through student budget funds and assessments paid by organizations for pictures and space in the publication.

The Quiver has been very consistently a well executed record of college life. On two occasions, in the late 1920's, the book received national awards as the best annual of its classification in the country. At all times it has reflected credit upon the college.

This year the **Quiver** will contain an anniversary pictorial record of the college which promises to be the best graphic record that the college has ever had. Pictures representing all the periods will be featured, accompanied by summaries and chronologies reflecting college history through the years.

CHAPTER VII

STUDENT SOCIAL ORGANIZATIONS

The social groups in the early years of our college took the form of forensic and literary organizations. Our country was still echoing with reverberations of the voices of famous orators. Clay, Calhoun, Douglas, and Lincoln had swayed public opinion and moulded national policy. Any truly educated person was likewise expected to take leadership in his community through ability to promote his ideals.

The first of these social organizations was Lyceum. It was organized in 1871 with about a dozen charter members and had its beginnings contemporary with the school itself. Its objective was then to send out orators in defense of liberty, and it chose as its motto "We Shape Our Own Destiny". Men and women were encouraged to membership, and by 1898 it comprised one-fourth of the student body.

In 1873, a group of young men organized into a society they called Protarian. This group excluded women for a time until it realized the asset women may be to an organization. A new policy was formulated and women were admitted. The name of the society was changed to Phoenix, to symbolize that it had risen from the ashes of its predecessor. The motto "Culture, Not Show" was chosen. The organization prospered and grew in strength until it and Lyceum were the outstanding societies of the school.

To stimulate a wider interest in the efforts of the literary societies, the faculty purchased in 1894 a bust of Lincoln to be used as a trophy and awarded to the society winning in the annual debating contests between Lyceum and Phoenix. These contests were known as Inter-Society Debates and took place during commencement week. They were considered one of the main events of the year. The first contest was held in 1894 with Phoenix the victor on the affirmative side of "Resolved, that the jury system should be abolished". The Lincoln trophy continued to be awarded annually until it was destroyed by the fire of 1916.

Because membership in the school societies had been unlimited as to number, the groups grew apace with the school's increase in enrollment and by the turn of the century were becoming too large for effective value. Participation in activities had to be shared by as many as possible, and with so few organizations, opportunities became restricted for each member.

Beginning with the year 1899, a group of purposeful young men met in regular sessions every Saturday night, established themselves as an organization, and were accepted by the school as a permanent society by the end of the school year. These young men named their society Philakean, chose "In Hoc Signo Vincas" as their motto, and limited their number to thirty. Their activities were similar to those of other literary and debating societies, but in addition the atmosphere of fraternity was developed to a degree hitherto unknown in other societies. Mr. E. A. Clemans was adviser to Philakean for many years. Later

Mr. N. P. Nelson and Mr. Warner J. Geiger also served as advisers.

A group of young women organized in 1900 a society they called Alethean. The name means "Seekers After Truth," and the young women chose as their motto "Truth and Loyalty". Again the binding quality of fraternity was recognized, and loyalty to each other, as well as to society and school, became the aim of a school organization. Miss Ellen Peake was the faculty member who guided this group for many years. The present adviser is Miss Orpha Wollangk. The programs of Alethean were, in the main, very similar to those of other school societies, Debates, declamations, readings and recitations from literature, as well as musical selections, were offered, and rigid parliamentary rules were observed in the business proceedings.

Just as Lyceum and Phoenix locked in rivalry for the Lincoln bust annually, so Philakean and Alethean competed in an annual Spelling-Bee which attracted much attention.

The Industrial Arts department was growing, and by 1914 had a group of young men who became interested in organizing a club chiefly to consist of members from the department. The plans were carried through, organization was completed by 1915, and Mr. F. M. Karnes served as adviser for many years. Because the society was departmental at that time, its membership was unlimited numerically and by 1923 there were nearly sixty members. Since 1927 the society has been known as Iota Alpha Sigma. After the Industrial Department had been discontinued, Iota still continued actively on the campus. In 1935, it began to admit secondary education majors. Thus the organization continues to flourish under its motto "The All Is the Sum of the Small". Its aim is to promote fellowship and ideals of worthy social standards.

Recognizing the value of the social graces, more and more the social societies were following the trend away from the oratorical and declamatory activities of an earlier day toward social gatherings and activities centering in play production, good music, and book reviews.

Delta Phi, a society for young women, was organized in October, 1922, under the motto, "Friendship, Loyalty, Service". Its objectives were to promote further social advantages among the women of the school. It was originally a literary society with programs devoted to the study of contemporary poetry. In addition, it planned social events. The first faculty adviser was Miss Mary Willcockson, with Miss Clausen, Miss Bradbury, and Miss Blake as chaperones. Dr. Barbara Donner has been a sponsor for the society in recent years.

To provide more extended opportunity for girls of the school, Gamma Sigma was organized in 1922. Its membership was limited to twenty-five young women. This organization had a three-fold purpose: to study literature, to promote acquaintances and friendships, and to participate in the campus life of Oshkosh State Normal School. Under its motto "Forward", the active young women met every Saturday evening under the guidance of Miss Lila Rose for many years. At present, Miss Maysel Evans is the society adviser.

Periclean society for men was organized in 1923 for the purpose of promoting social and competitive interests in forensics, sports, and literary effort. Mr. Nevin S. James has been their adviser from the very beginning, with Dr. John T. Taylor and Dr. R. G. Neumann as fellow sponsors in recent years.

Lambda Chi was organized in the autumn of 1923 with Miss Ruth Willcockson as adviser. This women's society has as its objectives the study of good music and the supplying of social life for its members. It chose as its motto "For the Sake of Gain", and strives to achieve. Certainly in scholarship it has succeeded, having won for permanent possession two Phoenix Scholarship trophies in succession. The present sponsors of the group are Miss Marie Hirsch and Miss Louise Scott.

To foster art appreciation, dramatic production, scholastic achievement, and school spirit, an organization known as Val Ferrari was originated in 1923. Miss Ethel Bouffleur, now Mrs. Behncke, was one of the advisers of this original society. In 1927, this group altered its name and has since continued an active campus life under the name of Kappa Gamma with the motto "Know Your Opportunities".

In 1926, the students in the Rural Department, under the guidance of Miss May L. Stewart, formed a club and called themselves Ruralites. Under this name they became affiliated with the National Country Life Collegiate Club in 1927 and sent delegates to meetings of this national organization. The objectives of the club were to become better acquainted with rural conditions and rural leaders, and to promote social and educational welfare. In 1930, the name was changed to Alpha Chi. Miss Stewart has been the guiding light of this club for twenty years.

Knowing that culture and civilization remain but superficial unless there be moral and ethical foundation, groups of enthusiastic young people have from 1880 onward organized and reorganized various types of Christian associations. At times men and women have worked jointly under the names of Christian Association, Students Christian Association, and Young Peoples Association. At other times the young women have had organizations apart from those of the men and the two have functioned under the leadership of the YMCA and YWCA. The Young Women's Christian Association on the campus traced its origin back to 1880 and was active until the 1930's. These organizations were strictly non-denominational and encouraged large and active memberships.

Several students of the Catholic faith gathered in 1907 to plan and organize a denominational club. Their purpose was to foster closer social and intellectual relations among Catholic students and to give them opportunity to inform themselves on important religious questions. The organization was named Marquette Club, and its meetings were held until 1921 at St. Peter's High School. From that date to this they have met on the campus. Marquette has been guided by Catholic members of the faculty and has made a contribution to O.S.T.C.

The Lutheran Normal Society was organized in December, 1924, with the aims of developing social life and Christian friendship, building up a fellowship of Lutheran students, and deepen-

ing understanding and participation in Christianity. Being denominational, it encouraged, rather than limited, membership and it has prospered during these years under the leadership of advisers who are members of the Lutheran ministry in the city. The Reverend Kleinhans and Reverend Leuders were the original advisers. The organization is known now as the Lutheran Students Association.

A group of college students whose ideals of good poetry were focused on the study of Browning's works came into closer contact in 1897 as a literary circle under the guidance of Miss Ellen Peake. This group was limited to fifteen and remained a purely literary study club until it disbanded in 1929. Miss Peake had been their adviser for the thirty-two years of Browning Club's existence.

Seemingly to take the place of Browning, the Wilton Club made its appearance in 1932. Its purpose was to foster interest in literature and creative writing among students. It attempted to provide its members with opportunity for group discussion and study of literature of all types, and to encourage original writing among the students. Dr. Hilda Taylor was adviser to the Wilton Club until her death.

Woman's suffrage brought new responsibilities into the social pattern in the early twenties, at least as far as women were concerned. Intelligent use of the ballot was the aim of every thinking woman. The Junior League of Women Voters was organized on the campus in 1925 with Mr. E. A. Clemans as one of the advisers. The group was very active for some years, attempting to live up to its motto, "Every Wisconsin Woman an Intelligent Voter". The society had a roll of eighty-five young women and sent delegates to sectional and national conventions.

After World War I, there began a trend toward brother-and-sister society affiliations. Philakean and Alethean had always been men's and women's societies, respectively. In 1917, Phoenix and Lyceum reorganized, Phoenix becoming a women's society and Lyceum absorbing the male members of Phoenix into its own group of men. They then announced themselves as brother and sister societies. The pattern having been set, other societies followed. Iota redrafted its constitution in 1925 and by 1926 had adopted Delta Phi as its sister society. Periclean eventually became the brother society of Gamma Sigma.

Brother-and-sister societies have joint social affairs, such as formal and informal dances, the expenses of which may be shared. A bond of loyalty also exists and satisfaction is felt as a result of the success of mutual efforts.

The faculty in 1910 began a system of auditing the books of all organizations. This increased responsibility and accuracy on the part of student members and has been continued since. Mr. R. E. Gruenhagen is the present auditor and has served in that capacity for many years.

The social societies on the campus of O.S.T.C. are not costly organizations. The satisfaction of sharing effort and fun takes precedence in all the groups, and the dues are relatively low. But much is accomplished through the spirit of fellowship and loyalty to the Alma Mater. The philanthropy of some organiza-

tions has even spread out into the community.

The Christian Association published annually until 1911 **The Student's Handbook**. The book contained valuable information about the school and the city. In addition to this, the association gave annually at Thanksgiving time an "Anti-Lonesome Party" for students unable to go home for the occasion.

Alethean gave the first Christmas Romp in 1911 and continued the custom for many years. The sorority entertained one hundred poor children of the city with games and stories. After an evening of fun, each child was given a stocking full of Christmas goodies. When the Elks of the city began sponsoring a children's party on a much larger scale, Alethean discontinued its Romp. In 1926, it began giving the annual Faculty Tea.

Each year since 1924 the young women of Phoenix have sponsored a Christmas Program at Sunny View Sanatorium. They purchase gifts and plan a brief entertainment for the children at the institution just before Christmas vacation. A somewhat more pretentious undertaking by Phoenix followed its decision in 1926 to do each year something outstanding in the service of the school. In 1926, it presented a silver loving cup to the Normal Schools of Wisconsin to be awarded to the championship debate team of the state. In May, 1932, Phoenix offered the Scholarship Trophy in the form of a silver cup to be awarded to the society on the campus having the highest grade point average for one year. Any society winning the cup for three successive years would be awarded the cup permanently. In 1942, Lambda Chi won the cup permanently. Phoenix then purchased a War Bond as a suitable trophy. In 1945, Lambda Chi won the bond permanently. Now Phoenix has a third trophy up to inspire competition.

Lyceum was particularly active in 1928 in helping to establish the Beta Theta Chapter of Kappa Delta Pi on the campus. In 1935, it began sponsoring the annual vaudeville contest with a silver loving cup as the trophy. The contest is open to all societies of limited membership that wish to participate. The director of play production is usually invited in for criticism and suggestions during the last rehearsal. Most of the competing numbers are original productions. As during the recent war no members of Lyceum were left on the campus, in the spring of 1945 Phoenix sponsored this project in the place of its brother society. This year, Lyceum was reorganized in mid-winter and sponsored its own contest this spring.

The Play Contest has been sponsored by Kappa Gamma since 1930. Each society in school which observes limited membership may compete. The director of play production is invited in by each society for help and advice during rehearsals, and three judges, preferably from off the campus, officiate. In 1936, Alethean won permanent possession of the loving cup by virtue of having placed first for three consecutive years. In 1944, Delta Phi won the cup for permanent possession. Now Kappa Gamma has a third trophy up for competition.

Gamma Sigma furnished the cheer-leaders of the campus with uniforms in 1939. Its project in 1940 was to provide Christmas baskets for needy families, and in 1945 it bought a Christmas tree for the school.

Since 1930, Lambda Chi has given its annual Orphan Party. In 1931, it added to its philanthropic endeavor the donating of a Christmas basket to a needy family. For some years before the war this sorority also decorated the tower and front of the Administration Building with lights and garlands at Yuletide.

Alpha Chi began in 1942 the annual giving of Christmas baskets to needy families.

Iota sponsored its annual Song Fest for the first time in 1939. Any society with limited membership is eligible to compete. Each contesting group may sing one semi-classical selection in addition to its own ring song. The war interrupted the Song Fest for a couple of years, but this year Iota's handful of members courageously opened the project again. The trophy is held by the winning contestant until the next Song Fest.

The trophy case, in which the honors that have come to our school may be displayed suitably, was the gift of Periclean in 1926.

Marquette and Lutheran Students Association have been generous in bringing to our school excellent speakers for assembly programs. Marquette has charge of assembly arrangements for Columbus Day.

For a few years in the '30's, Philakean sponsored an extemporaneous speaking contest in which any members from the campus were welcome to participate.

During the war, the women's organizations have given much time to Red Cross work. Bandages, knitting, and other handwork as well as monetary contributions have been forthcoming.

The friendships begun in social organizations on the campus are often maintained through life. To nurture such friendships in the common bond of fond memories, some groups of graduates have organized alumni chapters of their society. Among organizations that have alumni chapters are Delta Phi, Alethean, Phoenix, Kappa Gamma, Lambda Chi, and Gamma Sigma.

Several of the Alumni Associations sponsor activities toward advancement of education and of their Alma Mater.

Delta Phi Alumnae have sponsored a prose writing contest since 1933 in which students at O.S.T.C. are eligible for participation. The purpose of this is to stimulate interest in the field of literature and literary writing.

Phoenix Alumnae Association has for many years presented **Fortune Magazine** and **The Reader's Digest** to the college library.

Gamma Sigma Alumnae have awarded this year for the first time one scholarship a year to the sophomore girl in school who shows ability and worthiness of such an award by evidence of high scholarship and participation in college life.

Lambda Chi Alumnae assisted financially in prewar years with the on-campus group's Christmas decorating project and have funds on hand to resume this activity again.

The Kappa Gamma Alumnae have contributed magazines to the school library, prepared Easter baskets and Christmas baskets for the needy children of the city, and one year conducted a clothing drive for poor children outside the state.

Even a brief review of the major student activities clearly reveals their vivid and vital place in the life of Oshkosh State

CHAPTER VIII

Teachers College. They have added much to the pleasures of student life and have offered valuable social training.

IN TIME OF WAR

Oshkosh State Teachers College has gone to war three times during periods of national crises. Three times it has come out again to resume its normal function of training teachers for a nation at peace.

The length of each war may be used as an index of the degree to which it influenced life on the campus. The war with Spain was short; it began and ended in 1898. It did not greatly influence campus life. The United States was drawn into World War I in 1917. The war extended through just one full academic year. More than three full years elapsed between the attack upon Pearl Harbor and the collapse of Japan. That war affected life at the college more profoundly than did either of the other two.

The Civil War ended six years before students began attending classes at Oshkosh. It left a legacy in the person of Prof. L. W. Briggs, who was a veteran of that war. He joined the faculty in 1878, and remained for forty-three years as one of its more colorful personalities.

When the war with Spain began, a company was formed which was composed of students of the Normal School and young men of the city. George Overton, then a student and now living on a farm near Oshkosh, was acting captain of the company. The company drilled three times a week in preparation for possible service, but was never called. Six former students served in the army during the war, but no student left school in order to enter the service. One veteran of that war, Prof. Earl A. Clemans, later became a member of the faculty. He joined the faculty in 1906 and remained until his retirement in 1944.

Soon after the United States declared war on Germany on April 6, 1917, students in colleges everywhere began to drill in preparation for military service. On our campus the Oshkosh Normal Military Company was formed, and was comparable to any other student organization. Here, as elsewhere, the students were not adequately equipped. The company had no uniforms, and it had such arms only as could be secured locally. It did not lack enthusiasm, however, and it did give its members training in what a soldier of that day needed to know. It had three student officers and three student non-commissioned officers. Mr. Forrest R. Polk, now president of the college, was faculty adviser of the company.

The rapidly expanding army of the United States needed officers. The army turned to the colleges for help. Units of the Student Army Training Corps were formed on campuses everywhere. The Oshkosh unit came into being October 1, 1918. The war ended six weeks later, and the unit was dissolved December 27 of the same year. It was composed of ninety-eight students who, in order to become members, enlisted in the Army. It was officered by a captain and three lieutenants of the United States Army.

After the war Oshkosh Normal was chosen as a training center to which disabled veterans were sent under the Rehabili-

tation Act. The first veteran assigned arrived in the spring of 1919, and during the following academic year the number rose to twenty. In 1920-21 seventy veterans were assigned. Most of the veterans took work in the Industrial Arts Department.

Three faculty members and four hundred and fifteen students are reported to have served in the armed forces during the war; of the latter number fifteen died while in the service. The names of these fifteen follow:

Guy Barlow	Archie Richards
Atley Cook	Earl G. Sperbeck
Daniel G. Dopp	Caspar Wallrich
Charles Hurlbutt	Cooper Wells
George C. King	John Wenz
Arthur Krause	Morgan Williams
Ludwig M. Peterson	Waldemar Ziegelbauer
Lee Pickett	

In 1939 a Civilian Pilot Training Program was set up at Oshkosh to teach young men and women to fly. Ground training was provided at the college and consisted of instruction in meteorology, aircraft design and control, theory of flight, and civil air regulations. The students were given a minimum of thirty-five hours of instruction in flying at Winnebago County Airport under the direction of its manager, Mr. S. J. Wittman. With the approach of war the program was continued, but its nature and purpose were changed. It was now geared to the war effort, and its purpose was to train recruits for the army and navy air corps.

World War II absorbed the energies of the nation to an extent unknown in the Spanish War and in World War I. Life at the college was proportionately affected: student enrollment declined precipitately; faculty members and students left to enter the armed forces; and a unit of the United States Army was stationed on the campus.

When war came, student enrollment began to decline sharply in colleges throughout the country. Classes became fewer in number and smaller in size. Maximum use was not being made of the facilities (such as classrooms and laboratories) and faculties of the colleges. The Army discovered the colleges had resources it could use. They had facilities and could perform services useful in training flyers for the Army Air Forces. Colleges throughout the country were selected at which flying training detachments were to be formed. Oshkosh State Teachers College was one of these. Here, as elsewhere, the enrollment declined. From a high of 1,028 in October, 1939, it sank until it reached the wartime low of 230 in March, 1945. At Oshkosh State Teachers College, as in other colleges, facilities were available and the faculty stood ready to provide needed training. The combined resources of the college and the airport could be used in the training of aviation students. Hence the 96th College Training Detachment (Air Crew) was established here.

Arrangements for creating the detachment at Oshkosh were set forth in a long and involved document which was afterwards referred to locally simply as the contract. In it were detailed the

services the college was to perform for the detachment, the facilities of the college which the detachment was to use, and the payment the college was to receive for its services and the use of its facilities. It was signed by the college authorities and agents of the Federal government March 23, 1943. The first contingent of aviation students arrived five days later.

The 96th College Training Detachments (Air Crew) was a complex organization, and many men were involved in it. Included in it were the Commanding Officer, the members of his staff, the enlisted men of the permanent party organization, and the aviation students. The aviation students came and went. It was to provide them with training they would have to have to become intelligent and efficient officers and flyers that the detachment was created. To achieve that end a training program of five months was set up, but few of the students remained that long. The number stationed here did not exceed 400 at any one time. Altogether 1,261 aviation students received training in the detachment during the period it was in existence here.

The aviation students were housed and fed in the Rose C. Swart Training School building. The classrooms were equipped with two-decker beds and other furnishings for the use of the students. Kitchen and dining room equipment was installed in the basement. After the soldiers had taken possession, few civilians were permitted to enter the building; but those who did saw that it bore no resemblance to what it had been and was again to be, a training school. Members of the detachment referred to it simply as the barracks.

The organization and for six months after the detachment was activated the management of the kitchen were entrusted to Mr. R. J. McMahon, registrar of the college, who added these new duties to his already full-time load. The kitchen was important. The largest single item of expenditure in maintaining the detachment was that for food. The cost of food was greater than that of all other items combined. The contract allowed \$1.04 to feed each man one day. The soldiers were provided with the best food obtainable, and even in wartime Oshkosh that meant good food. Steaks, chicken, roast beef, and ice cream were regular items on the menu. Even at that, when it was figured up afterwards, it was found that it had actually cost only \$0.79 to feed each man one day. The aviation students, like college students, had their "gripes"; but the quality of food served was not one of them. The excellent barracks they occupied and the superb food they were served added much to their comfort and were appreciated by the men.

At a teachers college much attention is given to objectives in teaching. The objectives in the training of the aviation students were clear, and were set forth in directives from command headquarters. As the army put it, the aviation students were sent here to learn to "understand the basic principles of mechanics, physics, mathematics, and political geography" and to receive such "physical and military training" as was "considered essential to operate and navigate high-powered aircraft in combat." Quite a mouthful, that.

To achieve the objectives it was necessary that the students be given rather rigorous training. They worked hard while they were here. Their training was divided into four main phases:

academic, physical, military, and flying. They could have received training in the remaining phases elsewhere; but only a college faculty could provide academic instruction on the high level regarded by the Army as essential. The students took five academic subjects: mathematics, physics, geography, English, and history. They also took civil air regulations and medical aid. Although these are not academic subjects, they were classified as such in the training program.

Under the terms of the contract, the college was responsible for presenting the work in the five academic subjects and in civil air regulations, medical aid, and physical training. The objectives and course content of each subject were set forth in directives from command headquarters first in Fort Worth, Texas, and later in Santa Ana, California. It was the problem of the college to learn what the desires of the Army were, and in each subject to give the best course possible in terms of those desires. President Polk implemented the educational program by appointing Dr. James F. Duncan Dean of Instruction and by assigning instructors to teach in the various departments. About twenty instructors were needed in a typical month, and altogether thirty-six were assigned to teach classes in the Army program. Not all who taught Army classes taught the full period, and some devoted only part time to the work. The presence in each of the eight departments of at least one instructor who taught full time and served throughout the period gave continuity and stability to the work. About half of the total number of instructors was drawn from the regular college faculty, which reveals that the presence of the detachment absorbed slack in the college faculty occasioned by declining student enrollment due to the war.

The students had one hour of military training each day. Flying was that part of their program to which they looked forward most. They may merely have endured other features of their program, but they really enjoyed flying. It came during the last month of their stay, and for it they went out to the airfield south of town.

The students were organized into squadrons and flights. A squadron was composed of eighty men and was divided into two flights. When the quota was full, there were five squadrons stationed here. At the end of each month one squadron left and another arrived. On January 29, 1944, word was received that no further commitments were to be made under the contract. No new squadrons would arrive: the detachment was to be terminated. The last squadron to leave, which in our numbering system was Squadron No. 65, left May 13, 1944. On July 15, 1944, the detachment was officially terminated.

The concern of the faculty for the successful performance of the functions assigned to it was genuine. It did not wish that the confidence of the Army in establishing the detachment at Oshkosh should in the end be found to have been misplaced. Conscious of the immensity of the undertaking as a whole and the rapidity with which it was set up, the faculty was aware that much that was included in it was of an experimental nature. Each member of the staff worked hard with such means as he had at his disposal to turn in the best performance possible. The students were tested in the five academic subjects after they arrived

at the classification center in Santa Ana, California. The results of these tests were scrutinized with interest in Oshkosh. The faculty took note with satisfaction that in no instance did the overall rank of a class from the 96th Detachment fall as low as the median of all classes tested. The work at Oshkosh was of high order.

Ist Lt. Roy C. Sewell was appointed historical officer of the detachment by the Commanding Officer, Major Richard F. Hartman. With the assistance of Dr. Ralph A. Norem of the college faculty, he prepared a history of the detachment which carries the story to March, 1944. A copy of this history is available in the college library.

The detachment was the principal concern of the college on the campus in support of the war effort, but meanwhile several faculty members and a large number of students left to enter the armed forces of the nation.

Fourteen men now on the faculty are war veterans. Only two of these, Mr. Robert M. Kolf and Mr. Frederick L. Caudle, are veterans of both world wars. The veterans of World War I are President Forrest R. Polk, Mr. Robert J. Grant, Dr. E. B. Pfefferkorn, Mr. J. A. Breese, Mr. N. Peter Nelson, and Dr. Ralph A. Norem. Dr. Raymond Ramsden, Dr. Ernest O. Thedinga, Dr. Robert G. Neumann, Dr. Willis R. Boss, Dr. Burton E. Karges, and Mr. William Bulfer are veterans of World War II.

Throughout the war the **Quiver** staff worked with its adviser, Mrs. Ethel J. Behncke, in preparing and keeping up to date a list of the students and former students who served in the armed forces during World War II. Every effort was made to make the list as complete and accurate as possible. As printed in the 1946 **Quiver**, the list contains 1,384 names. Of this number one, Robert B. O'Kon, was reported as missing in action; and the names of forty-one are given as having died in service. The names of those who gave their lives follow:

Marvin K. Boller

John Burger

James W. Bushee

Gerald R. Case

Charles Ceronsky

Frank Crane

Melvin Keith Davis

Wilbert Dunn

Edward Erickson

Norman W. Ewald

George E. Fenn

Mark E. Fitzgerald

Maurice Fitzgerald

Earl Brice Fuller

Roland D. Hahn

Arthur Hyde

David S. Johnson

James Kenny Kimball

Leslie Kornowske

Glenn K. Lambert

David Lem

Stanley C. Marsh

Donald McCallon

Milton McCoy

William J. McGowan

Robert D. Nash

Duane Nelson

Robert O'Callahan

Bruce Petri

Frederick Reed Reimers

Ludlow E. Richter

Norman J. Schmitz

John A. Sullivan

Harrison A. Talbot

Willard Thorson

Nile F. Timmerman

Duane L. Trettin

Merton Welton

John Henry Werner

Wayne Winans

Robert H. Zwicky

Missing in action:

Robert B. O'Kon

CHAPTER IX **FACULTY OF THE STATE TEACHERS COLLEGE AT OSHKOSH**

ADAMS, ALICE	Sept., 1919 - June, 1925
Critic, Grade 2	
ADLER, FREDERICH	Sept., 1917 - June, 1918
German	
ALBEE, FRANCIS E.	1871 - 1883
Intermediate Grades	
ALBEE, GEORGE S.	Sept. 12, 1871 - Sept. 4, 1898
President, Mental & Social Science, Psychology, Pedagogy	
ALDEN, MARGARET J.	1895 - 1897
Assistant Librarian	
ALDER, HUGO	Oct. 8, 1928 - June, 1929
Chemistry Assistant	
ALVORD, KATHERINE S.	1896 - 1908
History, Mathematics, Latin	
ANDERSON, C. J.	S.S. 1921
Education	
ANDREWS, LUCY C.	1878 - 1880
Mathematics, Geography	
APTHORP, MARY E.	1883 - 1912
Latin, Word Analysis, Grammar, German	
ARMSTEAD, ELIZABETH B.	1877 - 1880
Primary Grades	
ARNEMANN, MRS. SARAH	Sept., 1940 - June, 1942
Nurse	
ARNETT, IRENE E.	Dec., 1924 - June, 1926
English	
ARNETT, LONNA D.	1903 - 1904
Observation Methods	
ARNOLD, LIZZIE M.	1903 - 1905
Assistant Critic, Grammar Grades	
BAGLEY, RUTH G.	1909 - 1918
English	(On leave of absence 1913-14; 1916-17)
BAKER, PORTIA	July, 1926 - June, 1927
English	
BANNING, AMELIA E.	1876 - 1884
Drawing, Penmanship	
BARANOWSKI, PATRITIA	S.S. 1924
Physical Education	
BARDEN, CARRIE	1905 - 1908
Associate in English	
BARNETT, CECILLE JEAN	Sept. 10, 1936 -
Physical Education	

BARNETT, DOROTHY Biology	Sept., 1929 - May, 1930
BARR, ETHEL A. Mathematics	S.S. 1932
BARTZ, MELVIN History (Army Air Crew)	Dec. 20, 1943 - March 30, 1944
BATEMAN, MRS. HELEN E. Reading, Grammar, Rhetoric, Orthography, Composition	1872 - 1884
BATSCHULET, ETHEL Supervisor of Practice for Sub-Normal Children	Feb., 1925 - Sept., 1929
BEAMAN, FLORENCE History, English	S.S. 1924, 1925, 1927
BEENKEN, MAY M. Mathematics, Director of Division of Preprofessional Education	Sept. 10, 1928 -
BEHNCKE, MRS. ETHEL (See BOUFFLEUR, ETHEL)	
BEHNCKE, NILE J. Medical Aid (Army Air Crew)	April, 1943, only
BEHRENS, HAZEL A. Kindergarten	1919 - 1921
BELL, ELOISE A. Assistant in Grammar Grades	1902 - 1903
BENTON, MAY L. Physical Education	Sept., 1928 - Dec., 1928
BERGEN, LORAINÉ Mathematics, English	S.S. 1929
BERGER, WALTER Education	S.S. 1940, 1941
BERNET, DOROTHY	Sept. 10, 1929 - June 30, 1931
BERRY, EMMA L. History	1892 - 1893
BEYE, MARIAN English	1907 - 1909
BEZOLD, IRMA Library Assistant	Oct. 15, 1928 - July 1, 1929
BIRNEY, MARY Art	Sept. 10, 1934 - Jan. 25, 1935
BISHOP, CHARLES C. Education	S.S. 1922, 1923, 1924, 1926, 1927
BJURMAN, BEDA H. Drawing	1920 - June, 1924
BLAIR, WILLIAM R. Associate in Mathematics, Athletic Coach	1899 - 1902
BLAKE, MABEL G. Art, Sewing	March, 1922 -

BLAKESLEES, MRS. E. L. Vocal Music, Grammar	1886 - 1896
BLANCHARD, RAE E. English	Sept., 1921 - July, 1922
BLEYER, A. M. Manual Training	S.S. 1924, 1929, 1930, 1931, 1932, 1933
BLEYER, JANE Sr. Library Assistant Asst. Librarian	Nov. 7, 1940 - June 30, 1943 Dec. 1, 1943 - June 30, 1944
BODLEY, MRS. R. L. Junior High	April, 1922 - June, 1922
BOEING, RADFORD E. Mathematics (Army Air Crew)	Jan. 10, 1944 - April 30, 1944
BOLINGER, MRS. GRACE B. Domestic Science	1917 - 1919
BOLT, VEDA Critic, Grade 4	Sept., 1924 - June, 1925
BONNEY, CHARLOTTE Physical Education	Feb., 1929 - June 30, 1930
BOOM, SARA L. Critic, Grades 5 & 6	Sept., 1919 - June 30, 1929
BOOTH, W. EDWIN Biology Assistant	Sept. 14, 1936 - Feb. 1, 1937
BOSWELL, LOUISE E. Critic, Grade 4	Sept., 1920 - June, 1922
BOSS, WILLIS R. Biology	Feb., 1946 -
BOUCHER, NETTALIE Assistant, Grammar Grades	1909 - 1919
BOUFFLEUR, ETHEL J. Art	Sept. 10, 1925 -
BOWEN, HENRY C. Natural Sciences	1871 - 1874
BOWMAN, ELSIE L. Associate in Drawing	1904 - 1908
BOYNTON, MAJEL Grades	S.S. 1928
BRADBURY, LEAVELA M. Geography	Sept. 10, 1919 - June 30, 1928 Oct. 1, 1933 -
BRADBURY, STELLA English	Oct. 1924 - Jan., 1925
BRANOM, MENDEL E. Geography, Geology	1914 - 1915
BREDENDICH, CLARENCE Manual Training	S.S. 1926
BREESE, JOHN A. Music	Sept., 1923 -
BREESE, MRS. OLIVE (See ELEFSON, OLIVE)	
BREHMER, ROBERT G. History	S.S. 1926

- BRENER, OLGA S.S. 1940, 1941, 1942, 1943
English
- BRIGGS, LYDON W. 1878 - Sept. 14, 1921
Director, Model Department;
Principal & Critic, Grammar Grades;
Treasurer; Vice-President; Bookkeeping;
Government; School Management
- BRISMASTER, MRS. ESTHER M. April, 1943 - June 30, 1946
Nurse
- BROMBERG, PAULINE 1909 - 1912
Assistant in Physical Training
- BROWN, ELIZABETH 1897 - 1898
Second Primary
- BROWN, FREEMAN S.S. 1926, 1927
Manual Training
- BROWN, HARRY ALVIN Sept. 1, 1917 - Aug. 1, 1930
President; Secondary Education
- BROWNE, GEORGE M. 1889 - 1897
Natural Science, Biology, Chemistry
- BRUCE, LILLIAN L. Sept. 10, 1922 - June 30, 1923
Assistant Librarian
- BRYHAN, LEONE G. S.S. 1928
Librarian
- BUCKSTAFF, RALPH March, 1938 - June, 1938
Astronomy
- BULFER, WILLIAM P. April 1, 1943 - Sept. 30, 1943
Physical Education
(Army Air Crew)
June, 1945 -
Physical Education (College)
- BULLOCK, H. R. Feb. - July, 1927
Manual Training
- BURRELL, MARJORIE Sept. 10, 1931 - June 30, 1934
Kindergarten
- BUSH, MAYBELLE S.S. 1922, 1924, 1928
Elementary Education,
Mathematics
- CADWALLENDER, MARGUERITE 1917 - 1918
Critic, Intermediate Grades
- CALLAHAN, ALICE Sept., 1922 - June, 1925
Dramatics, Literature
S.S. 1930, 1940
- CAMPBELL, GUS W. Sept., 1923 - June 30, 1923
English
- CAMPBELL, MARY A. Sept., 1921 - June 30, 1923
Kindergarten
- CARLSON, RUSSELL S.S. 1938
Geography
- CARPENTER, FRANCES A. 1884 - 1885
Assistant, Grammar Grades
- CARTER, EDNA 1899 - 1904
Associate in Mathematics,
Civics, Physics

CARTER, HESTER P. Director of Physical Education for Women	1912 - 1914
CARVER, EDNA Drawing	S.S. 1929
CASE, FLORENCE Dean of Women; Sociology	Nov. 1, 1930 -
CASTEEN, MARIE L. Domestic Science	1916 - 1917
CAVANAUGH, CATHERINE Assistant Supervisor of Practice	Feb. 1, 1911 - June 30, 1913
CAUDLE, FREDERICK L. Mathematics, Science, Geography, Aeronautics-(Army Air Crew) Science, Mathematics; Veterans' Adviser-(College)	April 1, 1943 - Dec. 31, 1943 (Army) March 26, 1945 - (College)
CHALLONER, W. R. Machine Shop Practice	1916 - 1919
CHAMBERS, IDA N. Drawing	1919 - 1920
CHAPP, J. J. Biology	S.S. 1940
CHARD, LEOLA G. Kindergarten	Sept., 1928 - June 30, 1929
CHRISTENSEN, ANNA Kindergarten	Sept. 1927 - June 1928
CHRISTOFFERSON, H. C. Mathematics	Sept. 1923 - Sept. 10, 1927
CLARK, ANA Music	1874 - 1878
CLARK, CLARA L. Second Primary Grades	1895 - 1896
CLARK, ESTHER A. Critic, Primary Grades	1893 - 1894
CLARK, HARRIET E. Voice Culture, Elocution, Reading, Rhetoric	1882 - 1910
CLARK, MYRTES E. Assistant Supervisor of Practice	1911 - 1912
CLAUSEN, MALVINA C. Head Librarian	Sept. 10, 1918 -
CLEMANS, EARL A. Physics, General Science, Vice-President, Acting President (1930-31)	Sept., 1906 - Dec. 31, 1944

CLEMANS, MARY A. Music	1893 - 1897
CLOW, FREDERICK R. Sociology	Sept. 10, 1895 - June 30, 1930
COCHRAN, MRS. L. L. Principal, Preparatory Dept.	1877 - 1888
COFFMAN, MILDRED A. Associate in English	1910 - 1913
COLCORD, FANNIE C. Kindergarten	1882-1885
COLVER, MARY C. Associate in History, English	Dec., 1895 - 1896
COMPTON, MRS. MARY S. English	1913 - 1914
CONLEY, EMMA Director, Domestic Science	1912 - 1913
COOLIDGE, WALTER F. Assistant in Mathematics, Athletic Coach	1902 - 1906
COOPER, FLEDA Critic, Grade 8	Sept. 10, 1922 - Sept. 12, 1924
CORMIER, ARTHUR J. Psychology, Education	Sept., 1921 - Nov., 1921
CRAWFORD, MRS. BERENICE (See MALONEY, BERENICE)	
CROWLEY, MARY E. English & Critic, Grade 7	Sept. 10, 1919 - June 30, 1928
CULLEN, HOPE E. Critic, Grades 3 & 4	1918 - 1920
CUNDIFF, HANNAH M. Music	Feb. 1, 1908 - June 30, 1917
CURTISS, ANNA IRENE Assistant in Music	1909 - 1912
CURTISS, IRENE Critic, Kindergarten	Jan. 1916 - 1917
CURTISS, MRS. MAUD B. Director of Kindergarten	1901 - 1903
DANIELS, GRACE Primary	S.S. 1921
DANNETTELE, HELEN Critic, Grade 6	Sept., 1927 - June, 1928
DARLING, ELIZA History	1882 - 1884
DARLING, GRACE History, English, History of Education	1884 - 1892 1905 - 1906
DARLING, NANCY Critic, Intermediate Grades	1891 - 1892
DARRAH, FLORENCE Home Economics, Bacteriology	Sept. 10, 1928 - Sept. 10, 1937

DAVENPORT, FRANCES ISABEL	1900 - 1902
Assistant, Grammar Grades	
DAVID, WADE DEWOOD	Feb. - June, 1934
History	
DAVIS, NANCY M.	1880 - 1897
Mathematics, Geograph	
DEALEY, W. L.	Sept. 10, 1924 - Sept. 10, 1928
Psychology & Education of Exceptional Children	
DEN BLEYKER, ANNE	1920 - April, 1921
Critic, Grade 6	
DENNIS, WALDO	1879 - 1881
Natural Science	
DES MARAIS, HOMER A.	1916 - 1918
French, Latin, English, Spanish	Sept. 15, 1941 - June 10, 1942
DICKELMANN, LORIN E.	Feb., 1936 - Sept. 11, 1937
Teaching Physician	
DICKINSON, M. VIRGINIA	1917 - Aug., 1920
French, English, Educational Sociology	
DILLING, HULDA A.	Sept. 15, 1930 -
Elementary Education, Director, Kindergarten-Primary Education	
DILLON, CHESTER C.	Sept., 1920 - Jan. 1921
Director, Physical Education for Men	
DINIUS, LILLIAN	1913 - 1914
Critic, First Primary Grades	
DISCHER, CLARENCE A.	Oct., 1938 - June, 1939
Chemistry Lab. Assistant Chemistry, Physics	March 1, 1943 - April 30, 1944
DOAK, LAWRENCE A.	Sept. 10, 1930 - June, 1931
Science, Mathematics	
DOBYNS, LLOYD F.	June 21, 1943 - Aug., 1943
History (Army Air Crew	
DOE, VANIE C.	1880-1883
Grammar Grade	
DOLLAR, FERNE	S.S. 1935
Literature	
DONNER, BARBARA C.	Sept. 10, 1926 -
History	
DOPP, KATHARINE E.	1893 - 1895
Critic, Intermediate Grades, Associate in Pedagogy	1899 - 1900
DORAN, MARGARET	Sept. 10, 1922 - June 30, 1925
Assistant Librarian	
DORN, EMILY M.	1906 - 1908
Drawing	

DORNBUSH, H. C.	S.S. 1934
Rural Education	
DOUDNA, QUINCY V.	S.S. 1942
Education	
DOUGLASS, AGNES JEAN	Nov., 1924 - June, 1925
Drawing	
DOWLING, DENNIE G.	1892 - 1893
Intermediate Grades	
DOWNING, ADELYN S.	1903 - 1905
Music	
DOYLE, M. EILEEN	1918 - 1921
Assistant, Jr. H.S. Latin	
DRESDEN, BENJAMIN MACK	1896 - 1910
German, Associate in Pedagogy	
DRESSER, DORA	1890 - 1891
Assistant in Model Dept.	
DUFFIES, LILLIAN	1880 - 1882
Grammar, History, English	
DUNCAN, JAMES F.	Sept. 10, 1930 -
Physics; Dean of Instruction	
DUNLAP, LINNIE BLAIR	1894 - 1896
First Primary Grades	
DUNLOP, D. W.	S.S. 1942
Botany	
DUNN, MARY S.	1888 - 1890
Gymnastics, Hygiene	...
DYNES, SARAH A.	1888 - 1892
Assistant, Preparatory Room	
EDSALL, BESSIE E.	Feb. - June, 1916
Assistant, Grammar Grades
EDWARDS, MRS. R. H. (See MCNUTT, CARRIE E.)	
ELEFSON, OLIVE A.	Sept. 10, 1928 - Sept. 10, 1931
Critic, Grades 2 & 3	Sept., 1945 - June 30, 1946
ELWOOD, VERNON	Feb., 1928, only
Manual Training for Sub-Normal Children	
ENCKING, LOUISE F.	Sept. 10, 1908 - June 30, 1917
Librarian	
ENGELS, CARL	May 1, 1943 - Feb. 29, 1944
Physics (Army Air Crew)	
ERDLITZ, RICHARD	S.S. 1928
Physical Education	
ERVIN, CLYDE D.	Sept. 12, 1940 - Sept. 30, 1942
Bacteriology	
EVANS, JANET	Sept. 10, 1934 - June 30, 1935
Home Economics	
EVANS, L. R.	S.S. 1927, 1928
Manual Training	
EVANS, MAYSEL E.	Sept. 10, 1929 -
Speech, English, Dramatics	

EWING, CONSTANCE L. Associate in Drawing	1907 - 1909
FAIRCHILD, R. W. Secondary Education	S.S. 1921, 1922, 1923
FAIRWEATHER, C. A. Algebra	1909 - 1910
FARLEY, ALLISON A. Psychology, Methods, History of Education	Sept., 1907 - June 30, 1941
FARLEY, BESS LOU Kindergarten Critic	1914 - Dec. 1915
FERGUSON, FRANK Physics	1909 - 1914
FINK, PAUL J. Manual Training	S.S. 1930
FISHER, LAURA Kindergarten	April - June, 1880
FISHER, MARGARET E. Director of Physical Training, Lecturer on Hygiene	1907 - 1912
FITTON, MARY Assistant Librarian	Sept. 10, 1925 - June 30, 1927
FITZGERALD, J. C. English, Mathematics	S.S. 1920, 1924
FLETCHER, WALTER H. English, Latin, Mathematics, Elementary Science	Sept., 1918 - Sept. 12, 1944
FLING, HARRY R. Biology	Sept., 1896 - June 30, 1918
FORSTER, KATHARINE E. English	1913 - 1914
FRANCHERE, LUCILLE C. French	Sept., 1920 - June 30, 1921
FRANK, JOHN Chemistry Assistant	Sept., 1935 - June, 1936
FRANK, JOSEPH O. Chemistry	Sept., 1912 -
FREDERICKSON, CELIA Home Economics	Sept., 1925 - June 30, 1928
FRIDAY, CLARA Handicrafts	Jan. - June, 1927 S.S. 1928
FRINK, EUNICE E. History	1881 - 1882
FURMAN, ANASTASIA English	S.S. 1944
GARTMAN, LORETTA Physical Education Assistant	Sept., 1940 - June, 1941
GARVER, MADISON M. Natural Science	1881 - 1882

GATES, ELVA B.	1918 - 1919
Physical Education Assistant	
GEIGER, WARNER J.	Sept. 10, 1936 -
Geography, Social Studies	
GENSKOW, H. M.	S.S. 1929
Rural Education	
GILBERT, IRENE E.	1876 - 1877
Primary Department	
GLOTFELTER, J. H.	Sept., 1913 - Sept. 10, 1917
Principal, Training School	
GOAN, EUNICE	March - June, 1928
Librarian	
GODDARD, HENRY N.	1893 - 1906
Chemistry, Nature Study	
GODDARD, MRS. H. N. (See CLEMANS, MARY A.)	
GOODELL, M. R.	S.S. 1941, 1942
Education	
GRAHAM, ROBERT	1871 - 1881
Director of Model School, Music, Reading, Conductor of Institutes	
GRANDY, MARY	1886 - 1888
Assistant Principal, Preparatory Dept.	
GRANT, ROBERT J.	Feb. 1, 1927 -
Principal of Junior High School; General Science	
GRIEDER, HILDA M.	Sept., 1925 - Sept. 10, 1929
English	
GROVES, COZETTE	Feb. 1, 1931 -
Critic, Grade 5	
GROVES, HARRY C.	1918 - 1919
Mechanical drawing	
GRUENHAGEN, RICHARD E.	Sept., 1909 -
Manual Arts	
GUENTHER, EMMA H.	1906 - 1909
Associate Supervisor of Practice	
GUION, FRANCES D.	1896 - 1903
Associate in Elocution, Reading, English Language	
GUMMER, SUSAN	Sept., 1931 - June, 1932
Librarian	
GUNN, KATHRYN A.	Sept., 1922 - June, 1923
English	
HABER, JACOB P.	1877 - 1878
Preparatory Classes	
HALE, CHAUNCEY C.	Sept. 1, 1928 - June, 1929
Chemistry Lab. Assistant	

HALL, EDWARD	Sept., 1926 - June, 1927
Physical Education Assistant	Sept., 1929 - June, 1930
HALSEY, CORA M.	1908 - Jan., 1910
History	
HALSEY, RUFUS H.	Dec. 1, 1898 - July 12, 1907
President; School Supervision	
HAMPTON, ELEANOR	1905 - 1908
Intermediate Grades	
HANCOCK, HOWARD J.	April, 1921 - Sept. 10, 1931
Physical Education for Men	
HANSEN, MRS. DOLORES	May, 1939, only
Kindergarten Critic.	March, 1940 - June, 1940
Critic, Grade 3	
HANSON, CARRIE S.	1883 - 1889
Intermediate Grades,	
Assistant, Preparatory Dept.	
HARKER, H. J.	S.S. 1927, 1928
Physics	
HARMON, LOLA M.	1909 - 1910
Assistant Supervisor of Practice	
HARNER, DAISY I.	1910 - 1912
Domestic Science	
HARRINGTON, B. W. (MISS)	April - June, 1917
English	
HARRINGTON, MARIE	Dec., 1927 - June, 1928
Chemistry	
HARRIS, HANNAH J.	1916 - 1917
English	
HARTWELL, VERA	Sept. 1925 - June, 1926
Art	
HARVEY, LORENZO D.	1885 - 1892
Political Science, School Economy,	
Conductor of Institutes	
HASKELL, ALFARETTA	1883 - 1893
Critic, Second Primary Grades	1898 - April 18, 1903
HAY, EARL D.	1913 - 1918
Mechanical Drawing	
Cabinet Making	
HAZARD, MARTHA	1871 - 1875
Drawing, Penmanship,	
Music, Calisthenics	
HEATON, MARY	Sept., 1927 - Jan. 31, 1929
English	
HEBERLING, RALPH H.	1912 - 1917
Forge Work, Cabinet Making	
HEILIGER, ELLA	1914 - 1918
Supervising Critic,	
Merrill School	

HEIN, FRED V.	April 1, 1943 - April 30, 1944 (Army)
Physical Education	June 12, 1944 - July 21, 1944
(Army Air Crew)	
Physical Education, Health Education (College)	
HEINSIUS, CECIL M.	April - June, 1922
English	
HELBLE, H. H.	S.S. 1933, 1934
Sociology, History	
HENDERSHOT, PEARL	Sept., 1925 - June, 1926
Critic, Grade 2	
HENDERSON, HELEN W.	Sept., 1919 - June 30, 1925
Home Economics	
HENDERSON, JOSEPHINE	1892 - 1918
Rhetoric, Composition,	(Leave of Absence 1911-12)
English, Grammar	
HENKEL, JOHN	Oct. 1, 1938 - June 30, 1939
Assistant in English	
HENLEY, FAYE	1903 - 1911
Director of Kindergarten	
HERSHBERGER, LEO D.	April 5, 1943 - June 11, 1944 (Army)
Medical Aid	S.S. 1943, 1944, 1945 (College)
(Army Air Crew)	
Biology, Conservation (College)	
HETHERINGTON, LEORA	Sept., 1928 - June, 1929
Kindergarten	
HEWARD, GRACE	1896 - 1903
Vocal Music	
HEWITT, W. C.	Sept., 1892 - Sept. 10, 1936
Political Science, Mathematics,	
Conductor of Institutes	
HEWITT, MRS. W. C.	S.S. 1921
History, Mathematics	
HILL, A. ROSS	1895 - 1897
Psychology, Pedagogy	
HILL, JOHN	1912 - 1914
Latin, French	
HILL, MARIA S.	1871 - 1880
Grammar Department	
HINDS, FLORA M.	1898 - 1899
General Assistant	
HINKEL, MARTHA E.	1910 - 1912
Reading	
HIRSCH, MARIE A.	Sept. 10, 1929 -
History	
HOBART, CLYDE M.	March - July, 1922
Mathematics	S.S. 1922
HOBBS, JAMES B.	Sept., 1922 - June, 1923
Mathematics	
HOLMES, REV. DAVID C.	1871 - 1872
Natural Science	

HOLMES, MRS. D. E.	1871 - 1872
Geography, History, Drawing	
HOLMES, MYRTLE	1910 - 1913
Associate in English	
HOLMES, RICHARD	March, 1940 - June, 1941
Biology	
HOOKE, THEODORA A.	1890 - 1891
Gymnasium, Hygiene	
HOUSEHOLDER, F. F.	1913 - May, 1914
Physics	
HOWE, MARY S.	1889 - 1891
Pianist, Instrumental Music	
HUBBARD, ANNA G.	1898 - 1899
Librarian	
HULBURT, L. ISABELLE	1918 - 1919
Kindergarten Critic	
HUNT, NETTIE J.	1892 - 1894
Reading, Algebra, English	
HUNTER, J. RUFUS	1891 - 1893
Physics, Mathematics	
HYDE, MARIE E.	Sept., 1916 - June 30, 1917
Physical Education	
HYMER, MAC R.	April 1, 1943 - March 31, 1944
Mathematics, Physics (Army Air Crew)	
IHRKE, HAROLD	Feb. 1, 1938 - June 10, 1938
Chemistry Assistant	
JACOBI, CAROLYN B.	Sept., 1918 - June 30, 1920
Education, Psychology, Music, Nature Study	
JAMES, NEVIN S.	Sept., 1923 -
Speech, English	
JAYNE, VIOLET D.	1889 - 1891
Grammar, Composition, Rhetoric	
JENSEN, HENRY	Oct., 1930 - June, 1931
Physical Education	
JOHNSON, L. C.	S.S. 1940, 1941
Elementary Education	
JOHNSON, MRS. LAURA T.	Sept., 1924 -
Director of Intermediate and Grammar Grade Education, Elementary Education	
JOHNSON, MABEL E.	Sept., 1928 - June 30, 1929
Critic, Grades 2 & 3	
JOHNSTON, LAURA M.	Sept., 1918 - Sept. 10, 1934
Director of Training School	
JONES, JENNIE L.	1881 - 1882
Kindergarten	

JONES, THERESE E. English, Grammar, Composition, Rhetoric	1884 - 1889
JONES, THOMAS Chemistry	Sept., 1930 - June, 1932
JUST, FRED E. Machine Shop Practice	April 30, 1920 - June 30, 1930
KARGES, BURTON E. Chemistry, Geology	Sept. 8, 1934 -
KARNES, FRANK M. Director, Industrial Arts	Sept., 1915 - Sept. 10, 1935
KANES, LOWRY B. Geography	S.S. 1932
KARNES, MRS. MYRTLE History	S.S. 1931
KEITH, JOHN A. H. President	Nov. 1, 1907 - Sept. 1, 1917
KELLERMAN, WILLIAM Natural Sciences	1874 - 1879
KELLY, MARGARET M. Sr. Library Assistant	Sept. 10, 1929 - Aug. 31, 1939
KELSO, CORINNE Critic, Jr. H.S. Mathematics	Sept., 1923 - Sept. 12, 1942
KELTY, MARY History, Social Science	Sept., 1915 - June 30, 1917 Sept., 1922 - June 30, 1928
KEPLINGER, WINIFRED History	Sept., 1928 - June 30, 1930
KIDDER, MARTHA Critic, Primary Dept.	1874 - 1875
KILLCULLEN, MAE J. Elementary Education	S.S. 1923
KILPATRICK, MARIAN POLK Library Assistant	Sept. 20, 1943 - Aug. 31, 1945
KIMBALL, LILLIAN G. English Language, Assistant in Preparatory Room	1893 - 1910
KING, IRVING Psychology, Pedagogy	Feb. - June, 1903
KING, MAJORIE Kindergarten Critic	Sept. 11, 1939 - Sept. 10, 1945
KITTLEKAMP, B. H. Zoology	S.S. 1939, 1940
KNAPP, G. E. Music	Sept., 1922 - Aug., 1923
KNIGHTS, BERTHA Second Primary Grades	1896 - 1897
KNOWLTON, RUTH Assistant Librarian	Sept., 1915 - June, 1916

KOESSER, GLADYS Librarian	S.S. 1921
KOLF, ROBERT M. Physical Education	June, 1923 - June 30, 1943 November 12, 1945 -
KUNTZ, MARIAN Physical Education Assistant	Oct. 1, 1938 - June 30, 1939
LADD, MARY H. Mathematics, Latin	1871 - 1881
LAMBERT, MRS. ELLA Home Economics	Sept., 1923 - June, 1924
LANE, MABEL R. Physical Education	1912 - 1918
LEAMAN, BERTHA History	Sept., 1930 - June 30, 1931
LE CRONE, ANNA L. Assistant Librarian	Sept. 10, 1922 - April 30, 1924
LEEMHUIS, HENRY Gymnastics	1887 - 1888
LEHMANN, W. H. Music	Sept., 1921 - Jan. 31, 1922 S.S. 1923
LEMLEY, JEANNETTE History	S.S. 1924
LE ROUX, JESSIE L. Critic, Grade 2	Jan., 1919 - 1920
LEVENS, BELLE Critic, Primary Grades	1901 - 1902
LEVENS, LORA Associate in English	1912 - 1913
LEVINGS, EMMA P. Assistant Librarian	1898 - 1900
LEWIS, R. F. Elementary Education	S.S. 1927
LIBBY, KATHLYNE J. Second Primary	1905 - 1906
LIBIS, MRS. META M. Music	1897 - 1898
LICKING, R. H. Geography	S.S. 1940, 1943
LIND, JENNY Drawing	S.S. 1925
LINDSEY, ALMONT History, English	July, 1936 - March, 1937 S.S. 1938
LITTLE, THERESA History	S.S. 1928
LOCKWOOD, HARRIET R. English, Jr. High Critic, English Methods	Sept., 1924 - June 30, 1946

LOOK, SUSANNE A. Director of Gynasium Lecturer on Hygiene	1900 - 1902
LOUGH, JAMES E. Psychology, Pedagogy	1898 - 1901
LOWD, EDNA B. Assistant in Art Dept.	1903 - 1904
LUMSDEN, THELMA Critic, Grade 3	Sept., 1923 - Aug., 1924
MACE, MRS. RUTH (See MILNE, RUTH)	
MACKENZIE, RHODA C. Assistant, Grammar Grades	1908 - 1909
MACKIE, R. A. Psychology	S.S. 1934
MAGEE, HARRIET CECIL Drawing, Social Culture, Reading	1884 - 1906
MALONEY, BERENICE Critic, Grade 3	Sept. 10, 1936 - Sept. 10, 1945
MANCHESTER, RAYMOND E. Mathematics	Sept., 1910 - Sept. 10, 1918
MANNY, FRANK A. Director of Observation and Methods	1898 - 1900
MARCHANT, MRS. FANNIE M. Grammar Grades	1885 - 1887
MARCY, LUCILLE Assistant Librarian	Sept. 12, 1927 - June 30, 1929
MARIN, HENRY German	1875 - 1876
MARK, ELVIRA E. Assistant in History	1907 - 1908
MARKEN, HAZEL Biology Assistant	Sept., 1929 - Jan., 1930 S.S. 1930
MARLOR, MADAME HORTON French	January - March, 1920
MARSTON, A. N. Natural Science	1882 - 1883
MARTIN, NEIL F. Geography (Army Air Crew)	June - August, 1943
MARVIN, JENNIE G. Principal, Junior High School	Sept., 1888 - Sept. 10, 1930
MARVIN, JULIA R. Gymnastics, Hygiene	1893 - 1897

MASON, CAROL	S.S. 1938
Geography	
MASSIE, VELMA	S.S. 1928, 1929
Mathematics	
MC CAIN, ALLISON	Oct. 4, 1943 - April 30, 1944 (Army)
Physical Training	Sept. 18, 1944 - June 8, 1945 (College)
(Army Air Crew)	
Physical Education (College)	
MC COMB, GOLDYBELLE	Sept. 10, 1928 - June 30, 1929
Assistant Librarian	
MC CONNELL, WALLACE	1913 - 1914
Geography, Geology	
MC CULLOCH, MRS. CORINNE	(See KELSO, CORINNE)
MC ELROY, KATHRYN	Sept., 1924 - June, 1925
Kindergarten	
MC FADDEN, MARY I.	1901 - 1906
Associate Supervisor of	
Practice	
MC INTOSH, GRACE K.	1914 - 1915
Supervising Critic,	
Read School	
MC LEES, WILLIE	S.S. 1924
Critic, Grade 2	
MC MAHON, ROLLA J.	Sept. 10, 1934 -
Registrar; Education	
MC MILLAN, WALTER	1908 - 1911
Algebra, Athletic Coach	
MC MURDO, MELLIE	1885 - 1886
Assistant, Grammar Grades	
MC NUTT, CARRIE E.	1878 - 1886
Music, Assistant in	
Preparatory Grades	
MEAD, GRACE	1903 - 1905
Second Primary Dept.	
MERMIER, JEANNE	Sept., 1924 -
French	
MERKER, BERTHA	Sept. 11, 1939 -
Critic, Grade 2	
MERRITT, ROSINA R.	Sept., 1916 - June 30, 1918
Critic, Grades 1 & 2	
MERTON, ELLA L.	S.S. 1921
Elementary Education	
METZ, GERTRUDE	Sept. 10, 1937 - June 30, 1939
Critic, Grade 2	
MEYER, ARTHUR E.	Sept., 1912 - June 30, 1917
Physical Training	
MEYER, ELIZABETH	Sept. 11, 1939 - Oct. 31, 1940
Library Assistant	

MEYER, HELEN	1914 - 1915
First Primary Grades	
MILLER, CALISTA	September, 1930, only
Critic, Grade 5	
MILLER, DURWARD	Oct. 1, 1938 - June 30, 1939
Biology Assistant	
MILLER, PERSIS K.	1889 - 1900
Assistant, Grammar Grades	
MILNE, RUTH S.	Sept., 1918 - Feb. 1, 1936
Physical Training	
Dean of Women	
MISSELHORN, DORIS	July 1, 1944 - Sept. 1, 1945
Sr. Library Assistant	
MITCHELL, BERNICE	Sept. 10, 1936 - Feb., 1937
Grade 2	
MITCHELL, FRANK E.	Sept., 1897 - Sept. 12, 1933
Geography	
MONROE, JESSIE B.	1911 - 1912
Music	
MOODY, ANNA W.	1871 - 1881
Rhetoric, English, History	
MOORE, BARBARA C.	1906 - Jan., 1908
Vocal Music	
MOORE, NELLE E.	Sept., 1921 - June, 1924
Grade 6; Director, Intermediate Grades	
MOORE, SARA B. (See BOOM, SARA L.)	
MOREHART, GERTRUDE	1909 - 1912
Second Primary Grades	
MOREY, LOUISE	1897 - 1899
Associate in Mathematics	
MORLEY, CLARA E.	1917 - 1919
Literature	
MORRIS, LILLIAN K.	Sept., 1925 - Aug., 1926
Critic, Grade 4	
MORRISON, FELIX	Sept. 6, 1938 - June 3, 1939
English	
MORRISSEY, SARA JANE	Sept. 10, 1934 - Feb. 1, 1935
Critic, Grade 1	
MOULTON, MAY B.	Feb. 1, 1908 - June 30, 1918
Drawing	
MUELLER, MRS. IDA J.	Sept., 1945 -
Critic, Kindergarten	
MUMPER, WILLIAM	1885 - 1889
Natural Science	
MUNGER, LOIS E.	1918 - 1919
Music	
MURRAY, BEULAH	April - June, 1917
Assistant Librarian	

NAUMAN, LOUISE	Sept., 1921 - Aug., 1922
Physical Education	
NEFF, GAYNELL	Sept. 8, 1924 - June 30, 1929
Physical Education	
NEFF, MARIETTA WRIGHT	1910 - 1911
English	
NEIL, BERNICE	Sept. 10, 1936 - June 30, 1938
Critic, Kindergarten; Domestic Science	
NELSON, JAMES F.	June 21 - August, 1943
Physics (Army Air Crew)	
NELSON, N. PETER	Nov. 1, 1924 -
Director, Secondary Education	
NIXON, G. F.	S.S. 1924, 1927, 1929
Education	
NEUMANN, MRS. MARLENE	Dec. 1, 1942 - Aug. 31, 1943
Economics	
NEUMANN, ROBERT G.	Sept. 10, 1941 - Nov. 26, 1942
Economics	March 11, 1946 -
NOREM, RALPH A.	Sept., 1939 -
Political Science, History	
NORTON, GRACE B.	Sept., 1911 - June 30, 1913
Assistant Supervisor of Practice	
NOVITSKI, JOSEPH F.	Sept., 1924 - June 30, 1926
Director, Rural Education	
NOYES, LUCY A.	1875 - 1876
Primary Department	
OIUM, GENEVIEVE	July - September, 1927
Assistant Librarian	
O'KEEFE, MARY A.	1908 - 1911
Critic, Intermediate Grades	
OLSON, O. H.	April 1, 1943 - March 31, 1944
Physics (Army Air Crew)	
OOSTERHOUS, LAWRENCE	Feb. 1, 1938 - Aug. 31, 1940
Economics	
OSTER, EVELYN G.	Sept. - Nov., 1918
Physical Education	
PALM, ANNA E.	Sept., 1914 - June 30, 1915
Physical Education Assistant	
PALMER, CECIL M.	1905 - 1906
Assistant, Grammar Grades	
PARK, MORTIMER T.	1875 - 1878
Bookkeeping, Calisthenics, Director of Model School	
PARMELE, ELLA G.	Sept., 1907 - June, 1908
Librarian	
PARSONS, ADELAIDE M.	1898 - 1905
Critic, Intermediate Grades	
PATTON, MILDRED	Sept., 1927 - June, 1928
Director, Intermediate Grades	

PAUP, HELEN Critic, Grade 2	Sept., 1926 - June 30, 1928
PEAKE, ELLEN F. P. Literature, English	Sept., 1895 - Jan. 31, 1936
PERKERSON, GLADYS Physical Education	Sept. 13, 1930 - Sept. 10, 1936
PERKINS, DOROTHY Library Assistant	Nov. 1, 1939 - Aug. 19, 1940
PETERS, MRS. FLORENCE L. Nurse	Sept., 1942 - Feb., 1943
PFEFFERKORN, E. B. Teaching Physician	Sept., 1935 - Feb. 15, 1936 Sept., 1937 -
PIERSON, EDGAR F. Biology	S.S. 1942
PIETERS, ALEIDA J. History	Feb. 1, 1910 - June 30, 1917
POLK, FORREST R. Mathematics, Manual Training, President (1931)	Sept., 1915 -
POND, ADDIE C. Associate in Drawing	1900 - 1903
POOR, VINCENT C. Mathematics, Athletic Coach	1906 - 1908
POPPY, WILLARD J. Mathematics	S.S. 1930
PORCHER, ERNESTINE French	Sept., 1922 - June, 1924
PORTER, MRS. JANE (See BLEYER, JANE)	
POTTER, LUCY A. Assistant Librarian	Sept., 1907 - June, 1915
PRESTON, MYRTA L. Associate in History, Latin	1894 - 1895
PRICE, IRENE Mathematics	Sept., 1929 - Feb. 17, 1944
PRICE, WILLIAM F. Rural Education Director, Elementary Education	Sept. 10, 1934 - Dec. 30, 1942
QUANTZ, JOHN O. Psychology, Pedagogy	1901 - Jan. 24, 1903
RADFORD, JANE Assistant Librarian	June, 1924 - June 30, 1926
RADLEY, OLIVE Assistant, Grammar Grades	1917 - 1918
RAMSDEN, RAYMOND Psychology, Philosophy	Sept. 11, 1941 - March 31, 1943 Jan. 1, 1946 -
REED, LULA A. First Primary Grades	1912 - 1913

REES, T. S.	S.S. 1926
Manual Training	
REID, BERNICE	Sept., 1916 - June 30, 1920
Assistant Librarian	
RICH, MARY E.	1906 - 1909
Second Primary	
RICHARDS, INEZ	Oct. - Nov., 1934
Jr. High English	
RICHARDSON, PERSIS	Sept., 1919 - June 30, 1920
Critic, Grade 1	
RIGDON, VERA	Sept., 1929 - Jan., 1930
Geography	
RILEY, MARION E.	Sept. 1922 - June, 1924
Physical Education	
RIORDAN, MABEL H.	1908 - Sept. 10, 1934
Assistant Clerk, Assistant in Physics, Registrar	
ROBB, MARY E.	1912 - 1913
Assistant Supervisor of Practice	
ROBERTS, MRS. INA C.	S.S. 1931
History	
ROBERTS, JEAN M.	Sept., 1931 - Jan. 1932
Critic, Grade 4	
ROBERTS, MARGARET K.	Sept., 1918 - June 30, 1922
History	
ROBEY, ELLSWORTH E.	1913 - 1914
Director of Country School Course	
ROCK, BYRON J.	S.S. 1924, 1927
Education	
ROCKWELL, KATHRYN	Sept., 1925 - Sept., 1927
Critic, Kindergarten	
ROEDL, LEO. J.	S. S. 1921
Manual Training	
ROEHM, ALFRED I.	Sept., 1910 - June 30, 1917
German	
ROELS, WESLEY W.	Sept. 30, 1943 - June 6, 1944
Physical Training (Army Air Crew)	
Physical Education (College)	
ROEWEKAMP, LOUISE C.	Sept. 10, 1920 - June 30, 1922
Assistant Librarian	
ROONEY, ANNIE L.	1903 - 1909
Assistant in Elocution & English, Reading	
ROPER, RUTH	Sept. 10, 1934 - Sept. 10, 1936
Critic, Kindergarten; Music	S.S. 1944
ROPES, ALICE H.	Sept., 1912 - June 30, 1916
Music	

ROSE, KATHRYN Kindergarten	1917 - 1918
ROSE, LILA MAY Music	Feb. 1, 1921 - Sept. 10, 1946
ROTH, ALPHA English, Speech	Sept., 1927 - July, 1928
ROUNDS, MINA DEHART English Literature, History of Education	1891 - 1893
ROWEN, ROSS B. History, English (Army Air Crew)	June 21, 1943 - Dec. 31, 1943
RUND, EMMA Reading	Feb. - June, 1909
SACHARSKI, EDWARD Physical Education Assistant	Oct. 1, 1938 - June 30, 1939
SAGE, ADOPHUS H. Physics, Geology	1893 - Dec., 1909
SAWYER, WESLEY C. Literature, Political Science, German, Conductor of Institutes	1882 - 1885
SAXE, EMMA G. Assistant, Grammar Grades; Principal, Preparatory Room	1887 - 1897
SCHARFF, MRS. LOIS (See SWALLOW, LOIS E.)	
SCHEFFSKEY, DORA B. Critic, Grade 5	Sept. 10, 1929 - Sept. 10, 1930
SCHLOSSER, F. F. Chemistry	S.S. 1945
SCHMIDT, HANS W. Director, Industrial Education	Feb. 1, 1912 - March 30, 1920
SCHWARTZ, JOHN D. Chemistry, Biology	Sept. 10, 1932 - June 30, 1934
SCOTT, LOUISE E. Critic, Junior High School	Sept., 1928 -
SEWALL, HARRIET Assistant in Geography	1911 - 1912
SHAMEL, MAUD Music	1905 - 1906
SHARRARD, KATE Asst. Supervisor of Practice	1914 - 1917
SHELDON, ELEANOR English	Sept., 1911 - June 30, 1916
SHEPARDSON, GRACE L. Director of Gymnastics; Hygiene	1902 - 1908
SHERMAN, FREDERIC D. Psychology, Pedagogy	1896 - 1897
SHIPMAN, GORDON History	Oct., 1932 - Jan., 1933

SHRUM, HERBERT T. Industrial Arts	Nov., 1919 - June 30, 1937
SKEMP, HELEN W. Sr. Library Assistant	Sept. 10, 1929 - June 30, 1936
SKINNER, MARIE AMELIA Librarian	1897 - 1898
SLIFFE, HELEN Critic, Grade 4	Sept., 1922 - June, 1923
SLOSSON, FLORA Intermediate Grades	1885 - 1887
SLOTTERBECK, MAY G. History, Literature	1891 - 1892
SMALL, MAURICE H. Secondary Education	Sept., 1914 - June 30, 1918
SMALLIDGE, OLIVE Critic, Grade 4	Sept., 1923 - June, 1924
SMITH, FLORENCE L. Critic, Intermediate Grades	Sept., 1913 - June 30, 1916
SMITH, MRS. GLADYS H. (Leave of absence Sept., 1931 - Feb., 1932)	Sept., 1925 - Feb., 1928 - Feb., 1930
SMITH, HELEN A. History, Education	S.S. 1930
SMITH, HENRY E. Tests and Measures	1914 - 1916
SMITH, HOWARD C. Latin, French	Sept. 10, 1934 -
SMITH, JAMES H. Director, Training School	Sept., 1910 - June 30, 1921
SMITH, NELLE ADAMS Drawing	1891 - 1893
SMITH, NELLIE L. Music	Sept., 1917 - June 30, 1931
SMITH, RUBERTA N. Supervisor of Practice	1906 - 1908
SNYDER, L. GRACE Assistant, Grammar Grades	Sept., 1940 - June, 1941
SPECHT, RAYMOND Physical Education Assistant	Sept. 10, 1929 - June, 1932
SPIKER, SINA K. English	Sept. 6, 1938 - April 30, 1939
SPRINGER, MARTHA K. Critic, Kindergarten; Domestic Science	1919 - Sept. 10, 1921
STAATZ, THERESA M. Assistant Physical Director	June 21 - August, 1943
STACY, DELBERT M. Mathematics (Army Air Crew)	Sept., 1914 - June 30, 1923
STAFFORD, MARGARET English	

STARK, MABEL C. Geography	Sept., 1912 - June 30, 1913
STATZ, THERESA Physical Training	Sept., 1919 - June, 1922
STEED, LUCILLE Assistant Librarian	Sept., 1925 - Sept. 1927
STEPHENSON, FRANK R. Director, Rural Education	Feb. - May, 1928
STEVENS, ALICE Librarian	Sept., 1925 - June, 1926
STEVENS, ELIZABETH Critic, Primary Grades	1902 - 1912
STEWART, MAY L. Director, Rural Education	Sept. 10, 1926 -
STONE, BENNIE Critic, Grade 8	Sept., 1922 - June 30, 1925
STONER, ELIZABETH R. Director of Gymnasium Lecturer on Hygiene	1899 - 1900
STORER, MARY E. French	Oct. 10, 1928 - June 30, 1929
STRATTON, HELEN GLENN Music	Feb. - July, 1922
STRONACH, ADDIE B. Assistant Librarian	1894 - 1895
STRONG, FRANCES L. Associate in Pedagogy Associate Supervisor of Practice	1900 - 1901
STRUM, ARTHUR L. Physical Director for Men	1919 - 1920
SUMMERS, LIVINGSTON L. Director, Manual Training Dept.	1902 - 1912
SUTHERLAND, SARAH Domestic Science	Sept., 1914 - June 30, 1916
SWALLOW, LOIS E. Critic, Grade 3	Sept., 1929 - Sept. 30, 1936
SWART, ROSE C. Director, Primary Education; Geography, Penmanship, German, English, Supervisor of Practice; Dean of Women.	Dec. 8, 1871 - June 30, 1922 (Leave of Absence 1879-80)
SWITZER, W. E. Geography	S.S. 1940, 1941
TALBOT, HUGH W. Biology	Nov. 3, 1919 -

TALCOTT, RUTH W. French	1919 - March 3, 1922
TALMAGE, NELLIE Kindergarten	1880 - 1881
TAYLOR, FRANCES Drawing	1875 - 1876
TAYLOR, HILDA English	Sept. 10, 1928 - Jan. 27, 1944
TAYLOR, JOHN T. English	Feb. 1, 1936 -
THEDINGA, ERNEST O. History, Social Science, Dean of Men	Feb. 1, 1936 - Sept. 12, 1942 Jan. 1, 1946 -
THEIL, RICHARD B. Secondary Education	April - June, 1945
THIEDE, A. R. Art	S.S. 1940, 1941, 1942
THOENE, CHRISTINE A. Critic, Intermediate Grades	1911 - 1913
THOMAS, L. C. Biology	Oct. 1, 1937 - Aug. 31, 1940
THORP, FRED W. Manual Training	S.S. 1930
TOWER, BESSIE Director of Gymnasium Lecturer on Hygiene	1896 - 1899
TOWER, FRANCES E. Mathematics, Grammar	1879 - 1880
THRALL, EARL W. Manual Training	S.S. 1921
TILBERG, FREDERICK English	Sept., 1931 - Jan. 31, 1932
TOMPKINS, S. R. History	February, 1932, only
TOOMEY, ELIZABETH Handicrafts	S.S. 1929
TRETTIEN, AUGUST W. Director of Observation and Methods	1900 - 1907
TROMANHAUSER, HENRIETTA Intermediate Grades	1895 - 1898
TROTTER, CLARA A. Elementary Education	Sept., 1912 - Sept., 1926
TRUMAN, HARRY V. Medical Aid (Army Air Crew) Biology (College)	April 1, 1943 - July 31, 1944 S.S. 1934

OSHKOSH STATE TEACHERS COLLEGE

101

TUFFLEY, ANNA F. Sr. Library Assistant	July 6, 1936 - Aug. 31, 1942
TURNER, JULIA E. Associate in English	1904 - 1905
VAN SISTINE, EVA J. Critic, Grade 1	Feb. 1, 1919 -
VAUGHN, INEZ M. Director, Grammar Grade Dept.	Sept., 1918 - June 30, 1920
WALKER, ELLIS J. Second Assistant Supervisor of Practice	1908 - 1911
WALSH, FRANK W. Mechanical Drawing	Sept., 1920 - Sept. 10, 1934
WARNER, FLORENCE M. English, Speech	Sept., 1928 - June 11, 1929
WASHINGTON, LUCY Kindergarten	1885 - 1886
WEBSTER, EMILY F. Mathematics, Latin, English	Sept., 1875 - Sept., 1926
WEGENER, GERTRUDE Critic, Sub-Normal	S.S. 1926
WEISMILLER, CAROLINE Librarian	S.S. 1921, 1931
WELCH, CONSTANCE English, Speech	Sept., 1922 - July, 1923
WELLER, ESTHER Library Assistant	April 5, 1943 - Sept. 18, 1943
WERELEY, HARVEY Manual Training	S.S. 1921
WERNER, MRS. FLORENCE B. (See DARRAH, FLORENCE)	
WHEATON, NELLIE Primary Grade	1880 - 1883
WHITE, HENRY FORD Economics	Sept. 12, 1940 - Sept. 11, 1941
WHITE, J. W. General Science	S.S. 1920
WHITING, PHILINDA Intermediate Grade	1887 - 1890
WHITNEY, HARRY H. Supervisor, Practice Teaching, Industrial Education	Sept., 1920 - June 30, 1937
WHITNEY, JOHN D. Physics, General Science	Sept., 1928 - June 30, 1930
WICKERSHAM, FLORENCE B. Jr. High Education	Sept., 1918 - Sept. 10, 1934
WICKMAN, EDWARD Navigation, Civilian Regulations (Civilian Pilot Training)	Aug. 1, 1942 - March 22, 1943

WILKINS, ANNETTE Music	S.S. 1930
WILLCOCKSON, MARY Critic, Grade 3	Sept., 1920 - Sept. 10, 1929
WILLCOCKSON, RUTH Critic, Grade 5; English (1924)	Jan. 2, 1921 -
WILLIAMS, GLADYS Critic, Grade 2	Sept. 10-30, 1931
WILLIAMS, HELEN Zoology Lab. Assistant	1942-1943
WILLIAMS, HELEN GLENN Music	Nov., 1916 - June 30, 1920
WILLIAMS, JENNIE Critic, Primary Grades	1896 - 1901
WILSON, ELIZABETH Library Substitute	Sept., 1929 - June, 1930
WILSON, MRS. ELIZABETH Assistant Librarian	Feb. 1 - May 31, 1946
WILSON, HELEN E. English, Speech	Sept., 1926 - June 30, 1927
WILSON, J. M. Natural Science	1883 - 1885
WINTHER, A. J. Rural Education	S.S. 1943
WIPF, LOUISE Biology	Sept., 1930 - June, 1932
WIRKE, BERTHA Librarian	Sept. - Oct., 1939
WITTMANN, S. J. Operator of Aircraft (Civilian Pilot Training)	July, 1942, only
WOLD, AMY Critic, Grade 2	Oct. 10, 1931 - June, 1936
WOLLANGK, ORPHA Critic, Grade 6	Sept. 10, 1928 -
WOLTERS, JOSEPH T. Supervisor, Manual Arts	Sept., 1919 - June 30, 1920
WOOD, WARREN W. English, Publications	Jan., 1945 -
WOODS, HELEN A. Gymnastics, Hygiene	1891 - 1893
WORTHINGTON, J. E. Elementary Education	S.S. 1921
YINDRA, ANITA Critic, Grade 6	S.S. 1921
YOUKER, HENRY S. Principal, Training School	Sept., 1909 - Feb. 1, 1913
YOUNG, ELIZABETH D. Critic, Kindergarten	Sept., 1911 - June 30, 1913

CLERICAL STAFF

BREITKRENTZ, IDA M. Stenographer, Secretary	1908 - 1909
BURKE, FRANCES M. Stenographer, Secretary	1910 - Aug., 1917
COSGROVE, MRS. ETHEL Assistant Clerk Stenographer	Nov. 10, 1944 - Aug. 25, 1945
CRUM, EMILIE L. President's Stenographer	1917 - 1919
DARLING, EMMA Stenographer, Training Dept.	1917 - 1918
FOSTER, G. A. Stenographer, Secretary	1909 - 1910
GERGEN, MRS. EILEEN (See HEIDT, EILEEN)	
HAHM, BERTHA E. Secretary, Clerk	1917 - 1918
HAMILTON, ADELLE Secretary, Librarian, Stenographer	1891 - 1897
HEIDT, EILEEN Junior Clerk Stenographer	Oct. 1, 1938 - Dec. 31, 1942
HERB, ELIZABETH Accounting Clerk., Library Assistant, Secretary to Director of Training, Secretary to President	1923 - April 9, 1940
JOLE, ELMA L. Secretary to President (Sr. Clk. Stenogh.)	Aug. 1, 1927 - Sept. 7, 1938
KLOIBER, MRS. VIOLA (See STOCKFISH VIOLA)	
MACDONALD, MRS. ELIZABETH (See HERB, ELIZABETH)	
MARVIN, CLARA E. Stenographer, Secretary	1897 - Dec., 1907
MCCAFFEREY, IONE Stenographer, Secretary	1909 - 1910
MILLER, MRS. JESSIE Secretary to President	March 15 - June 30, 1943
MILLER, LORETTA Assistant Clerk Stenographer	April 10, 1940 - April 30, 1942
MOORE, MARIE Secretary to President	1919 - 1923
OSTERTAG, OLGA C. Secretary to Director of Training (Jr. Clk. Stenog.)	Nov. 1, 1943 -

PALMER, FLORENCE L.	April 29, 1942 -
Assistant Clerk Stenographer	
Secretary to Registrar (Jr. Clk. Stenog.)	
PETZOLD, MILDRED	July, 1927 - Nov., 1929
Junior Clerk Stenographer	
POMARANE, RUTH	Sept. 12, 1927 - Sept. 13, 1930
Junior Clerk Stenographer	
RUPPLE, FRANCES	Sept., 1918 - 1923
Stenographer, Training Dept.	
RYSS, OLGA	1924 - July 30, 1927
Clerk	
SPAEDTKE, PATRICIA	March 25, 1946 -
Assistant Clerk Stenographer	
SPARKES, RUTH	1918 - 1923
Accountant Clerk	
SHIMEK, GRACE M.	Nov. 26, 1934 -
Assistant Clerk Stenographer	
Secretary to Director of Training (Jr. Clk. Stenog.)	
Secretary to President (Sr. Clk. Stenog.)	
STOCKFISH, MARION	Feb. 1, 1943 - Aug. 31, 1944
Assistant Clerk Stenographer	
STOCKFISH, VIOLA	Jan. 6, 1930 - April 1, 1943
Secretary to Registrar (Jr. Clk. Stenog.)	
Secretary to President (Sr. Clk. Stenog.)	
THOMPSON, ELLEN	1913 - 1917
Stenographer, Training Dept.	
WEIDNER, MARJORIE	1923 - 1925
Clerk	
WEISMULLER, LUVERNE	1923 - Sept. 10, 1927
Clerk	
WONIO, MRS. KATHRYN	Dec. 13, 1945 - Feb. 28, 1946
ZIMMERMAN, MRS. FRANCES L.	April 3, 1929 -
Accounting Clerk,	
Auditor	

