



# THE WORLD IS OURS:

A HISTORY OF THE UNIVERSITY OF WISCONSIN • STEVENS POINT, 1894-1994

JUSTUS F. PAUL

UNIVERSITY OF WISCONSIN • STEVENS POINT • FOUNDATION PRESS

WORZALLA • STEVENS POINT, WISCONSIN

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## Prologue and Acknowledgments

“The world is ours!” Those words which adorn the telegram which arrived in Stevens Point around midnight on July 21, 1893, signaled to those who had led the effort to obtain a normal school campus for the city that victory had come. Cooperative efforts by the city and county, and by educational leaders seeking a school for the city, led to the success of the venture, a success made possible by the close working relationship between those from “town” and those representing “gown.” A close relationship between city and campus was thus established at the very beginning, and 100 years later, that relationship continues. Town and gown have related well in Stevens Point, and all of the evidence suggests that the positive relationship will continue as the campus enters its second century.

What follows is an attempt to articulate the history of the campus established in Stevens Point in 1894 by the action of the Normal School Board of Regents. From rather humble beginnings as a normal school, to degree-granting status as a state teachers college, to the ability to educate other than teachers as a state college and state university, and finally becoming part of the University of Wisconsin System, that history is discussed. As in all such efforts, not everything nor everyone can be included, but an effort has been made to make certain that most of the significant highlights of the first 100 years of the campus have been incorporated.

This book follows a basic chronological format grouped around the periods in which presidents served (they were called “chancellors” following the merger with the University of Wisconsin in the early 1970s), an arrangement which I believe to be the most logical. Although colleges and universities in the 1990s place a great deal of emphasis upon the concept of shared or faculty governance, the management of the campus with input from administration, faculty/staff (including classified staff since the early 1990s), and students, it was not always that way. In fact, for about the first 80 years of the existence of the school, governance was essentially by presidents/chancellors subject only to the supervision of the Board of Regents. A benevolent president would share some of his (they were all male)

authority. Others would not. So, to understand fully the rationale for organizing such a study around presidents, the reader must be aware of the great power that once was wielded by those presidents.

Merle Curti and Vernon Carstensen, in their two-volume history of the University of Wisconsin-Madison from 1848 to 1925, have stated clearly the case for strong presidents in university settings. “In our American state universities [include normal schools and teachers colleges) leadership must come from or through the president. Although it is probably true that no president by himself ever succeeded in making a university great, it is doubtful whether any state university became great without a great president, and many an institution has been reduced to second place or lower through the efforts or mistakes of a president. The office is one in which decisions of high importance are made or avoided; and the decision of the presidents, like the sins of the fathers, may be visited unto the third and fourth generations.”

This policy of giving all power to the presidents carried over into the establishment of the normal schools in Wisconsin. In a doctoral dissertation completed in 1953, William H. Herrmann noted that administration of the Wisconsin normal schools was placed in the hands of the presidents. For the most part, faculty played a small role except where they might be able to influence the president. He concluded that this powerful role often led to “undemocratic” leadership.

The president was the dominant force on the campus. Until the situation began to change during the 1960s, it was assumed that the authority of the president to create a college, to change the curriculum, or to discipline a student or faculty member was a given. As late as the 1950s when William C. Hansen simply created a junior college and a dean, through Lee Dreyfus’s almost singlehanded creation of new colleges in the early 1970s, presidents did pretty much as they pleased on the campus, subject only to review by the Board of Regents. The concept of shared governance, so often invoked in the past 30 years, essentially did not exist for the first three-quarters of the history of the campus at Stevens Point, or existed only to the extent that the presi-

dents allowed. And, this was true at most other educational institutions as well.

This book attempts to trace the history of the campus at Stevens Point from its creation in 1894 through its first 100 years. It is issued in the centennial year to commemorate the many achievements of the students, faculty, and staff that have served the campus over that first century. As a result of the organization of the book, it may appear that only the presidents or the Boards of Regents made things happen. In fact, despite the previously mentioned governance limitations, it is the work of faculty and staff and the actions of the university's students that are remembered.

Many persons helped make this work possible. Elizabeth Vehlow researched the basic materials for the period from 1894 to 1940. The paper she presented as part of a project in a graduate course in history formed the basis for much of the material in chapters two through six. History professor emeritus Carol Marion provided the basic research for the chapter on the Albertson era, while UWSP's archivist William Paul did the same for the Dreyfus era. Ellen Gordon, a member of UWSP's Political Science Department, did a significant amount of the research on the Marshall years. Their efforts are acknowledged with appreciation. Others also contributed by their advice, suggestions for sources and other leads. A member of the 97th College Training Detachment during World War II, Albert LaMere, shared his personal reminiscences of that program's experiences in the community and on the campus. These, along with many others who offered advice, information, photos, or other materials, all helped in

reaching the conclusion of this project. Without them, this book would be significantly different and probably less informative. Errors—should there be any—my responsibility, as I edited and rewrote all of the information presented to me, as well as researching and writing the chapters to which no one else was assigned.

Marilyn Thompson, Mary Sipiorski and Virginia Crandell of the UWSP News and Publications office also aided significantly in the latter stages of the project. Finally, the generosity of Charles Nason and Worzalla Publishing Company of Stevens Point in providing for the printing and binding of this book is acknowledged with gratitude.

In any such undertaking, many significant players must be omitted. To all of you who helped make the first 100 years of UWSP what they were, thank you. To faculty members in the College of Letters and Science who may have wondered why I was not sitting at my desk when they needed something this past year or so, I hope this book will reassure you that I was not “gone fishing.”

To those who read chapters along the way, including Robert Knowlton, John Anderson, and my wife, Barbara, and my son, Jay, thanks also.

This book is dedicated to all of the women and men who have contributed to the past 100 years of the history of UWSP. Thank you, all of you for making this book possible.

Justus F. Paul  
Professor of History and Dean  
College of Letters and Science  
June, 1994



## Chapter 1

# From Normal School to UWSP: The First 100 Years

“The State will not have discharged its duty to the University, nor the University fulfilled its mission to the people until adequate means have been furnished to every young man and woman in the state to acquire an education at home in every department of learning.” These words, originally declared in a statement by the Board of Regents of the University of Wisconsin, and repeated in Governor Robert M. LaFollette’s first message to the legislature in 1901, addressed Wisconsin’s long tradition of making higher educational opportunities available and affordable to the citizens of the state. Although aimed at a populace served by a single state university and seven normal schools in 1901, the message was consistent with the theme of equal educational opportunity which has been one of the major parts of the state’s long and proud history. The idea of educational opportunity has been discussed and debated, and has been translated into a continuing effort to enlarge and expand the state’s system of higher education. The process reached its zenith with the merger of the University of Wisconsin and the Wisconsin State Universities, an action passed by the legislature in 1971 which culminated in full merger of the two previous systems in 1974. The normal school which opened in Stevens Point in 1894 became a part of the University of Wisconsin System with the actions of the legislature in the early 1970s. It is the intent of this book to trace the history of the campus at Stevens Point, created as a normal school in 1893, opening in 1894, and becoming part of the educational history of the state of Wisconsin.

Before recounting the story of the founding of the Stevens Point Normal School, it is appropriate to review briefly the history of the development of

public higher education in Wisconsin. The history of the University of Wisconsin-Stevens Point, from its origins as a normal school, through development as a state teachers college, state college, and state university parallels the ongoing themes which led ultimately to the merged University of Wisconsin System.

Wisconsin’s founding fathers, meeting in constitutional convention in 1846, were aware of the necessity to support public education and they recognized the need to prepare teachers to provide that public education. The constitution drafted in 1846 provided for a tax-supported school system, and called upon the legislature to provide a normal school for the training of teachers for the state’s schools. Although that constitution was not adopted, the tone was set for the one which was adopted two years later, when a clear reference to teacher training was included in the state’s constitution adopted in 1848. Ironically, Henry Barnard, later president of the university in Madison which was often accused of seeking to thwart the development of normal school education in the state, made several addresses in the state in 1846 urging the constitution makers to establish normal schools for the training of teachers. Unfortunately, the inability or unwillingness to provide the necessary funding for normal education prevented any significant, early development of normal schools or teacher training in the state.

The constitution had specified the creation of a state university and had called for the establishment of a Normal Department in that university to provide for teacher training, but it took direct action by the legislature in July, 1848 to establish a state university and to direct it to create four departments including a department which would teach the theory and prac-

tice of elementary teaching. Such a department was started in 1856 but with such limited financial support (\$800) that little progress was made.

Further legislative action in 1857 directed that 25 percent of the income from the Swamp Land Fund, a fund established from sales of land under the federal law of 1850, be used to support normal training and until the state began direct support in 1885, the usually insufficient income from this fund was all of the support provided by the state. The act of 1857 also established a Normal School Board of Regents with the authority to “apportion the fund to colleges, universities, and academies in the state that had established teacher training departments.” Although the university in Madison was explicitly excluded from obtaining any of these funds, the state’s private colleges were eligible to seek funding from this source which proved to be so unsatisfactory over time that major parts of the act were later repealed. The regents were required to meet twice each year and to make a biennial report to the governor and an annual report to the state superintendent of public instruction. The nine-member board held its first official meeting on July 15, 1857.

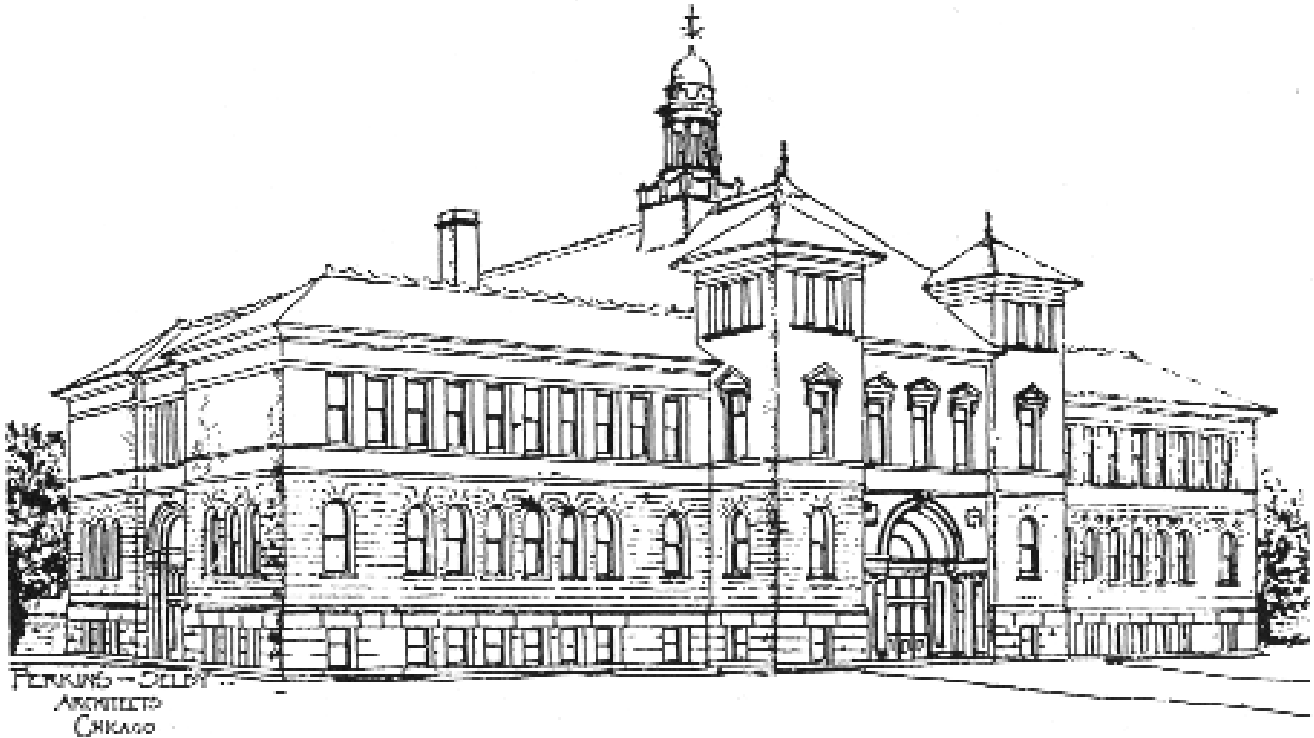
During the Civil War years of the 1860s, wartime exigencies resulted in an increased interest in normal education at the university. The Normal Department, which had been separated from the university in 1860, was restored as part of it in 1863. Enrollment declines brought about by the Civil War, rather than any sudden determination to fulfill their constitutional obligation to prepare teachers, was likely the main reason for this changed attitude toward teacher training at the state’s university. The action did open the university’s doors to women, a factor viewed with “mixed feelings” by some of the faculty members. The first 73 women students enrolled at the Madison campus for the first term in 1863. After the war, the Normal Department’s popularity declined and its work was combined with that of the Preparatory Department. Although some faculty objected to the presence of women on the campus, in 1866 the legislature directed the university to open all departments to women. Further action modified this requirement, at least in part because of the objections of the newly-named university president, Paul A. Chadbourne, but full coeducation finally was approved by the legislature in 1874.

When the university dropped its Normal Department in 1868, the private colleges, with the exception of Carroll and Milton, found the state’s limited financial assistance in teacher training inadequate to induce them to shift enough of their efforts into teacher training. Consequently, according to Walker Wyman, historian of the Wisconsin State University System, a void existed and a better means of ensuring an adequate supply of teachers for the state was sought.

It is possible that the university might have met the requirements of the constitution and prevented the establishment of a system of competing normal schools had it chosen to take teacher training seriously. But, the university chose not to do so, leading some historians to note that they treated the teaching of teachers as “something slightly improper,” and that while “teaching farmers or even artisans might be institutionally respectable, the same was not wholly true of teaching teachers.” Between 1866 and 1916, the Normal School Board of Regents took action to rectify this shortcoming and created nine normal schools around the state. One of these, which was approved in 1893 and opened to students in 1894, would later become the University of Wisconsin-Stevens Point. Originally, the normal board intended to establish one such institution in each of the state’s congressional districts. The board was astonished by the interest in obtaining a normal school shown by many communities.

The normal schools were established in part because of the constitutional mandate and partly as a result of the growth of the state’s public schools. The state superintendents of public instruction continued to push for state supported teacher training modeled after the normal schools already in existence in several eastern states. Defined as schools in which students were to be educated “with especial reference to fitting them for teaching in our public schools,” the first normals were authorized by the board in February of 1866 to be located in Platteville and in Whitewater. Additional normal school campuses were authorized between that year and 1885 for Oshkosh, River Falls, and Milwaukee, and in 1891, the legislature authorized the normal regents to establish a sixth normal in the northern part of the state, an action which resulted in the selection of Stevens Point as the site





*Architect's drawing of Stevens Point Normal*

of the state's sixth normal school. The intriguing story of the selection of Stevens Point will be recounted in chapter two.

Conflicts between the university and the normal schools began with the creation of the normals. From the beginning, despite a rather strictly prescribed curriculum, the normals reached beyond teacher training, and in so doing, raised the specter of direct competition with the university and with the state's small private colleges. Discussions of the nature of the normal school program were regular and heated. Should they increase the academic content of their curricula or should they remain satisfied with providing a narrow base of pedagogy for prospective and ongoing teachers? Opponents of the growth and enlargement of the role of the normal schools, including the university and the state's private colleges, stressed the limited role provided for the normals by the constitutional and legislative mandates. The continuing hostility toward increasing the academic role of the normals was referred to as "the long guerrilla war" by historian Walker Wyman. The position of the university vis-a-vis the normals remained firm. Wyman noted that the university viewed the normals as constant competitors for the limited state funding, and, as the turn of the century neared, they "discussed whether to seek the

destruction of the normals or to allow them to exist as preparatory schools for the University."

The conflict over institutional mission, though terms like "mission" and "vision" had not yet been applied to higher education, began early. Some, like State Superintendent of Public Instruction John G. McMynn who had been one of the main proponents of building normal schools, worried as early as 1866 that the teacher training institutions under development might put too much effort into education other than teacher training. This, said McMynn, might lead to a disastrous result "not only to these schools, but to our whole educational system."

The university also watched the growth of the normals with apprehension. The argument for a strong liberal arts based education was made early in Wisconsin as it had been in several other states. Advocates of growth in the academic areas on the normal school campuses argued that it was good teacher training to provide a broad base of knowledge for the state's public school teachers. They noted that the original curriculum was almost completely academic in nature because it was prepared by academicians and because it was deemed necessary due to the limited academic preparation of those entering the institutions. This argument over the nature of the academic program of the normal schools continued



*Stevens Point Normal faculty under President Sims (standing in back row).*

throughout the history of the institutions, and, with some later modifications, might be said to have been a factor in the merger of the 1970s.

From the beginning days of the normal schools until 1897, admission was based on an examination. After 1897, graduation from a high school or transfer from the university or another college was accepted in lieu of the exam. Failure to achieve a score of 70 percent on the exam or to qualify for admission in other ways, required admission into the preparatory class of the normal schools.

The earliest courses of study offered by the normal schools included six-week institutes designed for teachers needing further professional training, two-year courses to prepare elementary teachers, and a three-year course to train teachers for the higher grades. Some significant revisions were made in the curriculum in the 1890s which led to more academic specialization and “a victory for the advocates of a subject matter centered curriculum.” By this time, the normal schools had begun preparing students for transfer to the university or other colleges, even though each normal school’s catalog

emphasized the teacher training focus and noted that tuition would be charged to those who were not intending to teach.

By the turn of the century, the normal schools began to seriously review their mission. In December, 1905 a five-day conference of normal school faculty from all of the campuses was held at Oshkosh. The task of those in attendance was to review the curricula and to compare the methods and goals of each of the normal schools’ faculties. Although the meeting did not succeed in bringing about closer uniformity, it did create a renewed sense of professional enthusiasm among the faculty in attendance.

As the normals pressed for the right to offer four-year programs and to grant degrees, the struggle with the university became more public and more heated. Legislative attempts in 1907 and 1909 to pass bills giving the normal schools the right to grant degrees were opposed strongly and successfully by the president of the university, Charles R. Van Hise. Van Hise represented those who felt that it was the university’s prerogative to approve the

state's high schools and to train their teachers. Despite this belief, it was clear that the university was not doing a very good job of providing sufficient teachers, particularly for the numerous new high schools opening in many of the state's smaller communities. The subsequent attempts by the normal schools to meet this continually growing need brought them into competition and conflict with the university. That competition remained a part of the relationship well into the later merger of the normal schools (which were, by then, state universities) and the university.

The advocates of degree-granting status for the normal schools argued that their geographical proximity to students was of major importance. Smaller classes and individual attention provided in the normal school setting were also mentioned, as was the ability of parents to provide closer supervision of their children if they were able to attend a college closer to home. (The "in loco parentis" concept was alive and well!)

President Van Hise and his allies from the private colleges were unable to block passage of a bill in 1911 which gave the normals the right to provide two-year liberal arts courses, but they did get language written into the bill which was intended to prevent the normals from going beyond this status without the approval of the legislature. Serving essentially as junior colleges, the schools were authorized to provide the first two years toward a four-year degree. Transfer from a normal school to the university was supposed to be relatively easy, but was, in fact, difficult to control, as relations remained strained between them. When the legislature again debated giving degree-granting status to the normal schools in 1913, Van Hise and his private school friends once more succeeded in killing the effort made by the normal schools.

Attempts to bring the university and the normal schools closer together were made by the legislature in 1909 and again in 1911. A Board of Public Affairs was created with a directive to examine the "wisdom of creating a central board of educational control...." Although that Board of Public Affairs' review found that the idea was not acceptable to either the normal regents or the university's regents, and that there was really no widespread public support for such a statewide board, conservative

Governor Emmanuel L. Philipp continued to urge the creation of a single board of education. In 1915, a State Board of Education was created, but both Boards of Regents were left intact and the powers of the central board were deliberately and carefully limited. Left with essentially no authority over higher education, the State Board of Education proved to be ineffective and was ignored by those it sought to influence. The short-lived board was eliminated by legislative action in 1923, and this first, limited attempt at statewide coordination of higher education thus failed, primarily because neither of the public educational institutions nor the public at large had any real interest in closer coordination.

With the charge from the legislature to determine what to do with the normal schools, the State Board of Public Affairs hired A. N. Farmer, a member of the New York Training School for Public Service, to conduct a cooperative survey of the operations of the schools. Farmer's report, published nearly two years later, in 1914, criticized the schools' emphasis upon academic courses at the expense of pedagogy. The survey brought out the strengths of the normal schools but found many weaknesses and shortcomings as well. Farmer suggested that the emphasis placed on meeting the needs of students who wished to attend the university would weaken the efforts of the schools in teacher training. He urged strengthening of the programs for rural teachers, coordination of efforts between the campuses and elimination of some overlapping programs. Sounding a theme which would recur repeatedly during much of the twentieth century, he called for improvement of salaries as a move toward the improvement of the respective faculties. He suggested increasing admission standards by including a requirement for graduation from high school, and he concluded that the schools would be more effectively managed if the presidents were relieved from doing so much "clerical work."

A number of changes in the normal schools followed, including many which were directly related to Farmer's recommendations. For example, in May, 1914, the regents made it a requirement at least whenever possible, that new faculty members teaching academic subjects have at least a master's degree, and that to teach in the training schools one be required to have a bachelor's

degree and a minimum of two years of teaching experience. A "Normal School Bulletin" was issued in 1914, the first such effort to publicize cooperatively the work of the schools. A resolution was passed in 1916 providing for four-year courses of instruction for the preparation of high school teachers, and a recommendation for a requirement of high school graduation as a basis for admission followed shortly. Farmer recommended that the power of the presidents, already substantial, be increased so that they might be given a free hand in the selection and retention of faculty members; that they be allowed to determine all salary increases; and, that they be given the authority to "determine all matters pertaining to courses of study for the training of teachers and the subject matter to be included...." Farmer further urged that presidents be allowed to determine the textbooks and select all supplies and equipment to be used. Not until the 1950s and 1960s would faculty begin to gain control over many of these matters. Always important in the University of Wisconsin, the principle of shared governance was virtually unknown during the early history of the state's normal schools.

The debate over the nature of the academic programs in the normal schools took a different turn in the 1920s. With pressure from students and faculty, and with the strong endorsement of State Superintendent Charles P. Gary, momentum grew for degree-granting status for the schools. Despite the opposition of President Van Hise, the Normal School Board of Regents approved a resolution in 1916 providing for a four-year course for high school teachers. The effort, however, did not really move forward until five years later, nearly three years after the death of Van Hise, the most vocal opponent of such action.

After passage in 1911 of the authorization for the schools to provide the first two years of university general education courses, the refusal of the university to provide blanket acceptance of the students as juniors in full standing inflamed the hostilities. Fed by the opposition of President Van Hise on one side and State Superintendent Gary and other supporters of the normals on the other, the debate over the purpose of the normals continued into the decade's third century.

With a rapid growth in enrollment after World War I, the normals were forced to make decisions concerning their size and academic status. Expanded interest in higher education after World War I, and an attempt to find alternative careers as the nation's agricultural depression set in during the early years of the 1920s, were among the major factors in the growth of enrollment at the normal schools during the period from 1919-1923. Seeking to further clarify the mission of the schools, and reacting to the unexpectedly large increase in enrollments, the normal school board made several decisions which directly affected both mission and enrollments. The college course was dropped at Milwaukee in 1919, an action which led to the resignation of that school's president. On July 27, 1922, the board extended this limitation to the other normals when it passed a resolution stating that as of July 1, 1923 "all subjects not primarily, definitely, and exclusively a part of a course for the preparation of teachers shall be discontinued. . . ." In short, after July 1, 1923, all of the college courses authorized by the legislature in 1911 were to be dropped. Legislative efforts during the next year to reverse this decision were unsuccessful, although the normal schools never totally complied with this decision. In an attempt to send a clear message to prospective students, the regents passed a resolution requiring students to pay tuition if they were unwilling or unable to sign a declaration that they were planning to teach.

In an attempt to strengthen the preparation of teachers, the board, in a series of meetings, also reached decisions to authorize the schools to prepare four-year courses for teachers in English, history, social sciences, mathematics, foreign languages, and sciences, and to seek legislative authorization to grant the bachelor's degree in education. Finally, the board made the decision to begin the transition from normal schools to teachers colleges. Gaining the necessary legislative approvals, these changes were implemented, and Whitewater officially became the first State Teachers College, with the authorization to offer a four-year degree in education, in the spring of 1926. Others followed quickly, and by the summer of that year, each campus had received such authorization in its particular fields of specialty. For Stevens Point, those fields were home economics education and rural educa-

tion. The offering of degree programs was to be limited, but the limits were difficult to enforce and were soon all but forgotten.

With the name change to State Teachers Colleges effective on September 1, 1927, the argument about the mission of the normal schools was essentially over. Who won? Although the university and its supporters might feel vindicated, in a real sense, the former normal schools had won. Efforts of the university to limit the role of the normals forced the normal school leaders to upgrade their faculties and programs to prove their value to the state. Striving to prevent the university from obtaining and maintaining full control over the training of high school teachers, the normal schools reacted successfully. In essence, the obstructionist tactics employed by the university provided the impetus needed for the normals to determine their future and to make the change to teachers colleges with degree-granting status, and the argument over keeping the former normals down was henceforth moot. With the normal board's action in July of 1922 directing the schools to concentrate solely on teacher training, that became the focus for most of the next two decades, and the argument over professional versus academic missions all but disappeared until after World War II. With the authority to grant degrees, and with the continued availability of liberal arts courses, the situation was set for a renewal of the quarrel. After the Great Depression and World War II, with thousands of new students seeking a college education, the issue would reemerge. The enrollment pressures would combine with continued campus desires to offer liberal arts degrees and this time, the former normal schools/teacher colleges would win a clear and decisive victory.

Along with the decision by the regents that the emphasis of the state teachers colleges would, indeed, be teacher training, events outside the control of either of the protagonists prevented any further serious debate during the decade of the 1930s and well into that of the 1940s. External factors like the Great Depression and World War II pushed higher education into the background insofar as the press and the public were concerned. Dealing with the problems related to those two events also kept the regents, faculty, and administrators of the teachers colleges busy. Although interest in further develop-

ment of academic programs continued, the opposition of influential regents and world events helped restrain developments in that direction during the 1930s and 1940s.

Enrollments during the teachers college era fluctuated with the course of events. The post World War I increase reached its peak in 1922, but a sharp decline set in over the next four years, probably attributable at least in part to the regents' resolution ending the academic programs which were not directly related to teacher training. Enrollment growth during the 1930s reflected the inability of students of college age to find work during the Great Depression, but with the onset of World War II, enrollments declined sharply. Across the state, enrollment in the teachers colleges plunged from 8,100 in 1942 to 2,800 in 1943.

Even during the depression and war, the idea of expanding the role of the teachers colleges was kept alive. In 1937, the regents had authorized the granting of the Bachelor of Science degree in addition to the Bachelor of Education, but external events helped limit growth in this area. With the post-war enrollment boom, pressure again mounted to offer a broadly based liberal arts education. Graduate work, on a limited basis, had begun unofficially in 1941 at the teachers college in Milwaukee, and although such efforts were opposed by the university in Madison, the normal regents officially authorized graduate work at Milwaukee in 1945 and at Superior in 1948.

Until 1945, efforts to provide non-teaching, liberal arts degrees had not been successful, although students not seeking teacher training were allowed to enroll as they could be accommodated. The result was a rapid rate of increase in the enrollment of students not planning on careers in teaching. The implications of this "non-traditional" enrollment on the educational developments in the post-war period were clear. The demands on the teachers colleges to offer more than teacher training courses were strong and probably irreversible.

Legislative action in 1945 allowed the establishment of a four-year liberal arts program at any teachers college not within a 275 mile radius of any other public institution of higher education in Wisconsin. Not surprisingly, only Superior qualified! Board action made two-year liberal arts cours-

es legal again in 1946, and in 1947 Superior was granted the right to offer a full, four-year liberal arts degree. In 1949, the legislature authorized the same degree-granting right to the rest of the teachers colleges and the regents added their approval in 1951. A name change followed, changing the former state teachers colleges into the Wisconsin State Colleges. Although the legislation providing these changes was approved in 1949, Governor Oscar Rennebohm's approval was contingent upon a delay in making the changes official until 1951 when, he hoped, it would be accompanied by the financial support that such a change would require.

In addition to opening the teachers colleges to students seeking non-teaching degrees, renewed efforts were made to merge parts of the state's higher education system. Merger attempts were not new in the 1940s or 1950s, as legislation aimed in some way at collaboration, integration or merger had been introduced at nearly every legislative session since 1897. Most of these efforts had failed due to lack of interest by the university, the teachers colleges, or the public. A proposal to merge all of the state teachers colleges and Stout Institute with the university in 1949 failed because it was strongly opposed by the university and by the teachers colleges. A more limited proposal in 1951 to merge the state college at Milwaukee with the university was opposed by the university on the somewhat disingenuous grounds that it would seriously harm the state teachers college system. Legislation to begin to integrate the systems failed once again in the 1953 legislative session.

Governor Walter Kohler proposed the establishment of a single state board of higher education once more in 1955, but continued opposition forced concessions and compromise. The resultant changes provided for the creation of a Coordinating Committee for Higher Education (hereafter CCHE) and the merger of the state college in Milwaukee with the university. Stout Institute was brought into the state college system as part of the same agreement and subsequent legislative actions.

Because of the necessity to compromise in order to pass the legislation, the membership of the CCHE was dominated by members of the regents of the two higher education systems and would become essentially an advocate for higher educa-

tion. A staff member of the agency, writing later about the efforts of the CCHE to address the issues in higher education, noted that because of this dominance by members of the two systems, the CCHE was essentially a "captive" of the systems during its early years from 1955-59.

While the CCHE was struggling in its attempts to coordinate the state's higher education systems, both of those systems continued to grow and develop. Programs expanded and increased for teachers as well as for those not seeking teaching careers. Graduate programs, at first cooperative with Madison, continued to expand as well, and as a result, the regents again changed the name of the institutions in 1964: this time, from Wisconsin State Colleges to Wisconsin State Universities.

Two-year branch campuses, first started by the University of Wisconsin, were also established by the State University System during the 1960s, as the WSU system opened two-year centers in Medford, Fond du Lac, Richland Center, and Rice Lake. The University of Wisconsin, in the meantime, continued its expansion into various other cities, establishing several additional two-year centers and four-year campuses at Green Bay and Kenosha (Parkside).

The CCHE, founded at least in part to attempt to control such developments, found its hands tied and was unsuccessful in its efforts to restrain the competition between the two systems or to limit the growth and development of higher education in the state. A lack of staff and staff expertise, as well as inadequate funding for the agency hampered its efforts. The CCHE also suffered from a lack of direction and support from the executive and legislative branches of the state's government, further reducing its ability to respond to day-to-day issues. While the university and the state university system retained legislative support, the same was not true of the coordinating body. The resultant indecisiveness and the failure of agency members to grasp fully the political nature of the CCHE's existence combined to almost guarantee the ultimate demise of that agency. Although several efforts were made to strengthen it, including changes in name (Coordinating COUNCIL instead of Committee), and membership (reducing the influence of the two boards of regents), the agency's role continued to diminish until it was given a mercy killing by

Governor Patrick Lucey and the legislature in 1971.

The decision by Governor Lucey to eliminate the budget for the CCHE was predicated upon his plan to merge the two university systems. Two years earlier, Lucey's Republican predecessor, Warren P. Knowles, had created a special commission to review the state's educational system. The commission, headed by Neenah industrialist William Kellett, was given the charge to review educational needs and problems in the state. It was directed to review elementary and secondary as well as vocational and higher educational programs throughout the state. More than 600 persons were involved in the process as the commission sought information from a broad base of public opinion.

The recommendations of the Kellett Commission included a call for "creation of a State Education Board." It urged changes in the boards of regents of the two university systems primarily by broadening the base of the WSU board. The practice of select-

ing "local" regents for the WSU board was questioned and the commission recommended that this practice be changed. Furthermore, the commission suggested that the proposed new State Education Board "make it a first order of business to consider the merger of these two systems under a single university board of regents."

As the commission appointed by a Republican governor was finishing its work, a Democrat was elected to fill the governor's office. From early on, the new governor, Patrick Lucey, made it known that he would not support the recommendation from the Kellett Commission that called for establishment of a State Board of Education. The Kellett report, which had "attacked every educational establishment in the state," had succeeded in making all of them unhappy and uncomfortable. Democrat Lucey, not wanting to enshrine this work of his predecessor, and seeking to satisfy his own political supporters within the educational establishments, quickly decided against acceptance of the report. Instead, sometime between the campaign in 1970 and his inauguration early the next year, Lucey decided to support the merger of the two systems as the preferable alternative to another attempt at controlling the growth of higher education through a body like the CCHE or the State Board of Education which also had failed. In essence, he was accepting a basic premise of the Kellett Commission report while publicly refusing to support the steps to attain the result upon which that premise (a merger of the two systems of higher education) was based.

Merger of the state's two university systems was not a new idea when championed by Governor Lucey in 1970 and after. In a study of the merger written as a doctor of education thesis at Indiana University in 1974, Otto M. Carothers, Jr. noted that attempts at merger or integration had been attempted in 23 of the 38 legislative sessions between 1897 and 1969. Most of the efforts made little progress and quickly disappeared. However, those made during the period from 1909-1923, resulting in creation of a State Board of Education in 1915, and those made from 1948-1955, from which the ill-fated Coordinating Committee for Higher Education resulted, did present the appearance of progress being made by those who sought closer supervision and oversight of the higher educational units. Yet,



*Governor Patrick Lucey and UWSP Chancellor  
Lee Sherman Dreyfus*

neither effort had much real impact upon higher education in the state. Consequently, once again in 1970-71, those who opposed such efforts saw little reason to be concerned, and let the movement gain momentum without paying much attention to it. That lack of concern would later prove to be a fatal mistake by those opposed to the idea of merger.

Candidate Lucey called for merger of the systems in a campaign statement on June 12, 1970. Since such proposals had been made so regularly, very little response came immediately. The prospects for the success of such a proposal this time received a major boost in October, 1970, when the assistant majority leader of the Senate, Republican Raymond C. Johnson, also called for merger of the two boards of regents. The issue was thrust into the public spotlight with the testimony of President Lee Sherman Dreyfus of Wisconsin State University-Stevens Point, at a budget hearing held on December 8, 1970. Dreyfus, a gifted public speaker, effectively noted that the budgetary and other distinctions between the two educational systems were probably appropriate when the WSU campuses were primarily teacher training institutions, but he asserted that with the changes implemented during the 1950s and 1960s, that situation simply was no longer appropriate. His strongest and most persuasive arguments were made by comparing the operational and other costs associated with two institutions, Green Bay, a newcomer to the university system, and Stevens Point of the state university system. Comparing the public funding support for the two as providing a Cadillac and a Chevrolet, Dreyfus skillfully convinced many that it was time for greater parity between the campuses and the two university systems. His most telling argument suggested that the sons and daughters of taxpayers deserved equal treatment regardless of which state institution of higher education they chose to attend, or were forced to attend because of financial or other limitations on their ability to travel to a more distant campus.

Despite the strong support of Dreyfus and the indication that some Republicans would support such a proposal made by a Democratic governor, the public remained essentially and strangely disinterested. Perhaps the subject had been discussed too many times previously, but for whatever reason, even those who would be most affected by the pro-

posed merger failed to sense the seriousness of the effort, and when Governor Lucey included it in his budget message on February 25, 1971, many were caught by surprise.

Lucey, in presenting his proposal for merger, showed evidence of being a skillful political operator. He removed funding for the CCHE from the budget, effectively eliminating the argument that the agency should be revised and strengthened. And, he showed that he had done his homework carefully, when he announced that a savings of \$4 million in the current biennium alone would be gained by merging the two university systems and ending the rivalry between them that had resulted in the creation of several small, two-year centers. He argued that within a merged system, a single board of regents could control the growth of graduate programs, reduce program duplication, end the expensive competition between the systems for new campus sites, and make more effective use of the state's resources.

Many factors favored merger in 1971. The leadership of the two systems was in flux. John Weaver had recently been appointed president of the University of Wisconsin, while the longtime Executive Director of the Wisconsin State University System, Eugene R. McPhee, had announced his plans to retire. Although the governor knew the university would oppose the proposal for merger, he let it be known that his intent was to ask President Weaver to assume the presidency of a newly merged university system. One of those most knowledgeable about the merger process suggests that Lucey had attempted "to co-op [sic] Weaver" by this announcement.

Other factors favoring the proposal in 1971 included the issue of campus control, an issue revitalized by campus protests and demonstrations against the war in Vietnam. Lucey, ever willing to strengthen his own political position, saw merger as perhaps the only way to get any semblance of his own influence over the very conservative WSU Board of Regents. It has even been suggested that Lucey saw merger as the issue which would "put him in the history books," and as a way in which he might help "revitalize the Democratic Party in Wisconsin.

Interest in merger proved to be bipartisan in nature and often reflected the presence of a campus in the district served by the representative or senator.



Republican Senator Raymond Heinzen of Marshfield introduced Senate Bill 213 on February 24, 1971, which called for the merger of the two university systems. This action set off the expected responses from those most affected by the proposed legislation. Somewhat complacent until the governor's budget proposal and the actual introduction of enabling legislation, those persons and groups now voiced their support or opposition quickly.

Unwavering opposition came from the University of Wisconsin Board of Regents, and although President Weaver urged the board to examine the proposal closely, his own position was, at best, somewhat ambiguous. If Lucey's action in naming him to the presidency had not co-opted him, it certainly did at least require that his actions be circumspect. Opinions on Weaver's actual viewpoint vary. Some historians and writers argued that Weaver cautiously supported merger, while others saw his position more in line with that of his board, although suggesting that as the process moved ahead, his efforts did shift toward a position of attempting to prevent too much damage to Madison and its allies if the legislation were to succeed.

University campus chancellors at Madison and Milwaukee, H. Edwin Young and J. Martin Klotsche, both opposed merger in principle, although neither took a leadership role in opposition to the proposal. In his memoirs written years later, Klotsche suggested that he could have supported merger if a guarantee of Milwaukee's status as a major urban university with doctoral programs had been given.

The Wisconsin State University Board of Regents was split, though more were opposed than in favor of the proposal. The two regents appointed by Governor Lucey came out in favor of the proposal and Regent Mary Williams of Stevens Point, a Republican appointee to the board, also announced her support for the bill. When the board members were forced to take a stand, they voted 9-3 to oppose the merger proposal. The Council of Presidents of the WSU system officially opposed the legislation as well, but some in their midst, including Stevens Point's Dreyfus, continued to work in support of merger.

The position of the various faculties was more difficult to determine accurately. The Madison faculty, "stunned, angry, or disappointed," voiced strong,

continuing, and inflexible opposition. Faculties at Parkside and Green Bay also opposed merger, while the University Committee at Milwaukee gave the proposal a "conditional" vote of support. On the Wisconsin State University campuses, many favored the legislation and others did not, but the statewide voice of those faculties, the Association of Wisconsin State University Faculties (AWSUF - later, TAUWP), backed the plan "with a great deal of force." In fact, at least one authority (Rost) credits AWSUF with a major role in the ultimate success of the proposal in the legislature because of its ability to gain the support of so many regional lawmakers, including some Republicans whose votes were needed desperately if the issue were to be approved by the state's Senate. To test the accuracy of this assumption one should note that four of the six Republican senators who ultimately supported the legislation came from districts having a WSU campus within their boundaries. Their role was critical as the bill passed the Republican-controlled Senate by just one vote, 17-16.

Student opinion, also difficult to assess, appears somewhat different from that of the faculty at the University of Wisconsin campuses, where at all but Parkside, students supported the proposal but did not appear to take much interest in working for or against it. The official arm of the Wisconsin State University students, the United Council, favored merger and aided the efforts to pass the proposal with extensive lobbying.

Interestingly, although the issue was a major legislative topic during most of the 1971 session, and certainly the hottest topic of conversation on the university campuses, it appears that the public's general disinterest continued. It is difficult to disagree with Rost who has suggested that "the citizens of Wisconsin neither supported nor opposed the merger proposal."

Newspapers, on the other hand, freely voiced their editorial opinions. Of the major statewide newspapers, only the Madisonbased Wisconsin State Journal came out in opposition to the merger legislation. Newspapers in campus communities generally supported the idea of a merged system.

Opposition to portions of the bill threatened its success and Lucey and his supporters worked feverishly to "fix" the bill in order to save it. On April 8,

1971, the Council of WSU Presidents met at the request of President Lee Dreyfus, a supporter of merger, but instead of moving closer to acceptance of merger as proposed, they set 20 conditions for their support for the merger legislation. AWSUF endorsed most of these conditions as well. At least one authority on this subject called the conditions “ludicrous” and suggested that the statement of the presidents was viewed as “a standing joke in the legislative halls.”

Faced with mounting pressures and concerns, Senator Heinzen introduced Substitute Amendment 1 to SB 213 on May 19. This modification, which replaced the original piece of legislation, called for a merged system and a Merger Implementation Study Committee of nine regents and nine legislators to work out the details of combining Chapters 36 and 37 of the state statutes, the two chapters which defined the roles of the University of Wisconsin (Chapter 36) and of the Wisconsin State Universities (Chapter 37) into one new Chapter 36.

The credit for much of the effort to save the legislation should go to Senator Raymond Heinzen and to Regent Mary Williams. Regent Williams argued with her colleagues on the WSU Board of Regents and urged them not to reject the idea of merger completely. She endorsed the idea suggested by Director Eugene McPhee that a “wrinkle” committee should be created to attempt to iron out the differences and difficulties between the legislation proposed by the governor and the original bill introduced by Senator Heinzen. The governor’s staff also quickly accepted the suggestion as they, too, wanted to save the legislation. President Weaver selected Donald Percy and Chancellor H. Edwin Young to represent the UW on the committee and Director McPhee named Presidents George Field of River Falls and Leonard Haas of Eau Claire for the Wisconsin State University side. The group quickly “ironed out” some of the major difficulties that had surfaced: they promptly accepted amendments dealing with tenure in the WSU system where tenure had been granted system-wide, and they agreed quickly on titles for campus and system administrators, and for the method of appointments for the same, items on which there had been vocal, public disagreements. On the other points of contention, they agreed to continue to disagree.



*Regent Mary Williams*

It is not the intent of this study to follow the merger discussion from start to finish or to take the results of merger past their initial success in the legislative arena. Those are subjects for other works. For now, suffice it to say that with these efforts to compromise and to make merger go, success followed. Why did merger succeed in 1971 when similar efforts had failed so many times before? A number of reasons may be offered. The merger of the university in Madison with the Milwaukee campus in 1956 had already set the precedent of a multi-campus University of Wisconsin. Opening of additional two-year centers and new four-year campuses at Green Bay and Parkside (Kenosha) in the late 1960s further aided the concept of a multiversity. Public concern with keeping higher education under control certainly played a role, as did the timing of Governor Patrick Lucey’s proposal. The failure of the CCHE to do its job effectively opened the door to alternative proposals for controlling and coordinating higher education in the state. The Kellett Commission’s proposals put the problems of the state’s educational system into clearer focus and into the center of the political arena. Politics, as always where state agencies are concerned, would play a central role in this issue. Governor Lucey understood that this was his best chance to assert his influence over the higher educational systems of the state and to strengthen his party as a result. (And, perhaps he did see the effort as his chance to get into the history books.) Finally, merger succeeded this time because there were fewer reasons for it not

to succeed. The many improvements made within the Wisconsin State University System during the decade of the 1960s made it more worthy of merger in 1971 than it had been at the times of previous attempts, and blurred the distinctions between the two former competitors.

The law providing for merger was passed by the legislature and went into effect on October 1, 1971. The issue was decided in the Republican controlled Senate on a vote of 17-16, with 6 Republicans and 11 Democrats voting in favor of the bill. The Assembly, controlled by Democrats, passed the bill by a vote of 56-43. A merger implementation study committee was charged with making recommendations concerning the combining of Chapters 36 (UW) and 37 (WSU) of the state statutes by January of 1973. The study committee made its final report in January of 1973 and a revised Chapter 36 was signed into law on July 3, 1974. The new system went into effect officially after those steps were completed.

Though the final steps completing the merger of the two systems into one were taken in 1974, the full impact of these changes would not be known or clearly understood for many years. Resistance by UW-Madison to full acceptance of the new additions to the university system slowed the pace of progress, as did uncertainty by many of those new campuses about the nature of their roles within the new system. Campus names changed quickly, as did the titles for administrators, but other matters took more time. Twenty years after merger, there remains some uncertainty over the exact direction that indi-

vidual campuses of the university system are expected to take. Several system initiatives have been undertaken, for cultural diversity, and for reform of undergraduate education, for example, and Success has been limited at best. More time is needed for the state to realize the full benefits from this historic change, but it is clear as a recent historian of the state has indicated, that merger was “more successful and beneficial to both prior systems than its critics would concede.” Yet, as also noted, merger remained a controversial topic for discussion for many years after its passage.

These changes in the state’s system of higher education all played a part in the development of the campus created by the Normal School Board of Regents in 1893. Known first as Stevens Point Normal School, and later as a state teachers college, a state college, a state university, and, finally, as the University of Wisconsin-Stevens Point, the campus developed and matured throughout each of these phases of its history. Born out of the effort to meet the state’s constitutional requirement to provide training for teachers, Stevens Point Normal School was established in 1893 and opened its doors for the first time for the fall semester of 1894. From that beginning to the present, almost constant and certainly significant changes have occurred which have influenced the development of the campus begun in central Wisconsin in 1894. In many of those momentous changes, the Stevens Point campus and/or its leaders played visible and essential roles. We turn now to the history of that institution during its first 100 years.

## Chapter 2

### “The World is Ours”- The Creation of a Normal School

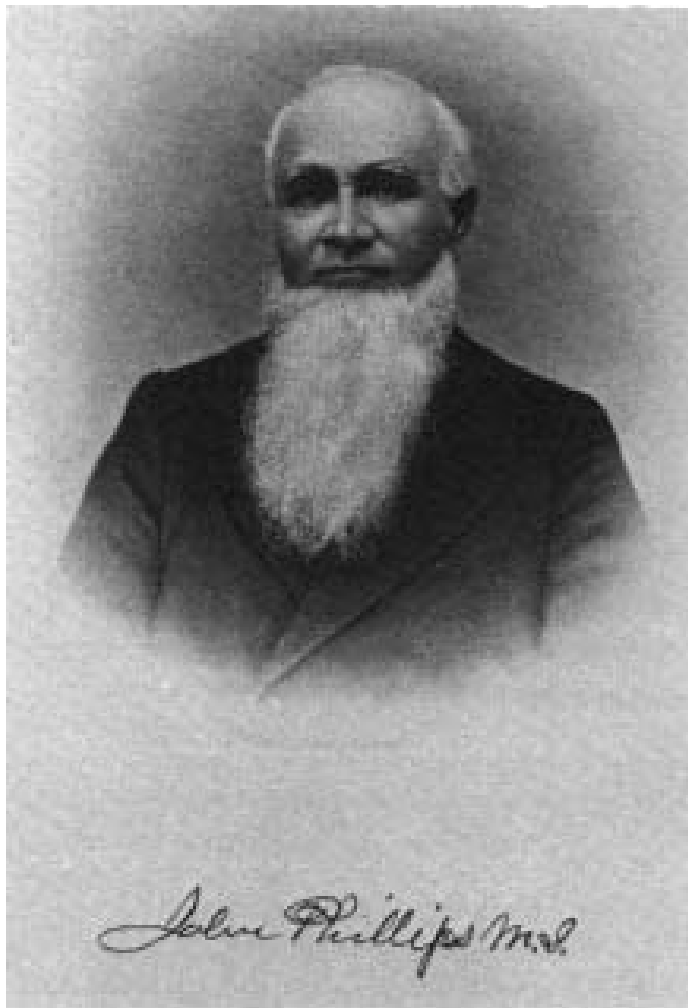


*Stevens Point Normal in 1898.*

“The world is ours.” These words, flashed over telegraph wires in 1893, announced the selection of Stevens Point as the site of Wisconsin’s newest normal school. The creation of Stevens Point Normal School resulted from the state’s commitment to making quality higher education available to its citizenry, and a decision by the legislature to build a sixth normal school in the northern part of the state. It was also the result of a concerted effort by leading citizens of

the Stevens Point community who believed that the establishment of a normal school would enhance significantly the life of their community. One hundred years later, Stevens Point Normal School has evolved, through several states, into the University of Wisconsin Stevens Point, an institution which continues to enhance the community and which remains committed to the education of the people of the central and northern parts of the state of Wisconsin.

As indicated in chapter one, because of the ever-growing need for teachers to meet the demands of a growing state population and an increasing number of public schools, Wisconsin took the concept of normal schools previously developed in the eastern United States, and began the establishment of a normal school system in the state in 1866. The stated purpose for the normals was made clear in the constitutional mandate that the state provide free public education and the training of the teachers to deliver that education. The normal schools were to provide “the instruction and training of persons, both male and female, in the history and art of teaching... in all the various branches that pertain to a good common school education... in all subjects needed to qualify for teaching in the public schools; also to give instruction in the fundamental laws of the United States and of this state in what regards the rights and duties of citizens.”



*Regent John Williams*

As Wisconsin grew in population, the need for teachers increased correspondingly. The five normal schools created between 1866 and 1890 were all located in the southern half of the state and could not meet the ever-increasing demand for teachers, particularly in the northern half of the state. Because of the shortfall and the pressures from the northern areas of the state, in 1891, the legislature authorized the Board of Regents of the Normal Schools to establish a sixth school, to be located in the northern half of the state. With one-fourth of the state's population, the area was essentially unserved by institutions of higher education, with the closest teacher training institution located at Oshkosh. With one-third of the state's railroad mileage and one-sixth of the assessed valuation of the state, the area appeared to be unfairly treated. The legislature's conclusion was that “the long distance from home and the expense entailed, cut off many from their only chance for higher education,” and members of the legislature determined to locate a school closer to those potential students. In determining the location for a sixth normal school, the legislature directed the Board of Regents to consider factors such as “nearness” and “the ease with which it can be reached” by potential students.

John Phillips, the first member of the Normal Board of Regents from Stevens Point, who served in that role from 1876 to 1891, had long sought to obtain a normal school for his city. With the legislative authorization in 1891, he promptly moved to have the school located in Stevens Point. It would not, however, prove to be that simple, and would not, in fact, occur until after Phillips had left the regent position. The bill which provided the authorization for the new school had been introduced into the legislature by Neal Brown of Wausau in 1891, and the legislation required that the new school must be located north of the twenty fourth township. This clause eliminated Stevens Point from contention since the city lay to the south of that line. The Stevens Point Journal declared the move an injustice to those places south of the line, and called the action a move dictated by an interested member of the legislature from “a small clearing on the Wisconsin River, at a point formerly known as Big Bull Falls [Wausau], that may have some pretensions in the same direction.”

A committee of representative citizens from Stevens Point appeared before the legislature to protest against the apparent exclusion of Stevens Point. After extended deliberation by the legislature, Representative Brown proposed an amended bill which eliminated the disputed boundary clause and which further provided for the establishment of two normal schools in the northern part of the state. A third part of the bill was a provision requiring a "donation to the state [of] a suitable site together with the sum of at least \$15,000" before a school could be established.

Competition for the sites was strong. Many cities entered the race for the coveted prizes, including Fort Howard, De Pere, West De Pere, Grand Rapids, Centralia, Marshfield, Merrill, Neillsville, Chippewa Falls, Eau Claire, La Crosse, Sparta, Tomah, Ashland, Washburn, Bayfield, and Superior. In addition to those cities, Stevens Point and Wausau both sought the site, and the ultimate contest over the location in the central part of the state came down to those two cities.

Wausau and Stevens Point had long been engaged in an undeclared but spirited contest for dominance of the central part of the state. Since the late 1870s, verbal jousting had occurred, and it increased as it became more evident that the state needed more normal schools, one perhaps to serve the northern part of the state and another to serve the central section. The Wausau Pilot Review reported on May 12, 1891, that Wausau had made a bid for the school, and, according to the paper, "if any other city wanted the school, it would have to 'hustle' to get it, as Wausau was playing hard for first place." Wausau, said the newspaper, believed that the other towns had "better keep a watchful eye on the city of Wausau" because it "clearly outranks many of them in natural beauty of location, and in ... advanced municipal improvements."

Equally determined, Stevens Point began its own campaign to secure the site. Like many towns along the Wisconsin River, Stevens Point had been mainly a lumber mill town but, by the 1890s, a few paper mills were beginning to operate. The decline in timber caused great concern for the economy and businesses of the area at a time when the nation was moving into another of its seemingly regular cycles of economic depression in the last half of the nine-

teenth century. (The U.S. experienced a major depression in 1873 and the next several years, and a lesser one in 1884 and following. The worst depression of the second half of the century began in 1893 and lasted for several years.) It was not surprising, then, that the idea of a normal school located in the city would generate much excitement about possible business and economic gains. The Stevens Point Journal declared that the city "wants that school and it wants it bad" and admonished each of its residents to consider him/herself "a committee of one to do all he can to secure it."

Stevens Point's City Council met in February of 1893 to discuss the merits of having a normal school and the course of action needed to obtain it. The financial committee pointed out that such a school would not be a burden to the taxpayers of the city and would provide the children of the area a chance for further education regardless of the wealth and ability of their parents to pay. The committee also estimated that the presence of such a school in the city would bring with it about \$100,000 in annual income for the city. The council proposed holding a special election for the citizens to vote on allowing the city to issue bonds in the amount of \$16,000 to assist in the financial bid. That vote was taken on February 28 and the bond issue was approved by the voters.

In addition to approving the bond issue, the city also resolved to donate "a suitable site, to be selected by the Board of Normal Regents." A further indication of local support came when the Portage County Board held a special meeting and voted in favor of appropriating \$30,000 "to be given as a bonus toward securing the normal school." These community efforts illustrated the strong interest of the community in procuring the site for the normal school. That strong community support would, ultimately, help convince the Board of Regents to locate the school in Stevens Point.

As a final step in enticing the Board of Regents to accept the bid from Stevens Point, Judge G. W. Cate sent a written statement to the board pointing out the many benefits of locating the campus within his city. He pointed out that because of its natural adaptability, it was one of the healthiest cities in the state. He noted that potential students from northern Wisconsin could easily reach the city because it was



*Judge George W. Cate*

a railroad center. And, he provided statistical evidence which showed that even though Stevens Point had a smaller total population than Wausau, it had more children in school, employed more teachers and had 116 students in high school compared to only 57 in Wausau and 56 in Marshfield.

The community was optimistic about its chances to receive the approval of the Board of Regents for its bid for the normal school site. The local paper declared that "there is every reason to believe that Stevens Point will be selected as the site" for one of the normal schools. But, the board still had not completed its visit to each of the competing cities, and no decisions would be made until after the site visits had occurred.

After narrowing its list of choices to the final two, Wausau and Stevens Point, the Board of Regents set out to visit the remaining contestants. On May 12, 1893, they visited Wausau. After that visit, the Wausau Pilot Review optimistically reported that "no one feels any less hopeful since the visit of the Board nor does it seem unreasonable to feel that the matter is as good as settled."

The next stop for the normal board was Stevens Point, where the city rolled out the red carpet for its visitors. The superintendent of the Wisconsin

Central Railroad provided a special train to meet the members of the delegation at Junction City and bring them to Stevens Point. On Saturday morning, carriages arrived at the Curran House, the city's elite hotel, and took the regents to inspect the various sites being offered for the location of the school. The regents found all of the sites quite acceptable. In an effort to show the regents "just what kind of city Stevens Point really is," the committee conducted a thorough tour of the city for the board, a tour which included schools, businesses, manufacturing, and railroads. Members of the board expressed surprise "at the thrift, prosperity and growth that met them on every hand." They found the city a pleasant surprise particularly since, they reported, others had apparently attempted to "belittle" it.

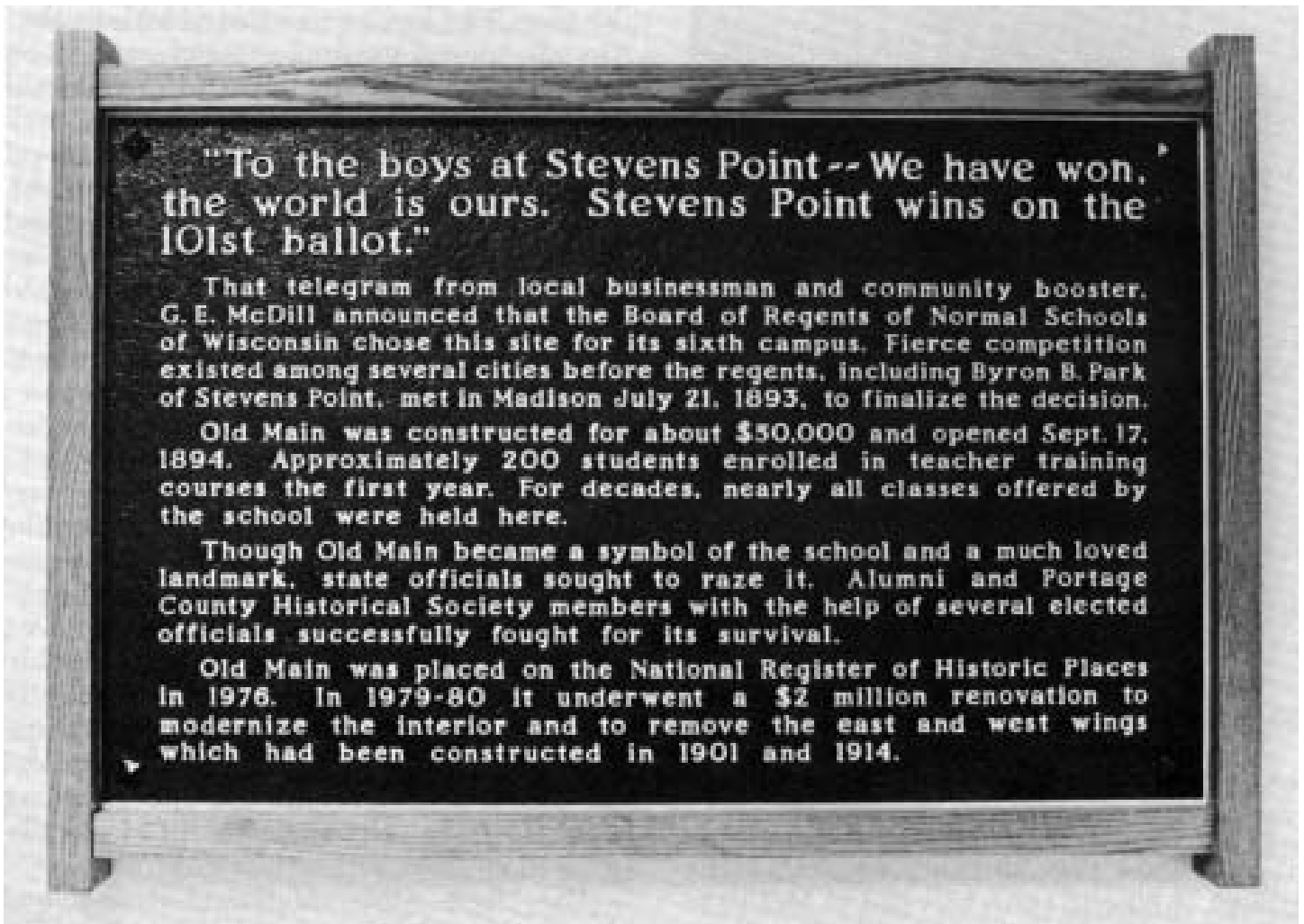
On Saturday evening, arguments were presented in support of Stevens Point's bid by John H. Brennan and A. W. Sanborn. Both pointed out that Stevens Point would provide greater accessibility to more students than any other city in the Wisconsin River Valley. They also presented statistics supporting the need for additional public school teachers in the area. After the evening's business session, the day's festivities culminated with a banquet at the Masonic Hall at which G. E. McDill served as master of ceremonies. All of those involved felt that the city's presentation had been well received by the visitors viewing the potential sites.

With visits to the two leading cities completed, all that remained was the voting by the 11 members of the Board of Regents. That voting began at 3p.m. on July 21. Rumors ran rampant throughout the Stevens Point community, and by 4:30 word began to spread that the city had been selected as the site for a normal school. That report, however, proved to be premature. By the eighth ballot, Stevens Point had five of the six votes required to secure a school. City leaders believed that once the obligatory votes were cast for a few cities not seriously in the running, enough of the regents would switch their votes to Stevens Point and gain for the city the desired outcome. As the evening progressed, the community waited. The operator of the local telegraph office, Jesse Holt, agreed to remain at his desk and to wait until he received the final word. Many others waited patiently with him.

Shortly after midnight, the long awaited message came. A Milwaukee operator wired: "Stevens Point wins one school." A short time later, a second telegram sent by G. E. McDill directly from Madison confirmed the news. His words, memorialized on the plaque in Old Main, said: "To the boys at Stevens Point-We have won, the world is ours. Stevens Point wins on the 101st ballot." By this time, more than 2,000 people had gathered to receive the final word, and jubilation exploded from the ever-growing crowd. Soon it was estimated that from 3,000 to 5,000 people filled the streets in a joyous mood, with some described as shouting "as if this were their last opportunity." Huge bonfires erupted in the middle of the public square and the local band answered the call to assemble. People blew horns, banged drums or pounded pieces of wood together. Several city leaders gave short congratulatory speeches. Cannon fire was reported to

have resounded throughout the night as the people marched up and down the streets. The Stevens Point Journal reported that the city was not rejoicing because Wausau lost or because of the material benefits to be gained, but because Stevens Point had at last secured "that to which they were by right entitled - one of the highest educational institutions of the state, an institution whose broad steps will lead up to doors that swing outward to the rich and poor alike." The paper, with a bit of tongue in cheek, was unable to delete the reference to Wausau's loss from its victory statement.

Although the successful bid of the city to gain the site was the result of hard work by many persons, Byron B. Park deserves a great deal of the credit for securing the normal school for the city of Stevens Point. A local lawyer and judge, Park served as a member of the Normal School Board of Regents from 1892 to 1895. Using his influence and pres-



*Plaque in Old Main contains the words of a the historic telegram and relates history of the building*





*Judge Byron B. Park*

tige, he presented his city's case to the board in the most favorable light. His successful efforts were recognized at a hastily called meeting of city officials who drafted plans for a reception to honor the returning delegation from Madison and to thank Park for his leadership role in this venture.

Plans for the celebration began immediately. Flags and lanterns decorated the streets. A special train traveled to McDill to meet the returning delegation. On board, the band played and nearly 200 citizens shouted and cheered. When they reached the Central Railroad yard, railroad torpedoes exploded, and whistles and bells from every "live" engine, school, church, mill, shop and factory blew and rang.

When the delegation arrived, Park and his wife and two children were placed in a waiting carriage. The horses were unhitched and several young men of the city took turns pulling Park's carriage through the streets. At the public square, John H. Brennan delivered the welcoming address and congratulated Park on behalf of the entire county for his success in obtaining the school site for the city. In reply, Park stated that it was a great honor for him and that this

was the happiest day of his life. But, he gave full credit for the successful bid to the people of Stevens Point, especially those who had gone to Madison to fight for the city's bid for the normal school site.

Needless to say, not all of central Wisconsin was in such a festive mood. Wausau was, not surprisingly, distressed over the decision. The Wausau Pilot Review reported editorially that "in all justice, gratitude, policy, and good sense, the Regents were bound to locate one of the schools in this city," but instead they chose Stevens Point, "a city with a moral reputation which stinks worse than the Milwaukee River." The Wausau Torch charged that the choice was made through "jobbery and corruption, wire working, politics, and bribery." The Torch concluded that it seemed that it would have been hard for the regents to "make a worse decision." The Wausau Central proclaimed that the board's action "exhibits as plain as day that the vote on both schools was secured by bribery." The Central blasted the regents' choice and stated that the moral character of Stevens Point was so poor that "it would even be risky to locate a penitentiary there." The paper chastised those regents who had voted to locate the school in Stevens Point and urged them to "publicly make known their situation and clear themselves of the outrageous scandal... a scandal for which any honest, decent, self-respecting man would be commended if he openly disavowed any connection therewith."

The "twin cities" of Grand Rapids and Centralia (which later merged to become the city of Wisconsin Rapids) received the news of the selection of Stevens Point with more equanimity. They, also, had been among the early suitors seeking the normal school site. The Centralia Enterprise and Tribune reported that the selection met with "general satisfaction in the twin cities," while the Wood County Reporter noted that although the twin cities would have welcomed the site, the one chosen would be "convenient for Normal pupils from the Twin Cities to attend. . . ." The paper concluded that although disappointed, "we gracefully yield the palm to our more fortunate rival and extend congratulations."

With the initial victory celebration behind them, efforts turned toward fulfilling the city's commitments to provide land and financial support for the

new school. Plans were made for the delivery of the money secured from the city and the county. Because of the failure of banks throughout the nation in the depression which had begun in 1893, the state treasurer, who was wary of banks, demanded that the commitment be delivered in cash to his office in Madison. A committee consisting of Ed McDill, Andrew Week, George Rogers, and Byron Park was given the responsibility for making the delivery. Armed with revolvers and \$50,000 in cash, the group set out for Madison. They stopped once, in Portage, to count the money and from that city took a train to Madison where a deputy met them and escorted them to the treasurer's office. By midnight, the cash had been counted, turned over to the regents, and a receipt given.

As the city sought to meet its commitment to provide a location for the school, three different sites were offered: the Wadleigh grove for \$2,500; part of the E. D. Brown homestead for \$6,000; and the Thomas Clements homestead for \$8,000. Additional lots were needed with each of these proposals to make up the promised five-acre total. On August 15, Regents Hume, Parker, Hill, Ainsworth, and Park met in Stevens Point to make a site selection. They unanimously selected the Brown homestead site on Main Street along with a small tract of land on the north side which was owned by N. Boyington. They viewed the site as "one of the finest and best in the city, centrally located . . . [and noted that] its location will give almost universal satisfaction." Transfers of the deeds for the lands purchased were made out and forwarded to Madison. In all, the transaction involved just under five acres of land.

The Stevens Point Journal reported that "even the Wausauans will have no kick coming so far as the site is concerned." But despite the rapid progress of events, rumors had continued to circulate that there would be a special meeting of the Board of Regents to reconsider and perhaps even to rescind its action granting Stevens Point a normal school. Regent Hume, the president of the board, responded quickly and forcefully to the rumors. He stated that the board had no intention to reconsider the decision, and he declared that the negative remarks "arise only in the chagrin of some of the unsuccessful contestants." He indicated that the school in Stevens Point would be built just as soon as a successful

bidder could be contracted to do it. Walker Wyman, in his History of the Wisconsin State Universities (1968), noted that despite these rumors and the allegations of corruption and bribery in the determination of the site for the school, no legal challenge was ever brought against the decision.

To help in assuring a proper beginning for the school, Regent W. D. Parker sent a letter to Regent Park with suggestions that he said would "aid the normal school in your city." He advocated publicizing the role and the benefits of having a normal school in the city, and urged that this message be carried to every home in the city, county and surrounding areas, by utilizing the newspapers, superintendents of county and city schools, and by giving out information at institutes for teachers that would be held throughout the year. He suggested that local school superintendents should be encouraged to "seek out and nominate suitable persons for admission" to the state's newest normal school.

The next steps followed quickly, as planning began for the new school. The first set of plans submitted for the school contained defects and were rejected by the Board of Regents. Other plans appeared to be more appropriate, and finally, those submitted by Perkins and Shelby of Chicago received the endorsement of the board. With the completion and endorsement of a set of plans, a call went out for bids on October 12, 1893. The plans provided for a brick building with a basement and a slate roof, a building which, for all intents and purposes, would be fireproof. It was estimated that over one million bricks would be needed for the building.

In all, 48 bids were received and were opened on October 20. The bids came from builders as close as Stevens Point, Wausau, and Appleton, and from some located as far away as La Crosse, Chicago, Superior, and Milwaukee. Failure to follow plans and specifications resulted in the elimination of thirteen of the bids. From those which met the required specifications, the estimates ranged from \$46,630 to \$71,000. The Board of Regents selected architects Shelby and Perkins to supervise the project for which they would receive five percent of the total cost. That firm, in turn, hired Thomas Olin of Stevens Point to do the on-

site supervision of the construction project.

The low bid of \$46,630 was submitted by Frank Houle and Company from Chicago, and that firm was offered the contract and given two days to secure the necessary bonds. When asked how he could make a bid so low, Houle replied that he had relied on “one of the tricks of the trade,” and he indicated that he did not feel there would be any difficulty in securing the bonds. Although Houle did visit Stevens Point with a business partner, and although he did contract with W. E. Langenberg for 700,000 bricks, he did not return the following week to begin construction and he did not file the required bond with the board. For whatever reasons, Houle chose not to accept the proffered contract.

So, the bids were reviewed again and the project was offered to the next lowest bidder, E. Bonnett and Son of Whitewater. The Bonnett bid of \$51,900 was accepted and that company was able to proceed. Contracts let for ventilating and steam heating projects for \$10,273 completed the bidding process in February of 1894. In addition, the board set aside \$5,000 for furniture, fixtures and ground work, and \$5,600 for the library and equipment for the laboratory. When all of the parts of the project were tallied, the cost of building the original Stevens Point Normal School totaled \$75,985.44.

The next step was the actual construction which began on November 8, 1893. John Bonnett arrived in Stevens Point to supervise the excavation. The city and the board decided to set the building 200 feet back from Main Street so that the tower would be on a line with the center of Brown Street “giving the structure a more commanding appearance” and leaving more space in both the front and the back. Bricks from Black River Falls began arriving by rail, as did carloads of slate for the roof, shipped from Indiana. All was proceeding on schedule until the middle of June, 1894 when the Pullman railroad strike, a major national labor/management conflict which was causing many sectors of the nation to be inconvenienced, stranded materials in the rail yards of Chicago and elsewhere. The delay set back the planned opening of the school by several weeks.

April 26, 1894 was a day of celebration as more than 5,000 people from all parts of the county and from many neighboring counties as well came to celebrate the laying of the building’s cornerstone. Perfect

weather and a mood of jubilation prevailed. Four visiting regents, Hume of Oshkosh, Gardner of Platteville, Johnson of Whitewater, and Ainsworth of River Falls attended the ceremony. Festivities began at 10 o’clock with a procession of bands, carriages, and participants marching to the school grounds.

Regent Hume addressed the crowd and offered congratulations to the Stevens Point community. He commented that this occasion “marks an epoch in the progress of this thriving city,” and he noted that the school now being built was “for the masses, being for and of the people, where the high and low, rich and poor, native and foreign, can alike partake of benefits offered.”

The laying of the cornerstone was the ostensible reason for the celebration, but the city used the occasion to proclaim once more its success in the competition to become the home for a normal school, with local speakers again declaring the justness of the choice of the city for the campus. With that said and with the usual oratorical pronouncements, the festive laying of the cornerstone proceeded. The articles deposited into the cornerstone box included an American flag, coins from 1893, city and school directories, a copy of the proceedings of the Board of Regents in which Stevens Point was selected, city and county government proceedings dealing with commitments of the community, and a Bible. Max Krembs sealed the box, placed it in the cornerstone, and then placed another stone on top of it. A banquet at the Curran House followed.

With this action, the long struggle to locate a normal school in Stevens Point was essentially over and the campus soon became a reality. The journey toward the centennial began. From its beginning, the Stevens Point campus, first as Stevens Point Normal School and several transformations later as a part of the University of Wisconsin System, continued to strive for uniqueness and excellence in higher education. The city’s successful bid for the campus reflected upon the strong feelings of community leaders for the expansion of educational opportunities to citizens of the central part of the state. From the very beginning, a close relationship developed between the school and its hometown community. One-hundred years later, that close relationship would continue to be part of the strengths of both the campus and the Stevens Point community.

## Chapter 3

### Throw Open the Doors: The Presidency of Theron Pray, 1894-1906

The Board of Regents selected Theron B. Pray, age 45 and a graduate of the University of Chicago, to lead the new Stevens Point Normal School. Pray had been on the faculty of the Whitewater State Normal School as institute conductor and was well-known throughout much of the state. Realizing the importance of the job ahead of him, Pray immediately set out to recruit and hire the first faculty for the new school.

Suggestions and recommendations came from friends, from board members, and from the local community. As in other public circumstances, the question of religious bias was raised in regard to the possible hiring of Catholics. Silas Gillian of the National German-American Teachers Seminary wrote Pray to congratulate him on his appointment. He said that he hoped that Pray would “prove an exception to the rule that the founders of schools have the work, and those who come after, [have] the glory.” He recommended that Pray offer a position to Dr. Edward McLaughlin and questioned whether it would be “well to even up matters a little on the basis of religious bias?” Another letter supported McLaughlin, calling him a “prominent educator,” but noted that “his being a member of the Catholic Church would be a hindrance.” The writer suggested, however, that “the president of a normal school should be above bigotry.” Despite these and other such recommendations, McLaughlin was not hired. Religious bias in the hiring of faculty in public institutions was a fact of life in 1894 and that bias would remain for several decades.

The Board of Regents provided for 12 additional positions to be filled at the new school. The Gazette reported that this large number indicated that the



*President Theron B. Pray, 1894-1906*

Board had “confidence in the success of the school here and, therefore, desired to put it on [an equal footing] in all respects with other institutions at the very beginning.”

Pray gave first priority in hiring to finding an institute conductor, the position which he had held at Whitewater. The position ranked second to that of

the president. Institutes, or workshops, had become an important factor in the preparation and improvement of elementary teachers, specially those in rural education. Because the institute conductor would travel all over the state and become widely known, he would be able to attract the attention of young men and women across the state to his particular normal school. Such a position demanded an aggressive but personable individual. Pray believed he had found just such a person in C. H. Sylvester, a high school inspector for the State Superintendent of Public Instruction. Sylvester was hired, but poor health forced him to resign in 1897 and J. W. Livingston succeeded him in the position.

The only holder of a doctorate among the original faculty members was Joseph V. Collins, hired to head the program in mathematics. Poor eyesight plagued Collins, but “did not deter him from ... a remarkably strenuous program of study, writing, and teaching.” Collins, for whom the Collins Classroom Center was later named, served on the faculty from 1894 until 1937. During that time, he wrote several algebra textbooks, and many of the teaching methods he employed, including the use of the metric system, were widely accepted and used by teachers elsewhere.

Garry E. Culver, a geologist by training, was hired as the first science teacher, teaching all of the science courses in the early years. He taught at Stevens Point Normal School for 29 years and retired after the death of his wife. Well-respected by students and faculty colleagues alike, in 1923 the senior class dedicated that year’s yearbook, *The Iris*, to him.

Culver, who later wrote extensively about his early experiences, reported that when he arrived at Stevens Point “the student body was not ... of very high quality ... and seemed to be somewhat out of the habit of studying and with not the highest ideals as to accomplishment.” Adding emphasis to his point about student quality, he concluded that “the slaughter at the final examination was sufficiently appalling to make future students more careful in meeting the requirements of the classroom.”

Selected to teach science, Culver found himself on the third floor of the building known to later generations of students and faculty as Old Main. At the time it was the only building on campus, he reported, and “the weather was unusually hot that first



*Professor Joseph V. Collins*

fall.” He noted that “there was not a single opening to the outside air . . . [and] the Johnson heat control seemed [not] to have the slightest influence on Old Sol who poured his rays through those big skylights and absolutely refused to take any of the surplus back...” When he came to work, he said that he sometimes found the temperature inside at 96 degrees which, he suggested, “however favorable to vegetable growth” was not at all helpful “in the sprouting of ideas in the minds of the members of my classes.” Winters he found more satisfactory.

Culver, who led what was probably the campus’ first field trip, a visit to Yellowstone in 1900, found that President Pray, whom he noted had been educated “in an institution in which physical science received scant attention,” was not very supportive of new efforts in science. Pray reportedly told Culver who was trained as a geologist that “we don’t care anything for your geology and Chemistry but Physics is okay.” He went on to note that when he

attempted to put a geology course in the program there did not seem to be any room for it (presidents controlled the timetable in those days). He finally received Pray's reluctant approval to try such a course at eight in the morning since there were no other courses scheduled at that early hour. Despite the president's belief that such a schedule would kill geology and end the discussion, Culver prevailed. When it became clear that students actually would enroll in classes at eight o'clock, others were soon added at that time of the day.

Pray selected Albert H. Sanford, who had received a master's degree from Harvard, to teach history, government, and political economics. Sanford's love of history led to the publication of a textbook on United States history which was widely used in high schools around the state. After 15 years, Sanford resigned in 1909 and joined the faculty at another newly-established normal school in LaCrosse.

Pray continued his search for a high quality faculty. To teach German and Latin, he chose Bertha J. Pitman. Mary E. Tanner was employed to teach drawing in all grades at the school. Caroline E. Crawford was placed in charge of physical training which soon became a featured area in the Stevens Point Normal. Knowledgeable of the game of basketball to which she had been introduced in the



*Early faculty with President Pray (bottom row, third from left), Garry Culver (bottom row, third from right with beard) and Mary Bradford (top row, third from right with glasses).*

East, Crawford introduced the sport to the campus and the community. She formed two women's teams and two men's teams from her physical training classes and scheduled games between them in January of 1898.

With the positions in the basic courses filled, Pray then turned his attention to finding those who would be in charge of teaching the elements of education. Emma J. Haney was appointed director of practice teaching. Mary D. Bradford who was hired away from Kenosha High School to become critic teacher for the grammar grades, was promoted to supervising teacher and later to principal of the Training Department. Bradford, recognized for her contributions to the field of reading, resigned in protest over the firing of President Pray in 1906 and went on to successfully hold several other positions, including that of superintendent of schools for Kenosha, thereby becoming most likely the first woman in the country to head a major city's school system. Frances Quinn, recognized by the Stevens Point public schools as "one of our brightest and best teachers," was hired as critic teacher for the intermediate grades.

To complete the staff, two non-teaching positions were also filled. Isabelle Patterson was hired as clerk and librarian, and Peter C. Kelly was employed as engineer and janitor. Kelly, who was paid \$50 per month, was also provided an apartment for himself and his family in the basement of the school, rent and heat free.

These five men and eight women formed "the largest corps of teachers with which any Normal School in Wisconsin ever opened." One of those original faculty members, Mary Bradford, whose published memoirs shed much light on the early years at the school, later expressed the opinion that Pray had illustrated his "selective ability" and she indicated that the school quickly became known as "a good training camp where men and women had the opportunity to prove themselves."

The president and his new faculty set a tone for the school that carried on throughout the years. In a report to State

Superintendent J. Q. Emery by a committee sent to inspect the Stevens Point Normal School, it was noted that Pray had “gathered about himself a faculty, not merely of teachers, but of men and women broad in their view, strong in their sympathies, and rich in culture.” The writer of the report stated that this outstanding group would be able to carry out “the highest aims of education” in the newly-established normal school at Stevens Point.

For many, Stevens Point in 1894 was a new frontier. Some of the participants, both faculty and students, who later reminisced about the early years on the campus, made the frontier theme clear. Stevens Point was referred to as a “getting off place for loggers on their journey north,” and it was educationally “on the frontier fringe.” The original 13 faculty members were young enough and free enough under the enlightened (for that day) leadership of Pray to introduce into the campus and community a new spirit of experimentation and enthusiasm. They accepted willingly the challenge of working in an educational frontier.

Historian Albert H. Sanford commented that the school developed an institutional individuality from meeting this challenge. This individuality, he declared, created “an atmosphere of freedom from the old fashioned ‘discipline’ of the country school [and] a refreshing spirit of friendliness and informality between faculty and students.”

Years later, two of the more notable students of the early years of the normal school also commented on this atmosphere of individuality. Dr. Arnold L. Gesell reflected on those early years and called that period a “golden age” in the school’s life, where the “fresh vigor of the faculty and its young president, all bespoke progressiveness.” Because there was no oppressing tradition and no old musty odors, he believed that “faculty and student body alike felt the stimulus of pioneering conditions.” Margaret Ashmun, noted author, wrote of her years at Stevens Point Normal and gave high praise and admiration for President Pray, stating that he had “won the affection of the students by his kindness and humor.” She pointed out that “his integrity and Puritan strength of character exerted a steady influence among pupils and faculty.” She, too, stated that she had experienced a “simplicity of friendliness which promoted a good feeling and a desire to learn; and it made the College

a pleasant memory to those who left it behind.”

Despite all the talk of freshness and invigoration, adjustments had to be made by many of the incoming faculty. Entering into this area of majestic pine forests with a hint of wilderness all around proved to be unnerving for some. New arrivals often mistook the filtered drinking water from the Wisconsin River as cold tea. Eventually, they came to like it for its “recognized purity and healthfulness.” If the pine forests intimidated some at first, others on the faculty became concerned at the rapid speed with which the pine trees were being harvested by the lumber mills. In late 1894, some faculty members even led protests against the cutting of grown pines north of Stevens Point. Their protests largely went unheeded and the cutting continued, leading Mary Bradford to write mournfully some years later that “those wonderful trees are only a memory now.”

Adjustments to this pioneer area proved too difficult for some. The first director of practice teaching, Emma J. Haney, came from New England, and she remained unhappy and was unable to adjust to the new situation. More than once, she stated that she just “did not like the West.” When ill health forced her to resign at the end of the first semester, she happily returned to the East Coast, and Mary Bradford was shifted into the position of director of practice teaching.

The community also needed to make adjustments to the fact that the school called the city “home.” To help insure continued community support, the Gazette printed a firm admonition to the people of Stevens Point, reminding them of their pledge “that the school was likely to receive at home, such a support as would be ample justification for placing it here.”

Housing for students was another adjustment facing the campus and community. No dormitories existed, but students were required to live only in approved rooming houses or homes. Local newspapers involved the community immediately, with solicitations for rooms for the new students. President Pray reminded the city that “those who enter the normal schools of this state are people of moderate means - for the most part young people who are making their own way in the world.” The community responded positively: offers of “rooms, fuel, light, with board from \$2.75 upwards,” and “rooms without board, \$2 to \$5 per

month,” made their way to the president’s desk.

When the opening of the sixth state normal school at Stevens Point was announced, immediate inquiries poured in regarding admission and entrance requirements. The first bulletin, published and released to those expressing interest in attending, noted that admission was open to “all persons of mature years and serious purpose, whose intention is to fit themselves to teach in the public schools of this state.” The cut-off point for “mature years” was to be not less than 15.

With almost no other standards for admission, many inadequately prepared students were brought in and the curriculum had to be shaped to meet their needs. Geography was the single most important determinant of enrollment.

The bulletin also announced the school’s desire “to maintain a high standard of behavior, such as is characteristic of cultured ladies and gentlemen.” Therefore, those seeking admission were encouraged to bring documents certifying their physical health and good moral character. Those without such documents could obtain them after they arrived.

Three groups of students applied for admission. The first group included those students who were not high school graduates, but who had graduated from a common school, completing eight grades. For those students, admission was based on successful completion of an examination. The exam, prescribed by the Board of Regents, included questions covering numerous areas including arithmetic, grammar, reading, writing, spelling, U.S. history, and geography. Successful completion of this examination would make the student eligible for enrollment in the review class.

The second group of students seeking admission were those who had graduated from a high school with a four-year course. They were admitted without an examination, and given credit for two years’ work. Those who graduated from a high school with a three-year course were credited for one year’s work in those areas in which they did well. These high school graduates could complete the normal school course in two years.

The third group of students seeking admission were those who were already teachers who held one of three levels of certification. They took no examination for admission. Those holding a first-grade

certificate were credited with one-half year in areas of education in which they were proficient. Those with a second grade certificate were admitted to the first year of the normal course, while those with a third-grade certificate were admitted to the preparatory class and received credit for those subjects in which they had high standings.

The students who were admitted had a selection of five courses of study as established by the Board of Regents. These courses of study included an English-scientific course of four years; a Latin course of four years; a German course of four years; an elementary course of two years; and, a one-year professional course open only to those who had a first-grade certificate and proof of three years of successful teaching experience.

President Pray wanted the school to contribute to the educational needs of the area. His concern extended to those who were teaching or wanted to teach in rural schools but who could not remain in high school long enough to finish the regular course of study. In an attempt to remedy this situation, he admitted those students to a one-year course in education, an action which anticipated that later taken by county training schools which did not yet exist at the time of Pray’s action.

For those teaching in the common schools who wanted a better preparation in fundamental studies, Pray established a review course. Although not a recognized course, it was “an experiment to ascertain whether there is a reasonably large number of persons who expect to teach in the common schools who will undertake such a definite short course.” Success during its first year led the Board of Regents to recognize the course and issue a certificate to those who completed it.

Organizing the Science Department proved to be most difficult. Professor Culver was seen as “not an easy man to please.” The lack of space to spread out the equipment was an early point of aggravation for him, but by the third year the Science Department was enlarged to a total of eight rooms on the third floor “devoted wholly to work in science.” The school also purchased an expensive (\$50) telescope which provided a scientific resource most of the early normals schools did not have.

Not surprisingly, the expense of higher education concerned many. Although tuition was free for those



who expected to teach, room and board cost approximately \$30 for a 10week term. With an additional cost of about one dollar each for books and library, and for stationery, the total student outlay was about \$32 per term. Those who were not going to teach but who qualified for admission paid a tuition fee. For the first year, the cost for normal classes for those students was 75 cents per week. For the preparatory classes, the cost was 40 cents per week, and for the model school, it was 15 cents per week.

Diplomas and certificates acknowledged the completion of work in the normal school. Those completing the elementary course or the one-year rural course received a certificate that allowed them to teach for one-year in any common school. With a successful year of teaching, the state superintendent would endorse the certificate for an additional five years.

Those who completed the full courses received a diploma and a license to teach for one year in any public school of the state. After this first year of teaching, the diploma became the equivalent of a life certificate. The recipients could then teach in any public or common school.

After completing the one-year common school course, students received a statement signed by the president. This held no legal licensing implications, but was instead, a “simple testimonial of effective and commendable work.”

September of 1894 was a time of great anticipation in Stevens Point. The state’s newest normal school was ready to open. The city, itself, waited. Main Street, paved with wooden blocks as far as Division Street, was the only paved street in the city. The rest were sand. The Court House, Opera House, and the Curran House added grace and dignity to the community. Two new paper mills were operating south of town. Men driving ox carts still congregated at the town square to sell their goods. But, the community sensed that change was imminent and prepared to meet that change, including and supported by the emergence of the new normal school.

After a slight construction delay due to the railroad strike and general economic conditions of the day, President Pray announced the opening of the school on September 17, 1894. In a statement to the community, he declared that the purpose of the

school was to develop “a training school of a really progressive character—one that would turn out for service in the schools of the state, teachers imbued with the same spirit.”

The school opened with 366 students-152 students were enrolled in the Normal Department, 49 in the Preparatory Department, and 165 in the Model School. Only 34 of the students in the Normal Department were high school graduates, with an average age of 19.5.

At the close of the first week of classes, the Gazette reported that the school could “point with pride to the fact that it opened under more favorable auspices than any other Normal School in Wisconsin, having a larger attendance on the first day, and more than double as many as most of the other five [normal schools].” The paper optimistically predicted that this initial success was “bound to expand with each succeeding month and year in the future.”

One month later, with the school settling into a routine, thoughts turned to a dedication ceremony, and on October 18, 1894, the event was held. The day of dedication was pleasant and clear as people from all over the state traveled to Stevens Point to lend their support and enthusiasm to the celebration. By midafternoon, the assembly hall was filled to overflowing. Regent Byron Park received a rousing ovation as he accepted the American flag for the school. President Pray addressed the gathering and stressed the high and noble calling of the teachers whom, he said hold “the keys of destiny” for their future students. An informal reception, a banquet, and dancing followed that evening.

Student activities began early in the school’s history. Some were forced on the students, while others resulted from voluntary participation. Each day began with an early morning general assembly at which attendance was mandatory and roll call was taken. Every Friday was set aside for rhetorical, during which time students were required to give a speech, an experience which proved terrifying to many of them.

Two major areas gave rise to student clubs, the literary circle and the music circle. Arena, a literary society admitting both male and female students, organized first. Its stated purpose was to give “needed opportunity for literary culture, elocution and parliamentary practice, as well as incidental relax-



*Many early Stevens Point Normal students were active in literary societies.*

required to pay a small subscriber fee in advance to provide the paper with a working fund.

In 1901 the school's first annual, *The Nautilus*, was published. An expanded version of the school paper, the annual enjoyed great success in the early years. In 1904, its name was changed to *Summum* and in 1907 changed again to *The Iris*. Over time, the literary content diminished significantly and the annuals became more of a pictorial record of the events of the just-completed school year.

Voluntary speech activities also appeared early in the school's history. The Oratorical Association was formed in 1896 and joined with the Inter-Normal League. Local contests resulted in selection of a school representative to compete in the state contest. That contest, in turn, determined the representative to the inter-

ation and diversion." Arena's programs featured debates, declamations, papers, essays and musical numbers. After a couple of years, the male students broke away from Arena and formed their own club, the Forum. Later, another all-male club, the Athenaeum, was formed. In 1905, the women formed their own club called the Ohiyesa Society.

Many students with musical talent came to Stevens Point Normal School and eventually joined musical groups. Male and female quartets, an all-male Glee Club, and an all-female Treble Clef Club were among the earliest groups established. Although vocal talent seems to have been dominant, a Mandolin Club and a Mendelssohn Violin Club were also organized. Frequent concerts given by these groups provided cultural enrichment for the campus and community.

One of the earliest organizations to form and to have a lasting effect on the school was the Press Association which held its first meeting in the fall of 1895. Its first contribution appeared in December of 1895 with the release of the first issue of *The Normal Pointer*. Published as a "purely student publication" the paper contained sections on literary works, editorials, athletics, personal news, and advertisements. Several years later, one of the editors successfully requested that all students be

state competition. In the early years, these contests were held between the two male and two female debating societies. These debates often drew a full house in the Assembly Hall and developed an enthusiastic and sometimes unfriendly rivalry. This rivalry eventually resulted in a hilarious incident when Herbert Steiner, later a member of the school's faculty, was to present a Patrick Henry oration. The rival group, the Forum, planned to kidnap him to prevent him from making his presentation. Getting wind of their plans, Steiner dressed up in women's clothing and walked to school between two faculty members, arriving successfully. The Forum apparently never did discover how he had managed to evade their plot.

In 1899, Stevens Point Normal hosted the Inter-Normal Contest. The city turned out in large numbers as student Arnold Gesell represented the local Normal and received first place for his address entitled "Development of the Spirit of Truth." Gesell then traveled to Cedar Falls, Iowa and again won first place at the Inter-State Normal Contest. Already popular on campus and editor of the school newspaper, he gained statewide acclaim for his oratory. Students and townspeople alike gathered at the railroad station to welcome him back. Some carried him around part of the city in a torchlight parade, while others

sang songs written for the occasion.

Not all extracurricular activities were simply for the mind or the vocal chords. Physical training, which was becoming increasingly popular across the country, led to the development of physical activities, and the gymnasium was open every day for voluntary exercises and practices. President Pray supported the development of physical activities for the students “not for play alone, but for growth through play and serious training.” Physical measurements of all students were taken and special exercises were prescribed based on those measurements. Stevens Point became the first school in the state equipped to carry out the “anthropometric measurements and corrective work.”

All students, unless physically unable, met every day for 40 weeks in the gym for individual practice, class exercises, and lectures and discussions of

applied anatomy and physiology. In the gym, the women wore blouses and divided skirts, while the men wore tennis shoes, sweaters and slacks. Pray was proud of the physical training and noted in his first annual report that the work in the gymnasium had resulted in an almost universal physical gain for the students in the school. In many cases uneven shoulders have been adjusted, spinal curvatures arrested; muscular strength and chest capacity have been almost universally increased. . . .” He concluded that the greatest benefit to the students was “found in the bearing, and regard for physical conditions and bodily health evident in all classes.”

Not all physical activities were so structured. Mr. Sylvester organized outdoor activities almost as soon as the school opened. In the fall of 1894, a group of young men went to Appleton to play a football game against Lawrence College. The rather



*Physical training exercises at Stevens Point Normal*

hastily created team lost, 6 to 4, but that was only the beginning. The team won three of four games the next year, but after a game with Whitewater in 1896, Pray wrote to his counterpart at that school to complain that the team from Whitewater had “played too rough” in the game between the two schools. President Salisbury responded by reminding Pray that “football was no child’s game.” Before long, some of the other schools reported being “astonished at the way in which this young upstart school was winning games,” and by 1908, the school had claimed the championship of the normal schools.

When the earlier normal schools opened, baseball was the dominant intercollegiate game, but by the 1890s, football had surpassed it and basketball was not far behind. Intercollegiate basketball began in 1897-98 with a game against Lawrence. Once again, Lawrence won. High school teams also appeared on the schedule. Professor Collins later reported that the “old gym under the library saw many a hard fought basketball game” during those early years. He indicated surprise that “the walls didn’t come tumbling down like the walls of Jericho, because of the unison stamping and terrific yelling” that accompanied the games. Finances were always a problem for the fledgling athletic teams and the teams sought donations from students and from the community as early as 1908. Facilities were poor, both for home and away games, but since there were few spectators not much more was needed.

Although not taken as seriously as it is in many colleges and universities today, athletic success was already important to some. After a disastrous, uncoached football season in 1901, the school paper called for the hiring of an outside coach. A coach was brought in, and although not much changed with regard to winning and losing, he did manage to hold the team together through the season.

Track and tennis also made their debuts early in the school’s history. In 1895, the tennis grounds were laid out and activities began immediately. A track team was organized in 1895 and entered into several meets each year with other schools.

Women were not left out of these activities. Basketball was the first recorded team sport for women who, on many campuses, played that game

before the men did. At Stevens Point Normal, the early teams were organized by class, with competition between the teams reported to be fierce. The first reported basketball game for women was held on January 25, 1898, when two locally organized women’s teams played a game which resulted in a 4 to 4 tie. It was noted that about 350 spectators showed up for the game which was followed by a men’s game. [That game ended in a score of 5 to 3.] The first game against an outside team occurred in May, 1898, when the women from Stevens Point Normal School defeated Weyauwega High School, 8 to 2.

Despite some ups and downs during the next few years, The Normal Pointer noted in December, 1901, that the “outlook for basketball this year is bright. ... two young women’s teams and seven young men’s teams have been organized.” Women’s athletic activities were not mentioned by the school’s paper between April, 1903 and October, 1909, but the sport of basketball returned in 1910 with the added bonus of a silver cup, the “Bischoff Cup,” being established to be presented to the year’s best campus team.

The community and the school actively supported these athletic events. Individuals donated money toward the expenses and no one seemed to mind paying a small fee to see the games. Income and expenditures generally balanced out each year with an occasional small profit for the school. In 1904, The Normal Pointer reported that “school spirit was built around extracurricular activities.

In addition to physical fitness, President Pray was committed to bringing cultural influences to bear on both students and the Stevens Point community. He knew that many of the school’s students came from homes which lacked interest in or knowledge of literature, music, painting and sculpture. Consequently, he used small monetary gifts to purchase the most affordable reproductions of old Greek and later Italian sculpture possible.

Music also provided a cultural influence. Under the direction of Alice G. Clement, students engaged in both vocal and instrumental music, and produced several successful musical events including a performance of Handel’s “Messiah.” During these early years, the school song was written by Kenneth Pray, son of the president. “On the Banks of Old Wisconsin” was

set to the tune of another school's song, and later became known as "The Purple and the Gold."

Dance, a vital part of the curriculum in the College of Fine Arts and Communication 100 years later, had a more difficult time making its entrance into the activities of the school. Social dancing was not allowed at the school until it was in its fourth year. Mary Bradford attributed this to the fact that many of the school's students were brought up to see dancing as sinful and inappropriate. However, Caroline Crawford, instructor for physical training, advocated the acceptance of dancing and a compromise was worked out by the faculty that allowed dancing for a short time during evening entertainment. Gradually, the objections to dancing died out.

Faculty/student gatherings were instantly successful. Receptions and picnics were given by the faculty, by the school itself, by the literary societies or by the various classes. The first all-school picnic was held at Waupaca Lake in 1902.

The lecture series, one of the best of the outside influences on the lives of the students, began during the winter of 1897. Albert Sanford headed this effort to keep students in touch with world events and people of the time. The first series featured visiting professors from Madison and Chicago. Soon, the town as well as the school supported the series. Lectures, held in the Old Opera House over the next several years, featured such nationally prominent persons as William Jennings Bryan, Samuel Gompers, Eugene V. Debs, and Jane Addams.

The exciting and challenging first year of the Stevens Point Normal School came to an end with the initial commencement exercise held on June 26, 1895. Families, townspeople, faculty and students gathered at 10 a.m. in the Assembly Hall for this historic occasion. Dr. Benjamin S. Terry of the University of Chicago presented the address and spoke on the topic "What is an Education?" Seven members of the class received diplomas in elementary education.

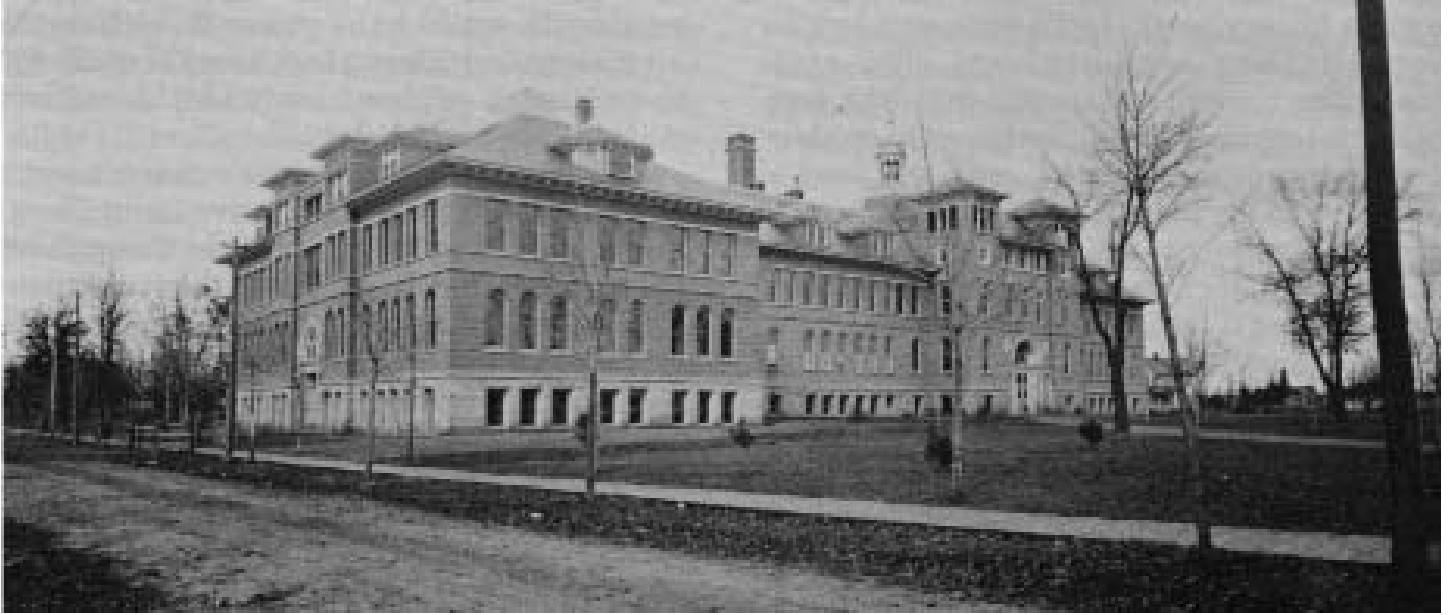
Program change and development, a constant subject of discussion and debate in modern universities and colleges, began early as well. By 1896 the English course was split from the science course. As a four-year course, it specialized in the preparation of teachers for primary and intermediate grades, and led to a diploma upon completion. Those wishing to

teach in the high schools and higher graded schools were advised to enter the advanced or postgraduate course for one year. This course required additional work in Latin, German, physics, history, chemistry, drawing, and economics. As indicated earlier, the faculties of the several normal schools, who were trained as academicians, sought from the beginning to increase the "academic" content of the programs offered in the normal schools. The Stevens Point faculty proved no exception in this regard. This struggle between academicians and teacher trainers continued until the normal schools were allowed to expand to include liberal arts courses and degrees as well as those which provided for the training of teachers.

The normal schools were established to prepare teachers. Therefore, much attention was focused on student or practice teaching. Students had to take preparatory classes such as the theory and art of teaching and observation of classes conducted by the critic teachers. Having met the initial conditions, students were assigned a group of children for 10 weeks. Individual preference as to subjects taught were usually considered in the first assignment in an attempt to insure success.

Student teaching began in the Model School housed in the west end rooms of the first floor, but as the size of the school increased, with more students requiring more practice time, an arrangement was made between the school and the local school board. This agreement allowed students to conduct classes at the Third Ward School, and President Pray selected Josephine FitzGerald to take charge of this branch of the department. He reported that the arrangement should "lead to a great extension of the training departments of the Normal Schools in Wisconsin, and to a large increase in the actual training available for our students."

From the beginning, the Stevens Point Normal School continued to grow and the increased enrollments soon forced a reassessment of the space occupied by the school. President Pray addressed this concern in his report to the Board of Regents in 1898 in which he pointed out that further growth would be hindered by the restrictions on space that existed. He noted that the Model School already had difficulty finding seating for the pupils and he stressed that it was "imperative that more room be provided at an



*West wing addition to Stevens Point Normal, 1901.*

early date either by an addition to the present building or by the erection of a new building.”

After a review by a state inspection committee, the committee concurred with Pray regarding the overcrowded conditions. In its report to State Superintendent J. Q. Emery, the committee concluded that the enrollment had exceeded expectations and the capabilities of the building. Even the school’s janitor, Peter Kelly, had to move his family out of their basement quarters so that the space could be converted into rooms for Mr. Swift and his psychology and theory classes. In addition, practice classes had no rooms but met instead on the stairway and in the halls.

The state took steps by 1898 to meet the space needs of the campus. An additional five acres were purchased behind the original site and, according to a writer for the local newspaper, with the trees and bushes on the site the school had become “one of the most beautiful school campuses in Wisconsin.” Plans were soon made, however, to make other use of the new campus grounds. In the winter of 1898, the legislature appropriated \$70,000 for use by the several normal schools, and it was announced in the following spring that \$30,000 of that allocation would be made available to Stevens Point to utilize for an addition to the school on the west side of the original building. Bids were submitted after plans were drawn and the board accepted the bid submitted by George R. Potter of Stevens Point for

\$20,250. Construction on the urgently needed addition began soon thereafter, and the new west wing was completed in time for the opening of the school year in the fall of 1901. The Training Department occupied all of the first floor except for one room reserved for the Domestic Science Department. The Normal Department took over all of the second floor. The third floor contained eight laboratories, several recitation rooms, and a large hall called the Art Annex which was used for exhibiting artwork.

As enrollment grew, not only was there a need for more space but for more teachers as well. Most faculty members directed five classes per day and volunteered one hour a day to library work. Little time was left for consultations with students. The state inspection committee reported that “the number of teachers is insufficient even to do satisfactory academic work ... and the need of addition to the teaching force, then, is most urgent.” In spite of the lack of space and the shortage of teachers, the committee reported that it found a “prevailing spirit of courtesy, respect and kindness in the relations of teachers with students and of students with each other.” They viewed this as a distinguishing feature of the school and a great benefit to the students and the community.

Conditions for teachers in the normal schools were also changing. Comparison of salaries led to an increasing expectation of higher wages. With a shortage of teachers, the overworked faculty also made its requests known. Dr. Joseph V. Collins

asked why the faculty were not paid as well as those teaching at River Falls, Whitewater or Milwaukee unless “Stevens Point is to be regarded as an inferior school, and we as teachers [thought to be] of inferior preparation and ability.” But the board could do little about this noting that the legislature would probably not be very liberal with them “because of the necessity for large expenditures in the repairing or rebuilding of the Capitol.”

Tragedy struck the faculty in 1903 with the death of Alicia DeRiemer, geography teacher and active supporter of the arts, who died suddenly while on vacation. Students and faculty formed a committee and designed a window as a memorial for her. The window was placed in the main building where it remains.

It is difficult to manage an institution such as a normal school, but even more difficult to start one from scratch. President Theron Pray involved himself in all facets of the school’s life, and made an enormous effort to insure the successful beginning of the school. He tackled most of the managerial work, overseeing registration, handling the payroll, and ordering all of the supplies. The power of the presidents in the normal schools was extensive as they were given a virtual free hand in the hiring and firing of faculty members and in the determination of salary and other such matters. And, as a later study would corroborate, in curricular matters, the presidents would have power to “determine all matters pertaining to courses of study for the training of teachers and the subject matter to be included. . .

As a teacher, the president’s concern went beyond the campus to the surrounding communities. His extensive travels throughout Portage County, lecturing without compensation and traveling at his own expense, testified to his determination. He also worked hard to repair the relationship with Stevens Point’s disappointed neighbor to the north, but Wausau’s bitterness over the selection of Stevens Point as the site for the normal school continued. In 1895, the Wausau Central reported that the school was “such a failure that the state is seriously thinking of turning over that institution as an asylum for the feebleminded.” Pray made efforts to overcome those feelings, working closely with Wausau’s 5 superintendent of schools and other area educators.

President Pray displayed a deep and direct interest

in people. To his students, he often became a father figure, while to the parents of those students, he became an extension of their own hopes and desires for their children. Many of the students were young and were away from home for the first time.

Concerned parents wrote to Pray about specific problems because they knew that he was always glad to have them write, and they knew also that he would do everything in his power to correct the situation and alleviate their fears and concerns.

Many letters passed over Pray’s desk each day. Prospective students wanted to know the advantages of going to a normal school, and Pray diligently responded to each and every one, encouraging them to take every opportunity to further their education. Many students accepted the president’s advice to “keep in communication” (an idea now stressed by alumni groups!) and continued to correspond with Pray after they had left the school. Some wrote to Pray seeking recommendations because, as one of them noted, “you [Pray] always know what your former students are doing.”

For the majority of the time, Pray concentrated on the students on campus. Because many of them were away from home for the first time, homesickness was a recurring problem. One student wrote that she was so homesick that she was going home, but she added that she hoped that she would do better the next time. All of the faculty were urged to work to relieve some of these feelings of the students and to encourage the students to continue with their education.

Academic problems also came to Pray’s attention. Concerned with poor spelling by the students, he and Professor Frank Spindler established special spelling courses each quarter [the school year was divided into four 10-week quarters], attempting to build a strong foundation for the students as they proceeded through their regular courses.

During the school year, frequent requests for teachers tempted students to leave school before they had finished their course work. Between 1900 and 1902, 40 to 50 students decided to postpone their education and accept teaching positions. While most indicated that they planned to return to finish later, once in the teaching field it became difficult to return.

The most difficult student area concerned discipline. The school and the faculty viewed discipline

as one of the most important aspects for growth. While allowing a certain amount of freedom (perhaps more than visitors to campus liked to see), the school maintained its aim of a high standard of behavior, such as is characteristic of cultured ladies and gentlemen.” Emphasis was placed upon truth, industry, honesty, independence, brotherly love and patriotism to guide one’s conduct.

The ongoing competition between the normal schools and the university, outlined in chapter one, did not prevent the institutions from attempting to facilitate the smooth transfer of students from the one to the other. An agreement between the Boards of Regents of the Normal Schools and of the University of Wisconsin provided the mechanism for the transfer of students from the normals to the university into a two-year course leading to a degree of bachelor of philosophy in pedagogy. While not always smooth, the possibility for such did exist and a number of students did take advantage of this opportunity during these early years.

Likewise, the normal schools also made some adjustments within their programs to attempt to accommodate the transfer of their students to the university. Upgrading their offerings in natural science, mathematics, and German were all intended as ways to improve the transfer opportunity for their students.

Of course, the upgrading in the traditional academic areas was also at least partly related to the desire of some to expand the possibilities for students in the normals. While it was not deemed likely that they could obtain the approvals for offering liberal arts programs per se, other avenues were pursued. The Board of Regents, in its meeting on July 1, 1902, unanimously approved the establishment of a department and program in domestic science for Stevens Point. This program was viewed as a way to assist in the “training of girls in those subjects that affect life,” including sewing and cooking. The establishment of such a department made Wisconsin one of the first states to recognize its value in the training of young women. The Pointer, perhaps a bit premature in its enthusiastic reception of the decision, announced that with the establishment of this department Stevens Point Normal “stands as one of the foremost schools in this line of ~ although it would not have been an exaggeration to have stated that this decision would help make the school a pioneer in the training of

teachers of domestic science for the public schools.

The two-year domestic science course was open primarily to those who were high school graduates or its equivalent. Any students who entered as graduates of the common school (eight grades) were placed in a five-year program, with three years of essentially high school equivalency work and the remaining two years concentrated on the domestic science course.

The Domestic Science Department was located on the first floor of the main building. Facilities included a kitchen with movable cupboards and a large coal or wood range at the side of the room. Each student had a single burner gas stove on the top of the tables. One corner of the room served as the director’s office. A small dining room was provided which allowed the young women, mostly from small towns or farms, a place where they could “practice the most lady-like manners for serving table guests.” Across the hall was a sewing room, equipped with five new sewing machines.

Mary Secrest was appointed director and teacher for the domestic science course. Eight students enrolled in the course the first year. In addition, 30 young women from the Model School and 27 from the normal course also took classes in sewing, while 30 and 19, respectively enrolled in the cooking course. Tuition was free and books were provided for about \$5 per year. Although the course was at first considered easy, the demands soon dispelled this belief. President Pray reported “that the course is no snap is shown by the fact that several good students have already found it profitable to give more time than is specified in the course.” Only two diplomas were given at the end of the first year.

The library, a symbol of institutional change in recent years, was already a place of innovation and change during the 1890s. The original library occupied a room adjoining the assembly hall in the main building. At its April, 1895 meeting, the Board of Regents authorized the hiring of a professionally trained librarian to come to Stevens Point and directed her to make out a card catalogue and an index for the library. Card catalogues, a relatively new innovation, caught the attention of others in the state. President Salisbury of Whitewater Normal wrote to Pray and requested a demonstration of the technique. With the first



real librarian hired by any normal school in the state, Stevens Point helped demonstrate the value of professional librarians in higher education.

Presaging the school's later strength in natural resources, a small but expanding scientific and historical museum began gathering items from residents of the surrounding area and from others further away. A collection of birds included a great horned owl and a cooper's hawk. Some additions arrived in unconventional ways, as for instance, in November, 1896, when a boa constrictor arrived at the school in a shipment of bananas.

Historical artifacts were also accumulated by the History Department and others. Arrowheads, stone axes, copper spearpoints, a warclub, and "an excellent specimen of Mexican stone mill" were among the early items collected. Albert Sanford submitted a request for an exhibition case for several of the relics which, he believed, would encourage people to visit the school and would encourage others to give or loan other artifacts to the school for display. About two years later, the various scientific and historical collections were combined into one large room for all to view.

Into the early years of the new century, the normal school at Stevens Point appeared to be meeting the goals set for it. While all seemed to be functioning smoothly under the successful leadership of President Pray, apparently not all agreed. Dissatisfaction with Pray's leadership had existed, somewhat under the surface, among some members of the Board of Regents, and during the board's semiannual meeting on February 7, 1906, Pray's bubble burst. He had been excused from the second half of the meeting to attend his mother's funeral in Michigan. He had "no intimation from anyone that any action relating to his tenure of office was even under contemplation." While he was away from the meeting, the board in the executive portion of its meeting, passed a resolution asking for Pray's resignation.

Statements by Regent C. D. McFarland appear to have greatly influenced the board. McFarland contended that the school was falling off in enrollment and the board later used the issue of lagging enrollment in its public statements concerning their rationale for demanding Pray's resignation. Pray did not receive word of the action until February 24 when he

received an official notification of the action.

Although the board had hoped to keep the situation secret to assist Pray in obtaining a different position, it was not to be. The Milwaukee Sentinel broke the story on March 6 and the "great surprise" set off a storm of protest. The Sentinel called upon the board to reconsider its actions or at least make public the reasons for that action.

Local newspapers became the medium for the debate between Pray's supporters, led by former Regent Park, and the primary opponent of Pray, Regent McFarland. Park charged McFarland with leading a personal campaign against Pray and accused him of improper conduct in handling the situation. Park stated that McFarland should have gone directly to Pray if there were problems that he felt should be addressed. Park also charged the board with impropriety for making a decision without adequate investigation first. He noted the board's willingness to allow Pray to leave the meeting early to attend his mother's funeral and suggested that they ought to have been more open with him.

Park also called upon the board to make the charges against Pray public since the only apparent reasons was that dealing with the declining enrollment. Park took strong issue with that reason, citing figures that showed that the other normals at Whitewater, Oshkosh, Platteville, and Milwaukee had all shown occasional slumps in enrollment. He suggested that the presidents of those institutions should also have been dismissed if an occasional enrollment decline was sufficient cause for such an action.

Regent McFarland responded by stating his concern over the statistics he had which showed a decline, a decline which he attributed to Pray's inability to direct the school in a progressive way. Responding to Park's suggestion that the board had paid too much attention to his concerns, he stated that "it flatters me by ascribing to me [such] a remarkable influence with that body."

The Stevens Point Journal produced attendance figures placing Stevens Point third in total enrollment, behind Oshkosh and Milwaukee. The Journal suggested that this should be a strong argument in support of Pray's administration.

Responding to numerous petitions from citizens of Stevens Point, alumni and friends of the school, and from students, the board called a special meeting to

be held in LaCrosse on April 26, 1906. The stated purpose of the meeting was “to take such action as seems best in relation to the Presidency of the State Normal School at Stevens Point.” In response, the Stevens Point Journal presented its hope that the hearing would “be conducted in the truest and broadest sense of the word ... and will arrive at the conclusion that the best interests of the school will be served by the retention of Mr. Pray.”

Even in Whitewater, where Pray had served as institute director prior to coming to Stevens Point, there was disbelief and indignation at the news of Pray’s dismissal. Whitewater’s citizens refused to believe that Pray “had suddenly lost his ability” and they deplored his lack of an opportunity to defend himself prior to the action being taken. (When Pray died in 1920, he was buried in Whitewater.)

At the special meeting, a general statement of the board’s reasons for its action was issued. In the statement, the board charged Pray with not being a vigorous and efficient administrator and with not being “an enthusiastic and inspiring teacher and educational leader.” The board indicated its belief that Pray’s “defects are temperamental and that it is therefore practically impossible for him to overcome them.” The final reason given suggested that the school was not attaining the best results that it could.

In support of the charges, the board cited its own annoyance and irritation when dealing with Pray due to “his slowness of action and his prolixity in words.” They indicated their belief that it was difficult to get him to carry out the instruction of the board in an expeditious and satisfactory way. They pointed to criticism from graduates of the school that he did not prepare properly for classes, did not keep up with the work of the teachers and students, and was “painfully slow and prolix in addressing his students.” As a final reason, they stated that Pray had not succeeded in uniting the faculty into “a working unit for the accomplishment of certain well defined ends.” No mention was made in these “official” charges of a declining enrollment.

Former Regent Park appeared before the board in Pray’s defense, but his open hostility toward Regent McFarland most likely did not help the president’s cause. Pray, himself, was also present and presented a picture of the status of the school as a whole. He pointed to the increased competition from the coun-

ty training schools as well as the continuing demand on the part of high schools for teachers with university training as sources of the school’s enrollment problems. On the other issues, the real issues with the board, Pray appeared to be unwilling or unable to present a personal defense.

At the conclusion of the special meeting, a unanimous vote was taken on the following resolution: “That a vacancy be and is hereby declared in the Presidency of the Stevens Point Normal School, to take effect at the end of this school year, June 15th, 1906.” The Pray era would, therefore, soon end, by action of the Normal Board of Regents.

Although Pray’s dismissal may have been justified by the board on what appeared to be some factual evidence, the underlying motive remained Regent McFarland’s personal desire for a change in the presidency. The Stevens Point Journal agreed that although the board’s list of reasons did appear to provide support for the action taken, it also illustrated the need for a change in the structure of government of the normal schools to prevent a local regent from gaining absolute control over the institution that he represented.

Part of the problem was with the attitude of placing the president of such an institution on a pedestal. That, according to one of Pray’s successors William C. Hansen, was at the root of Pray’s problems. He simply did not conform to the image that was developing for a president. He did not “possess enough ‘style’ to please some of the influential townspeople.” Unlike later presidents, Pray was unconcerned with his personal appearance, so much so that he apparently failed to notice when, on occasions of driving his horse and buggy to campus, “some of its [the horse’s] dung... caught under ... [his] shoes and was brought into his office.”

The board’s final decision led to unrest on the campus and in the Stevens Point community. Students considered giving up all social activities including the senior play, but Pray and other faculty members urged them to go forward. Talk of an unauthorized and unfriendly demonstration by the students put the local police department on the alert. The Pointer wrote that “with a pathetic, yet perhaps to some degree heroic effort, we refrain from expressing our sentiment concerning the matter which has for some time lain heavily upon the spirit

of our student body.” Letters of support poured into Pray’s office from former students and from prospective students. A number of the letter writers viewed Pray’s dismissal as being “without cause, thru [sic] the scheming of politicians,” and some prospective students apparently decided to attend other schools because of the board’s action.

Pray’s firing also had an effect upon the faculty. Regent McFarland met with members of the faculty at a special meeting and, according to one of them, attempted “to intimidate us by warning that any criticism of his action would not be permitted or tolerated.” Even in those early days, the faculty resented such treatment. McFarland also called several faculty members about a rumor that *The Pointer* would use its last issue to berate him and the board, and he stated emphatically that the faculty would be held responsible for the contents of the student paper.

Not all of the faculty members accepted the results. Mary Bradford, who had developed a strong personal animosity toward Regent McFarland, submitted her letter of resignation on March 26, 1906 along with an attack on McFarland and the “respectable board” which went along with “the execution of his plot.” All of the critic teachers and several other faculty members, including Pray’s daughter, Katherine, followed Bradford’s protest and resigned.

The students showed their feelings by dedicating the 1906 yearbook to President Pray and to Mary Bradford. The *Iris* contained many student and faculty tributes, including this statement of dedication to Pray:

“To our beloved President, Theron B. Pray, who has given to our Alma Mater her most enduring charms, whose energy, devotion and integrity have been instrumental in developing her individuality, whose work and life have inspired and guided all her children, we, the students of the Stevens Point

Normal affectionately dedicate this volume.”

Pray’s last official duty was to preside over the commencement exercises in June. At that time, he expressed his “fullest appreciation of the earnest and effective work, of the truly pedagogical spirit, and the loyal and united effort of the faculty.” Ninety students graduated, with 47 completing the normal course and 43 the elementary course.

With his task completed, Pray left for Philadelphia where he had accepted a position as a commercial salesman for the Calumet Tea and Coffee Company, where, it was later reported by the *Stevens Point Journal* that he had gained much greater monetary reward than he had at Stevens Point Normal. When he departed, he left behind an enduring legacy. He had recruited a strong and loyal faculty to help the new school start off on the right foot. He expanded the educational opportunity for students in the central Wisconsin area with the establishment of the Domestic Science Department. The reputation he helped establish helped attract some notable students. Among those attending the school during the Pray era were Dr. Arnold Gesell (1899) who became nationally recognized for pioneer research in child psychology; Jesse H. Ames, (1902) later president of River Falls State College; and, Harvey A. Schofield, (1901) the first president of Eau Claire State College. Pray, who was born March 8, 1849, died on September 11, 1920 at the age of 71.

Pray’s departure ended an important era in the history of the Stevens Point Normal School, an era in which essential decisions about the direction and nature of the new institution had to be made.

Overall, the first president, Theron B. Pray, faced up to those challenges and made the decisions necessary for the development of the school. Perhaps his time was simply over: new challenges and new directions would emerge with the coming of his successor.

## Chapter 4

### The Sims Era, 1906-1926

The controversy and secrecy surrounding the dismissal of President Pray continued during the process of selecting his successor. The Board of Regents named a three-member committee consisting of Regents Harrington of Oshkosh, Morris of La Crosse, and McFarland of Stevens Point, to begin the search. The committee accepted 12 applications for the position, including one from John Sims of River Falls, a man who was apparently suggested as a candidate at the time of the special meeting of the board to reconsider its action dismissing Pray. In a personal letter written prior to the report of the search committee to the full board, Regent McFarland informed Sims that he was his “personal choice for the place,” but advised Sims to hold the letter confidential. He stated that “the unauthorized announcement at the time of the La Crosse meeting that the board had selected you did some harm to your candidacy at that time, and no chance should be taken of the same results occurring again.” He expressed confidence that the other two members of the search committee would join him in his endorsement of Sims.

At the time of the board’s annual meeting in June, McFarland urged Sims “to use your own judgment as to whether or not you should come to Madison and be present at the board meeting.” He feared Sims’ presence might give the impression that the board had already made its selection. Sims accepted McFarland’s advice and did not attend on June 20 when the committee made its recommendation to the full board. Voting by the board resulted in nine votes for Sims and one each for V. E. McCaskill and George C. Shutts. A telegram was sent to Sims informing him of his selection as the second president of the Stevens Point Normal School. Sims’ return telegraph stated simply: “I accept trust imposed. My cordial thanks to the Board.” The fol-



*President John F. Sims, 1906-1926*

lowing day, William Kittle, secretary of the Board of Regents, sent a formal letter to Sims notifying him of his selection and informing him that his presidential salary would be \$3,000 per year.

John Francis Sims was a self-educated teacher. A graduate of the public high school in Manitowoc, he had already taught a year in the public schools during his last year in high school. Sims progressed

quickly up the educational ladder. He started as a rural school teacher and, after holding several other positions, became a member of the faculty at River Falls State Normal School in 1896, where he taught geography, civics, history, and served as an institute teacher. During his stay at River Falls, the Wisconsin State Teachers Association named him to a term as its president.

News of the board's selection of Sims spread rapidly throughout the community. The Stevens Point Journal reported that although it was still opposed to the removal of President Pray from the position, it wished "Sims the utmost success." The editor wrote that presidents and regents would come and go, "but the school, let us hope, will go on forever."

Although qualified by experience if not by earned degrees, questions arose following the selection of John Sims. Faculty concerns were dispelled by a letter to Sims from Joseph V. Collins in which Collins wrote that "of all the candidates I knew of you were the one I personally preferred to see get the place." Expressing the fear often voiced by faculty at the time of administrative changes, Collins suggested that he favored Sims because he "feared some stranger might be selected who would make the future of the institution uncertain." Collins saw no reason for the school not "to go right on and prosper without a break."

Congratulatory messages poured in to Sims. Willard N. Parker, editor of the Wisconsin Journal of Education, wrote that "while, of course, you are going in under trying circumstances, I believe that Mr. Pray's friends will be just as loyal to you as [are] his enemies." John Barnes, chair of the Railroad Commission of Wisconsin, congratulated Sims and warned him of the "factional feeling" that could prove to be "a little antagonistic towards you, at the outset at least." Barnes also tried to make the path a bit smoother for Sims by writing to his old friend, Byron Park, and urging Park to accept that Pray's dismissal was a closed incident and that keeping the issue alive would only hurt Sims and the school. Barnes urged Park not to allow his "own feelings to interfere with the success of Mr. Sims and of the school but in a quiet way you can... do a good deal to allay the choleric feeling that no doubt exists to some extent at Stevens Point at the present time"

Sims presented himself as president of Stevens Point Normal School and indicated his philosophy concerning the role of the school. He stated that the

normal schools should definitely prepare their students for teaching in the public school," and he urged students who wished to teach to "definitely...take work in an institution which is exclusively devoted to this purpose." The statement might be interpreted as a rejection of the concerns expressed to Sims by State Superintendent Cary who foresaw increasing dissatisfaction with the normal schools which, he felt, was due to the fact that many people felt they were too "closely related to the trade school" in their approach and mission.

Increasing enrollment and enhancement of the school's image were the two major challenges faced by Sims as he began his first year at the helm. Attendance was down to 204 in the Normal Department and 30 to 40 in the Model School.

Where Pray had been criticized for being unconcerned about his appearance, Sims worked hard to present a new and positive public image to the campus and to the public, and his reputation as a well-groomed man, with "ever polished shoes" spread rapidly. Each day, he placed a fresh red carnation in his lapel and the flower quickly became his trademark. Many years later, one of Sims' successors would make a red vest his trademark. Those who knew Sims well verified his reputation for liking well polished shoes, as they reported that he always kept a shoe polishing kit in his desk drawer.

Because of the shake-up following the dismissal of Pray, the faculty that greeted Sims' arrival was somewhat different from that of previous years. Josephine FitzGerald had replaced Mary Bradford as supervisor of the Practice Department in the Normal School where she was joined by newcomers Minnie Coggeshall and Laura Comstock. Marian Peake was the new teacher of English.

The length of Sims' presidency allowed him to make many changes in the school's faculty. During his tenure, he hired several faculty members who would later be among the institution's most remembered faculty. The first of these was Helen Parkhurst, who served on the faculty as primary teacher training supervisor and director of the Primary Department from 1912 to 1915. Parkhurst, who had studied previously under Maria Montessori in Italy, organized a Montessori room in connection with the Primary Department. Its success led to a Montessori demonstration room, something no other normal school in the state had at the time. Parkhurst's connection with Maria Montessori also resulted in an invitation to Dr. Montessori to teach



*May Roach*

on the campus, but despite an apparent agreement to come, she decided instead to return to Italy. Parkhurst continued to develop the ideas espoused by Montessori and served for a time as director of all Montessori schools in the United States. She also helped develop the widely-used Dalton Plan of Education which stressed that children learn more effectively in an open environment permitting them to proceed at their own pace.

In 1914, Sims offered May Roach a position in the Rural Education Department. Roach, an Eau Claire native, attended Stevens Point Normal in 1905 and 1906 and returned to join the faculty of her alma mater in 1914. Active in the formation of campus clubs, she became one of the most popular teachers at the school. In addition to her work in the field of rural education, she also taught English and later helped President Hansen create the program in conservation education. May Roach remained on the faculty until her retirement in 1956. Both during her career and after, she received many honors including having one of the campus's residence halls named for her.

Fred Schmeeckle, who joined the faculty in 1923, played a major role in the establishment of conservation education at the school and in the spread of conservation education to the public schools of the state. UWSP's emphasis upon conservation began to grow and flourish later and led ultimately to a leadership role for the campus in that area, a development which led to the establishment of a College of Natural Resources. The Schmeeckle Reserve area, developed and named many years later, bears testimony to Fred Schmeeckle's many contributions to the early conservation education program.

Other changes were initiated by the Board of Regents. In 1908, the board formalized its policy of not hiring married women by passing a resolution which stated that after September 1, 1909, "no married woman [may] be employed as a teacher in any of the Wisconsin State Normal Schools unless her husband is physically incapable of providing for her support." The board also eliminated the position of institute conductor in 1910 and directed the presidents to choose the best qualified teachers to handle institute work in the future.



*Fred Schmeeckle*

Changes also were made in the courses offered. In 1908, the Board of Regents adopted a new two-year course for high school graduates. In 1909, the Manual Training Department was developed with elective courses for those in elementary education and the advanced courses. In 1910, other new courses were added, including a four-year English course, an advanced postgraduate course, and a special preparation for the primary and intermediate grades. The next year, English, Latin, and German courses were increased to five years in length. At the same time, some courses were eliminated. In 1913, the elementary course was abolished, and 10 years later, the Latin course was also discontinued.

As indicated previously, the struggle between the advocates of "pure" pedagogy and those who favored a broader-based collegiate program continued throughout and actually became quite agitated during Sims' presidency. A. N. Farmer's report to the State Board of Public Affairs in 1914 noted that some of the college work being offered in the normals was academic rather than practical and had little bearing upon the problems that the normal school students would face as teachers. The report suggested that the college courses were creating an "aristocracy both among members of faculty teaching in these courses and among the students taking them." Reporting that some of the faculty and students involved with the college courses viewed teacher training as less dignified and less important, Farmer recommended that no course in the normal schools should be allowed to interfere with their main purpose training teachers.

The Board of Regents took the ultimate step in responding to these and other criticisms of the college courses when, at their meeting on July 27, 1922, they voted to discontinue offering the college courses after July 1, 1923. In so doing, the board reaffirmed the goal of the normal schools to operate "primarily and exclusively for the preparation of teachers for the public schools of the state." The Stevens Point catalog for 1923 noted in its "Foreword" that because of the actions of the legislature and the board, the college courses had been eliminated.

Elimination of the college courses did have an effect on the normal schools, including Stevens Point. President Sims reported the enrollment in the fall of 1923 at 544 which, he noted, was "very fine consider-

ing the fact that the College Course has been eliminated." Apparently reacting as did the other normal school presidents, when students inquired about the college course, Sims assured them that "while the College Courses have been definitely taken out of the Normal School as such we still offer courses of College grade, which are accepted by the University." This was an indication that Stevens Point, like the other normal schools, apparently continued many of its college course offerings despite the board's ban.

Other course changes reflected the changing times or the change in faculty. In response to student inquiries about programs in agriculture, Sims replied that Platteville and River Falls had programs for training agricultural teachers. With the hiring of Fred Schmeckle and his efforts in starting conservation education, Sims cited it in his responses to those seeking training in agriculture. He noted that conservation involved a real life situation and deservedly occupies an honored place in the curriculum, vitally teaching problems in arithmetic, geography, history, agriculture, botany, biology, and nature study."

When young men inquired about physical education, Sims referred to the training that would be received by participation in one or more of the organized sports programs offered by the school. Responding to a prospective student about the lack of a separate kindergarten program at the school, Sims noted that a little kindergarten practice was given "mainly for the purpose of strengthening our primary grade teachers."

It was also during Sims' administration that the conflict with the university over the exact role of the normal schools came to a head. When State Superintendent Charles P. Cary urged that the normal schools be allowed to prepare high school teachers and grant degrees, his position was vigorously opposed by Charles R. Van Hise, the president of the university. As noted in chapter 1, Van Hise contended that the training of high school teachers was a function granted exclusively to the university. To strengthen the argument for his position, Cary urged the normal schools to develop a system of differentiation in their course work according to the different levels of teacher preparation.

In 1912, the normal schools attempted to group the elective courses according to primary, intermedi-

ate, grammar and high school areas. This action and the resultant organization was a natural step toward the development of a departmental system. Such was the intent of a resolution passed by the Board of Regents in February, 1914, which provided for classes in each normal school to be organized on the basis of special departments. Each president was directed to “modily and adapt the existing courses of study for the purpose of organizing each special department.”

At Stevens Point, three departments were established initially: Rural, Primary, and Intermediate and Upper Elementary. Oscar W. Neale became director of the Rural Education Department and remained in that position until his retirement in 1944. James Delzell served as director of the Primary Department until his death in 1931. C. Frank Watson headed the Intermediate and Upper Elementary Department until he retired in 1946.

Several months later, the normal schools won the struggle to be allowed to train high school teachers. President Sims appointed H. S. Hippenstell as director of the High School Department, and during the spring of 1914, faculty members met to draft a course of study for that department. New courses were introduced, including logic, public speaking, school supervision, and advanced courses in European and American history. Five separate courses of study for the new High School

Department were developed, but small enrollments made it difficult to get enough students to form classes in so many different subjects.

Hippenstell resigned from his position as director of the High School Department after the first year and Sims appointed Alfred J. Herrick to succeed him. Seven students graduated from the three-year high school course at the end of the first year. When Sims appointed Herrick to the position of principal of the Training School in early 1920, Ernest T. Smith was selected as director of the High School Department.

Those who headed the four divisions carried heavy loads. In addition to their full teaching assignments, they were faced with many administrative duties. They were responsible for student advising, for program planning, and many of the related duties commonly associated with positions such as department chairs in later eras. Each division had organized student clubs with the goal of each being “to promote professional attitudes and appreciation.”

The department that saw the most spectacular growth and development and became a specialty of the Stevens Point Normal was the Domestic Science Department. In February of 1912, the Board of Regents approved seven different courses of study for the department, including a two- or three-year domestic science and general course for high school graduates, a five-year course, a one- or two-year

non-professional domestic science course for high school graduates, and a rural school domestic science course. Eventually, the one- and two-year non-professional courses were dropped because of a lack of enrollment and the five-year course was dropped when all of the five-year courses were eliminated. The rural course involved a five week session aimed at teaching the preparation of a hot lunch in the rural schools.

Stevens Point Normal had been authorized to hire a domestic science instructor in 1903, the first such position authorized for any of the normal schools. Although 10 years old, the department was still trying to find itself in 1913 when Sims brought in Bessie May Allen to head the department and clarify its role.



*An early primary class in Old Main.*



Allen, who held the position until her retirement in 1952, brought strong leadership and a clear direction to the program. Serving as faculty adviser to the Home Economics Club which she helped organize during her first year, she promoted home economics through the club and other vehicles. The club had as its stated purpose the promotion of “departmental unity by enabling girls to become better acquainted, to learn club management, to consider interesting phases of the subject not covered in regular classes, and for social enjoyment.”

Growth in enrollment in the domestic science program led to a desperate need for more space. The Board of Regents sent Allen and Sims on a tour of the eastern part of the United States and Canada to study the space, equipment and curricular experiences of several schools with strong domestic science programs. Upon their return, they used the information gained in support of the proposed construction of an east wing of the main building in 1914. With the wing built and the equipment purchased, the Domestic Science Department moved into the new wing and occupied all of the space except for the auditorium located on the second floor. The addition, which cost \$76,000, provided a real boost to the program. With laboratories and a dining room “finished in oak,” with a “high wainscoting and beamed ceiling,” and a reception room, the department became a showcase for the campus.

Expansion and innovation in domestic science continued with the building of the John F. Sims cottage in 1915. At a cost of \$9,500, the double house, the first of its kind in the country built for this purpose, was to furnish actual practice in housekeeping. Groups of four senior women were assigned to live in the cottage for a semester, with Allen residing there as supervisor. It was reported in an early history of Portage County that, while living in the cottage, “every young woman serves for at least one week as cook, dining room maid, housemaid and mistress, the schedule of work for each being very specific.” The specific duties were rotated weekly so that each participant might experience all of them, including running the coal furnace. The young women were responsible for their own cooking, baking, cleaning, purchase of supplies, and keeping accounts. No rent was charged, with residents paying only for board, the money from which went to



*Bessie May Allen*

help cover their expenses. Unlike later residents, the first group of students assigned to the cottage were so eager to begin that they voted to go into the cottage in December, 1915, before all of the equipment had been installed!

“The Cottage,” as it was called, was unique. Only a few such practice houses existed in the United States at the time, and most of those were old, single family houses. This one was new and a duplex, which allowed for the supervision of two groups of students at the same time with only one supervisor. Despite a few problems, most of the young women who lived in the cottage during these early years reported that the experience was “memorable and valuable.”

Sims’ commitment to the program in home economics was genuine. He noted that “the unit of our civilization is the home... [and] the heart of the home is the mother... Education must contribute... the qualities of sympathy, self-control, breadth of view, and that knowledge which will enable them to... make... a real home.” He suggested that train-



*Sims Cottage, domestic science practice house.*

ing for this must be provided by the public schools, and that “the normal schools should and must train teachers for this service. .

The science teacher, Garry Culver, recounted his role in the development of a chemistry course to support the domestic science program. He noted that the course provided “the only case of serious opposition to my plans and teaching.... A bright, vivacious but really lazy girl had elected the home economic course thinking to find it a snap since it would, so she thought, consist mostly of cooking and sewing. To her great surprise, not to say disgust, she found herself in the chemistry class and was much disturbed thereby as she was aware of her likelihood of failure in any subject requiring careful work and real thinking.” After an illness kept Culver out of class for four weeks, he noted that this particular young lady led an effort to defeat his plans to make up the time and work missed. Despite the opposition, Culver proceeded and the young woman appealed to President Sims who declined to take any

action. Culver reported that “it was a grouchy class that began the [makeup] work after school. . . I think it was the most unpleasant month of teaching I ever did.” Shortly after beginning the after-hours sessions, Culver was called into the president’s office where he faced the parents of the woman in question. And, although he prevailed in his makeup plans, he noted that he was turned down for salary increases several times in future years, with President Sims noting that “there was too much trouble” in his classes.

As a state school for teacher training, the Stevens Point Normal School focused its attention on the training of teachers and, therefore, on the training school which was intended “to help each student teacher to grow and show his teaching power” and to “encourage initiative and individuality on the part of the student teacher.” At Stevens Point, the training school was made up of the Montessori demonstration room and eight elementary grades. These provided the opportunity for the students to observe and practice teach.

The increasing number of students entering the training school for practice teaching posed an extraordinarily difficult problem for the school due to a lack of adequate space. In November, 1922, the board passed a resolution that called for the building of new training schools at three of the normal schools, including Stevens Point. Sims made direct appeals to the legislature to help, arguing that normal schools needed training schools as much as medical schools needed hospitals. Sims also got local citizens to write to their state legislators urging support for the project, but despite his efforts, he was not successful with the legislature.

Seeking alternative arrangements to meet the needs of students for working under real school conditions, Stevens Point Normal agreed to pay the local school board \$100 per year for allowing students to do their practice teaching in the city's schools. Student teachers would follow the course of study in the public schools and be supervised by teachers from the Normal School. Home economic students were to be allowed to observe in the high school.

The Board of Regents passed a resolution in 1921 which set the required amount of practice teaching time for students in the normal schools. Thirty-six weeks of practice teaching or its equivalent were required before a diploma could be granted. It should be noted that practice teaching did not mean only teaching. Student teachers were expected to do such housekeeping chores as washing blackboards, cleaning erasers, dusting and straightening out furniture, and the other tasks associated with school teaching. Student teachers were not allowed to punish students but were required to report student problems to the critic teacher or the principal.

Director Herrick established nine points on which students doing practice teaching were to be judged. Personal qualities such as English, manners, initiative, and responsibility were to be observed, and cooperation and loyalty were to be evaluated, as was preparedness, presentation, and results in the area of school management. Lastly, training in citizenship was to be considered.



*Orthman Rural Demonstration School*



*Nelson Hall*

In addition to problems of space, the increased numbers of student teachers placed a burden on the faculty supervisors. Although additional staffing was sought on a regular basis, little help was forthcoming.

One of the areas which Sims sought to develop was in rural education. Deeply concerned with the education of rural children, he believed that the children in rural areas were “not given the same fair educational chance as their city cousins.” Sims welcomed the arrival of the rural school course which began in 1912, and he reinforced his commitment to the program by hiring Oscar W. Neale from Nebraska to head the department in 1915. Neale established practice teaching for his students which involved work in both city and rural schools. Those graduating from the program in rural education found their services greatly in demand, although the level of compensation in the rural schools remained well below that offered for teaching in city schools.

The program’s success under Neale was such that one county training school official noted that of the state’s normal schools, only Stevens Point was “making a commendable effort to properly train

rural teachers.” Success also led to requests for the funds to build a one-room demonstration school, a request approved by the regents in 1922. This time, approvals from the legislature and the governor were forthcoming, and construction on a one-room school began in December of 1923. The Rural Demonstration School, named the Orthman Model School in honor of Regent Orthman of Stevens Point, was ready for use in September of 1924.

A significant change in campus life occurred in 1908 when the first summer session was held. After many requests, the Board of Regents responded with a resolution approving a six-week session. A number of reasons for the summer program were offered, including the need for regular students to continue their education, for graduates to update on new educational ideas, and for many current teachers, including those teaching in the rural schools, to have the chance to expand their knowledge and gain a better salary. A wide range of courses in education and in other disciplines was offered to the 176 students (only 14 of whom were male) in attendance at the first summer session which proved to be a great

success. Thithion for the session was set at \$5 for the six weeks and room and board cost between \$2 and \$3. With the strong enrollment, summer school became a regular fixture for the school.

In addition to the expansion of Old Main and the building of the Sims Cottage previously mentioned, other campus expansion and renovations occurred during Sims' presidency. A heating plant was built between the gym and the west wing in 1909; fire escapes were added to the buildings; and, in 1913, the legislature authorized the building of a women's dormitory, the first such authorization given to the normal school system.

As enrollment continued to climb, it became difficult to find satisfactory boarding rooms within the city. The solution that was proposed was to build a dormitory for women, but there was much opposition to the appropriation of \$100,000 for a dormitory, partly because dormitories were still considered experimental. But, "through the tactful and tireless efforts" of Sims, Regent George B. Nelson, State Assemblyman Anton Krembs and others, the legislature finally confirmed the appropriation.

Supporters of the building of a dormitory argued, as did the Gazette when it reported on the groundbreaking ceremony on September 15, 1915, that the availability of a dormitory "means that parents outside of Stevens Point may send their daughters here in confidence that their moral and physical health will be preserved." Completed in 1917, the dormitory provided 96 double and seven single rooms, plus three hospital rooms, four living rooms, 10 bathrooms, a dining hall, a recreation room and assorted storage facilities. Dorm rates ranged from \$5 to \$6 per week. Board rates ranged from \$3.75 to \$4 per week.

The dormitory, named in honor of Regent George Nelson who fought valiantly to have it built, was dedicated on June 15, 1918. At about the same time, another dormitory was under construction at Superior. From that time on, no additional student dormitories were built by the state on any of the normal school campuses for the next 30 years.

Strict rules and regulations were established and enforced for the residents of Nelson Hall. Gentlemen callers could be received by the occupants only on weekends, and no visitors were allowed into the upstairs rooms, so all entertaining

occurred in the first floor parlors. Some "incidents" did occur, but apparently none that had any very serious consequences.

One of the renovation projects that caused some unusual stress involved the remodeling of the library, a project approved by the legislature in 1921. The work, at a cost of approximately \$16,000, was completed by December, 1922. Then, the problems started. The structural engineer for the state inspected the library and condemned the new room. He believed that the structure was unsafe because it was not built to support the load of the bookcases. The state architect recommended that steel posts be extended against the gym wall for needed support at an estimated cost of \$5,500. It was more than a year later before approval was given to let a contract for the needed building supports. Not until the fall of 1924 was the newly remodeled library fully available to students and faculty.

Changes and stresses brought about by World War I and its aftermath were also faced by the campus during the administration of President Sims. Sims campaigned diligently to have a Students' Army Training Corps (SATC) unit located on the campus even though the units were intended originally only for four-year campuses. On September 10, 1918, Sims received a telegram confirming the location of a unit on the campus. The Board of Regents approved the arrangement three days later.

The men registering for the program had to register with their local draft boards and then volunteer at the school. They were housed in Nelson Hall. The women residents there moved temporarily to other boarding houses. Each member of the corps received \$30 per month for the duration of his participation in the program. Although subject to call by the President of the United States, corps members were officially classified as 5-D which placed them on the inactive service list for the duration of their studies. Each was expected to attend summer camp for six weeks.

The arrival of the corps provided an opportunity for additional town-gown cooperation, as the community was called upon for medical support and to provide places for military training and drill for the program. From all reports, the community responded well.

While on campus, the young men in the corps participated in a program which combined both aca-

ademic and military courses, with the regular faculty teaching the academic classes and an army commander directing the military classes. Each student was required to take math, English, French, surveying, map-making, military law and practice, war issues, and military hygiene. The course of study was to be completed in three months, after which time, some participants would be sent to the army, some to officers' school, and some would stay on for an additional three months. The program was rigorous and one participant reported many years later that life in the program "lacked frivolity," and that all of the men found that their lives were very regimented, from morning exercises to bedtime at 10 p.m. And, he complained, no social or recreational activities were made available to them.

On November 9, 1918, news arrived that the war was over and the men fell into formation and paraded around town in the pouring rain. Two days later, when the war really did end, they repeated the parade, again in a heavy rain. Many of the participants spent the rest of the fall battling illness, at least in part due to marching in the cold, November rains of central Wisconsin. Once the war was officially over, the notice came to disband the unit, and the unit was gone by December 21.

Members of the faculty did their part for the war effort. Four members of the faculty entered active service, while others became speakers for Liberty Loans or the Red Cross, salesmen for war bonds, or contributed in some other way to the support of the war. Bessie May Allen conducted classes on war food usage to help with conservation of items such as wheat and sugar, and "prepared bulletins which were published quarterly dealing with food conservation for the household." Other faculty members conducted classes designed to give students "wider information on the war, its causes, and dangers, and to make them patriotic citizens."

Students also showed patriotism and initiative in their support of the war. Enrollment declined, with men entering the service and women taking their places in the shops and stores. Those students who did remain in school contributed by making articles for those in service, by writing letters to servicemen, and by voting to join the school chapter of the Wisconsin Loyalty Legion. Sims showed his pride in the role of his students by writing to many of

those who entered the service. To one young serviceman he wrote that he was very proud of the former student who was, in his words, doing "what every red-blooded young chap ought to do." He urged the student to do his share in conquering them as they ought to be conquered," if he got his chance at "the huns."

As in most military encounters, feelings of patriotism soon became tinged with sadness as word came of the death of the first student from Stevens Point Normal. By war's end, eight former students of the school were reported killed. Students who survived the war and who were honorably discharged were given the opportunity to return to school with a tuition break and a state subsidy.

The experience of an army unit on campus led Sims to apply for one of the newly-formed Reserve Officers' Training Corps units in 1918, but when the army decided to postpone the creation of any new units in 1919, that request went unfilled. Not until the late 1960s, when the nation and the Stevens Point campus were again involved with a war, this time the war in Vietnam, was an ROTC unit assigned to the campus. When that event did occur, it was met with much less support and enthusiasm than would have greeted it had it been established in 1918 or 1919.

The war was not the only battle faced by the campus during the fall of 1918. The Spanish flu, sweeping across much of the nation, made its impact felt in Stevens Point as well. On October 10, the city council passed a resolution closing all schools, theaters, and other places of public gatherings. For several days, the school was allowed to maintain small quiz sections and laboratory work, but as the epidemic spread, it was decided to close the school entirely until the danger had passed. The doors were closed on October 16.

By the middle of November, there appeared to be a significant decline in the number of cases and the ban on assembling was lifted. Sims Cottage was converted into an infirmary in an attempt to isolate those students who did still contract the flu. Meals in the infirmary were provided by the Home Economics Department. As the flu continued its march, the school decided on December 4 to close again and did not reopen until January 5, 1919.

After the war, returning servicemen and a

renewed interest in education put additional pressures on the school which was constantly struggling to acquire an adequate teaching force. The creation of a Junior High Department in 1920 added to the need for staff, and the training school needed an extra supervisor to help meet the increased demand in that program. As the public schools were adding junior high programs, few teachers were prepared to teach in those programs, but the normal schools were not adequately staffed to meet the need. The junior high program opened in September, 1920 with an enrollment of 90, but it was several months later before the approval for an additional critic teacher was given.

Workload concerns led to the discontinuance of correspondence work offered by the school. Students had been able to take courses through correspondence by paying a small fee, renting the textbooks, and working with a professor in specific subjects. When they came to the school, they received full credit for the correspondence work. The practice was discontinued in 1921 due to "the extra burden placed upon the faculty."

Entrance requirements were reviewed in the early 1920s. Although President Sims was not (at least, not at first) in favor of the proposed requirement that all entrants be high school graduates, in 1924, the Board of Regents passed a resolution requiring a high school diploma of students entering the Normal Schools after September 1, 1924.

Regents also addressed the issue of tuition in 1924 and passed resolutions clarifying tuition and fees for both residents and nonresidents. It was agreed to charge all students a \$6 per semester incidental fee, and to require an additional payment of \$50 from out-of-state students who signed a letter of intent to teach in Wisconsin. Non-residents not signing such a letter would have to pay a tuition fee of \$120, while residents not intent on teaching in Wisconsin would be charged a fee of \$50. These differentials resulted from the many discussions of the purpose of the normal schools and from an attempt to guarantee an adequate supply of teachers for the state.

In spite of the many changes that were underway, President Sims continued to promote the academic and personal growth of the school's students. He took every opportunity to promote "the wholesome Christian atmosphere . . . ever present at Stevens

Point." Students had long been informed that they would be required to "yield themselves to reasonable regulations in the matter of study, recitation and recreation" while attending the school. Such yielding, it was suggested, would cultivate "habits of study, cooperation and industry-those habits which make for sterling character and robust health." One way in which the college attempted to insure this was through the visitation of students' rooms by faculty committees.

The president did not believe in fraternities and sororities and, as a result, such organizations were not recognized by the school until later. Sims was quick to note, however, that there were recognized student groups on campus and encouraged student participation in those groups. Among the groups which Sims did support were those revolving around musical and oratorical interests of students, and those which centered on discipline focused groups such as the Home Economics Club and the Rural Life Club.

Other student interests included athletics, cheerleading, and writing for the school paper. First published in 1895, the paper's name was changed to *The Pointer* in 1916 and the pointer dog was adopted as its symbol. Beginning in 1917, the paper produced an edition every other week instead of monthly as before.

Athletics, as noted earlier, were a part of campus life at Stevens Point Normal School from its very beginning. That did not change during the presidency of John Sims. In fact, action by the state legislature in 1911 actually helped bring an increase in athletic programs at the normal schools. But, prior to that time, the athletic programs at the schools were fairly primitive. Facilities were poor and finances almost nonexistent. In 1909, a report on the condition of the locker rooms for athletes at Stevens Point revealed the existence of an unsatisfactory situation. The report noted that "There is little to encourage decency in our bath room" which is "a basement room, without sunlight and entirely unventilated. The sweaty athletic suits maintain a stench which, together with the damp moist atmosphere makes the room an abomination."

No formal athletic conference was established until 1912. Prior to that time, "informal championships" were claimed based on comparative scores.

Stevens Point claimed the football “championship” in 1908 on that basis. Trouble still plagued the football team, however, and after playing only two games in 1910, the team disbanded and football disappeared for the remainder of the 1910 season and the entire 1911 season.

The legislature passed a law in 1911 which provided for each of the normal schools to hire a full-time male director of physical culture. Although the ostensible purpose behind the law was to insure an active physical education program, in fact, these “directors” were coaches, and with each school having a coach, the next logical step was to set up a conference. Football quickly became the chief sport in the new Inter-Normal Athletic Conference of Wisconsin. It has even been suggested that the presidents of the normals saw athletics as a way to increase the enrollment of male students. The leading authority on the early years of inter-normal athletics states categorically that “the issue of virility of normal schools was important, and the presidents used it to develop a stronger athletic program.”

With the Inter-Normal Conference in effect, Stevens Point won the basketball championship of the northern half of the conference in the first year, but lost the overall championship game to the southern half champion, Milwaukee, on March 28, 1913, by a score of 43 to 30. In an attempt to get the con-

ference off to a good start, the Board of Regents provided \$500 to each of the eight schools for support of athletics during the first full conference year, 1913-14. And, in 1914, the board authorized the schools to assess each student a \$2 athletic fee. This effort failed to provide adequate support and by 1921, the Stevens Point athletic association was heavily in debt and was seeking loans from willing faculty members.

While the emphasis upon men’s athletics was increasing, women’s athletics appear to have taken a step backwards. When the decision was made to hold inter-normal competition in men’s basketball in 1912, the presidents also informally agreed to prohibit women’s inter-normal games. Despite this development, other athletic efforts for women continued. The first mention of track for women occurred in the Normal Pointer in March of 1912. Other activities for women included toe dancing and folk dancing, and in 1914, a campus tennis tournament for women was held. With the addition of another physical education teacher in 1918, mention is made of not only basketball and tennis, but also volleyball, field hockey, and indoor baseball for women.

With the additional emphasis upon women’s athletics, a Girl’s Athletic Association was organized in November, 1918 with a stated purpose “to promote clean sportsmanship and a higher standard in women’s [sic] athletics.” The GAA was reorganized in 1926 by which time it was promoting the previously mentioned organized sports as well as activities such as tennis, hiking, skating, coasting, and classical dancing. With the slogan “Sports for all and all girls out,” it was clear that the school was into a “wellness” mode very early in its history.

Declining economic conditions during the years after World War I made it difficult for students to find work to support them while in school. The school made an effort to locate jobs for the students and attempted to provide low interest loans to deserving students.

Sims continued the practice of holding daily general assemblies. Talks by the president and other speakers on a variety of subjects, assembly singing,



*1914 women's basketball team*



and rhetoricals made up most of these programs. Rhetoricals were supervised by the English Department and required each senior to present an original work in front of the assembly. Despite or perhaps because of the fact that each student was told that “three-hundred students and teachers lay aside their work to hear your effort ... and that nothing less than your best is good enough,” many dreaded the time when it was their turn to speak in front of the assembled campus community.

Interest in oratory, strong in the school’s earliest years, declined after World War I until Leland M. Burroughs joined the staff of the English Department in 1920. As interest returned, Burroughs’s students quickly rose to the challenge and five of them won state oratory contests. One went on to win the interstate contest in Iowa in 1923.

Despite the admonitions from Sims and the faculty, some student problems persisted. Some of them required the imposition of discipline, an area in which Sims was uncomfortable. Two ongoing problems involved the drinking of beer and unchaperoned activities. Students caught drinking beer at one of the many roadside inns surrounding the city were usually dismissed from school, although some were allowed to enter other normal schools under supervision. Those involved in “unchaperoned activities” were usually dismissed for the remainder of the term and could be readmitted only under certain conditions, which generally included an agreement that the readmitted student would refrain from any social engagements with those of the opposite sex. Women who violated the rule were also required to lodge and eat only in places approved by the dean of women, Miss Bertha Hussey.

The rules for the licensing of teachers were also changed during the 1920s. During World War I, graduation was not required for licensing since teachers were in short supply. In 1922, the requirements were tightened to include the necessity of at least three years of college work beyond high school. Students also had to attend summer school or take correspondence work, and no license would be renewed without at least three additional credits in education. Two years later, the

Department of Public Instruction announced that beginning in June of 1925 no license would be granted unless the person was at least a graduate of a normal school program.

During the struggle to define the role of the normals in the early 1920s which led ultimately to the “elimination” of the collegiate courses and the granting of bachelor’s degrees in education by the normal schools, Sims worked in support of the effort to grant degrees. In letters to state assemblymen and senators, he noted that the university could not possibly meet the demand for high school teachers in the state and that the “granting of such degrees [by the normals] would be in line with the best educational practice in other states.” As previously indicated, this debate led to approval for the granting of degrees by the normal schools along with a name change to State Teachers College.

Sims recognized that the new name and the status associated with the granting of four-year degrees brought with it the responsibility to upgrade the faculty of his institution. He knew that he would have to push the faculty to improve and to obtain advanced degrees. And, he knew that this would be very difficult for him to do in view of the fact that several of the faculty members, including Sims, himself, did not even possess baccalaureate degrees. He appeared to be prepared to step down from his position as a show of support for this change.

Fate spared Sims wrestling with this problem. He became ill and underwent gall bladder surgery in Milwaukee. After surgery, his condition worsened and he died on May 29, 1926. Funeral services were held on June 1 in the school’s auditorium. After the service, the casket was carried between two long lines of students. Red carnations, his trademark, were everywhere. He was buried at Forest Cemetery in Stevens Point.

The Board of Regents appointed C. F. Watson acting president for the interim. As the school entered yet another era of change, the board’s task was to search for the best possible leadership to move the college into yet another new era, an era in which it would become, finally, a full degree-granting college.

## Chapter 5

### The Normal Becomes a State Teachers College, 1926-1930

The unexpected death of President Sims created a vacancy just as the school was entering into a period of profound change. The state normal schools had begun the transition to four-year, state teachers colleges in 1926. In a sense, the death of Sims was timely, for he did not possess the academic credentials which many felt should be required of the president of a state teachers college. That view was held by many, including Mrs. Elizabeth Maloney, regent from Stevens Point, who believed strongly that the next president of the school would have to have an earned doctorate in order to be successful in motivating faculty members to improve upon their qualifications and to seek advanced degrees.

The Board of Regents met on September 3, 1926, and accepted unanimously the recommendation from its committee, headed by Mrs. Maloney, that Robert Dodge Baldwin be named the next president of Stevens Point State Teachers College. Baldwin met the requirements with a bachelor's degree from Princeton, a master's degree from Columbia, and a Ph.D. from Cornell (1926) with special emphasis upon rural education, a field most appropriate for his new assignment.

Described as the "large eared scholar with baby blue eyes and wire-rimmed glasses," Baldwin took the reins of the presidency with enthusiasm. When asked later why he had accepted the offer to come to Stevens Point, he replied that it was because of the school's rural education course and because the board wanted him to develop that program fully.

The school and the community quickly welcomed the Baldwins as nearly 300 people from throughout the area attended a reception held in their honor. At first, the Baldwins flourished in



*President Robert D. Baldwin, 1926-1930*

the community and gloried at being the center of the community's attention. Mrs. Baldwin became active in numerous local clubs and groups and President Baldwin, in addition to his other roles, achieved some local notice for his talent as a bass soloist.

After a brief period of adjustment to the new position, Baldwin turned to the tasks at hand. He correctly viewed his major challenge to be the preparation of the school and its faculty for its new role as a four-year college. He noted that he saw the change as the “beginning of a new era in the history of our school, [one which] calls for many new adjustments and changes if we are to function to the highest degree in our new status.”

The requirements which were established for obtaining a degree included a minimum of 128 hours and a maximum of 144 hours. Stevens Point decided initially to grant degrees in education in the fields of home economics and rural education, and to add a degree in secondary education the following year. Diploma courses in primary, intermediate, and junior high school education were continued, as was the one-year course that prepared students to teach in a oneroom school.

To give incoming freshmen a better opportunity to experience all of the four-year courses, Baldwin and the faculty developed a new program. Beginning in September, 1928, incoming freshmen were given the opportunity to survey all of the fields in which teaching programs were available at the campus. The program was intended not to be just a brief review, but a “birdseye view of the whole field in each particular branch.”

Baldwin did have a concern about the Possibility of setting limits on granting degrees, especially in the area of junior high education. He observed the trend developing that would join the junior and senior high school courses into a single Secondary Education Department, and in a letter to his counterpart at River Falls, he expressed his belief that the presidents should consider “abandoning the distinction between the junior and senior high schools in preparation for this movement within the public schools themselves.” He also advocated two other points: the schools must maintain a very high standard in all courses, and they must guard against what he called “flimsy majors.”

Funding remained another area of particular concern by 1927. State resources, hurt by the agricultural depression in progress since the early 1920s, were not being provided to the normal schools in adequate amounts. Baldwin received a letter from President Brown of Oshkosh in which Brown lamented the lack of funding support by the state and he appeared to attribute the low level at least in part to the lack of commitment to teacher training

by the legislature. He noted that while the university received the best budget in its history, “we are flat on our backs in the teachers colleges with meager funds for operation and nothing at all for maintenance or capital.” Baldwin agreed that it appeared to be easier to get funding for a liberal arts education than for teacher training, but indicated his belief that the “reincarnation of the college course” would not be the best route to go for the teachers colleges. Instead, he urged that the emphasis be placed on convincing the board that quality counted, and that it was the board “which has been growing restive with the lessened enrolment [sic] even more than the legislature.” Thus, he felt that the struggle was to get greater commitment first from the Board of Regents. This struggle over budget and state funding carried overtones of the long argument about the role of “college courses” in the state teachers colleges, and the budgetary struggle did not diminish throughout the course of Baldwin’s presidency.

In June of 1927, the first class to receive bachelor’s degrees marched across the platform at the newly renamed Central State Teachers College in Stevens Point. A great deal of publicity preceded the event, but resistance from the faculty was not easily overcome. Only on a second vote did the faculty approve the plan to make this event a formal occasion, complete with caps and gowns. Genevieve and Mayme Cartmill of Plover received the first Bachelor of Education degrees granted by the school. Both specialized in domestic science.

After the excitement of the graduation ceremony, thoughts returned to the needs of the school and the ever present problem of funding. Those seeking an increase in state support for the teachers colleges noted that the schools appeared to have been funded more adequately as normal schools. Despite the inadequate funding, Baldwin applauded the efforts of his campus to increase the standards for graduation and to raise the overall level of student achievement.

In addition to the raising of academic standards, attention focused on several other areas of need, including buildings. The most pressing need, one identified previously by the Sims administration, was for a training school. By 1926, this need had reached a critical stage. Many educators believed that the success of a teacher training school could be measured by its practice training facility, and supporters of a new building pointed out that the facilities at Stevens Point had remained essentially unchanged for more than a quarter of a century. The school had long been crowd-



*Training School built in 1926; became the Communications Arts Center in 1974.*

ed and space was at a premium. Several of the training rooms were being used by regular normal school students, while other makeshift rooms included a “light alley for the basement corridor, an old kitchen, a storage room and a laundry.”

As noted, the board had increased substantially the requirements for practice teaching time in 1921, and students were thereafter required to do significantly more practice teaching. This increased requirement put added stress on the already limited space available. An additional concern was reported by Director Herrick who noted that it was difficult to get children to come to the training school where they were taught “for the most part, by young inexperienced students for practice purposes.” To enhance the enrollment of sufficient students for the trainees to teach, Herrick argued for

special inducements such as free textbooks and supplies, and little or no tuition. All of this would, however, produce an added financial burden to the institution.

Finally, on September 8, 1926, Governor John J. Blaine authorized planning for a new building to house the training school with an appropriation of \$150,000. Work began shortly thereafter. The next month, discussion centered around the need for a heating plant. The planners decided to locate the plant behind the Main building but detached from it, with heating conduits to be run to all buildings, including the new training school. Total estimated cost of the new heating plant was \$65,000. Construction, however, would have to wait three years until the completion of the training school.

Faculty quality was a major problem facing President Baldwin. He knew that ultimately he would have to approach the faculty with a request that they consider upgrading to meet the new responsibilities which accompanied the granting of degrees, and he knew that this would be his most difficult challenge in his new position.

But, as is so often the case in state institutions, before he could get to the

difficult task of preparing for the future, he had to deal with more immediate problems. The hiring of new faculty was restricted due to the economic difficulties being experienced by the nation. (The Great Depression, often erroneously thought of as beginning with the stock market crash in October of 1929, had actually been underway for several years in certain parts of the nation and its economy. The farm depression, for example, was underway as early as 1921). Baldwin faced the unhappy prospect of reducing the existing faculty in size, and that likelihood would serve to both alienate him from and hamper his attempt to upgrade the faculty.

It should be noted that the attitude toward the hiring of married women had not progressed very far. In response to a letter from a married woman

seeking a position with the school, Baldwin wrote that, in general, school boards refused to engage married women, believing that they had “sufficiently heavy responsibilities to prevent their giving the attention to their professional task of teaching which the task merits.”

Baldwin owed his job at least partially to the fact that he had a Ph.D. in an appropriate field for the school which was seeking to upgrade its image in keeping with its new responsibilities. The president was expected to be an example to the faculty as well as a prod to their efforts to self-improve. He agreed with the task set before him for he saw that the requirements for the teaching profession were “constantly rising with the result that only those who advance themselves in training are going to be eligible for the better positions.” Those schools which did not keep pace by hiring fully qualified faculty would, in his judgment, suffer serious long term consequences.

Faced with these rising educational requirements, a declining budget and enrollment, Baldwin decided that those faculty who lacked a college degree should be strongly encouraged to take a leave of absence to finish their degrees. Although he said later that the attitude he found in the staff was “pretty darn good,” there were problems with those who had been on the faculty for a long time and were nearing retirement age. Content and secure in their positions, they could see no possible reason to pursue a degree at this point in their careers. Also, as the Depression continued, not many had the financial ability to leave their jobs behind and go back to school, at least not without some financial commitment from the school or the state. Unfortunately, faculty development funds, teacher improvement assignments, and sabbaticals were still many years in the future for the faculty at Stevens Point. These would come slowly and much later.

Believing that his decision concerning the need to improve faculty qualifications was correct, Baldwin addressed the faculty and noted that some of the staff “did not even have the things that the college would be expecting to give their [sic] students.” He pointed out that with the enrollment falling, it appeared that some of the staff would have to be dropped, and he suggested that as an alternative some of them might wish to consider an unpaid



*Mildred Greta Davis*

leave of absence to further their education. While they were gone, he expressed hope that enrollment would improve and positions would be available for their return.

Although this was not very welcome news for many of the staff, some did respond positively, especially when the president followed up on the speech by sending personal letters to each of them. Some, like May Roach, were encouraged to pursue a bachelor’s degree and a master’s degree at the same time, while others with bachelor’s degrees, were encouraged to obtain a master’s. The few new hires made during this period included persons with the appropriate degrees. One such new hire was Mildred Greta Davis, who was hired to teach French in 1928. As was often the case in those difficult days, Davis also taught Spanish, physiology of speech, and speech therapy during her 44-year teaching career at Stevens Point. Known for her artwork and handiwork, she left behind a legacy of woodwork and other artifacts for the campus to enjoy. Years later, the language laboratory operated by the Foreign

Language Department was named in her honor.

Reacting to the problems of qualifications and finances statewide, the Association of Wisconsin Normal School Teachers formulated a resolution in 1926 asking the Board of Regents to provide “opportunities for leaves of absence without loss of salary for the purpose of further study.” Not until 1929, however, did the regents pass a resolution which did call for very limited financial support for faculty leaves of absence.

Despite attempts at adjustments, positions were eliminated. These were difficult times for Baldwin. Reflecting the feelings of other administrators throughout the school’s history who faced similar difficult decisions, he stated that there was “nothing harder for an administrator to do than to have to discontinue positions.”

By 1929, some faculty positions had been reduced but still the enrollment was low and finances remained scarce. Forced to send a letter to all remaining faculty members, Baldwin explained that the recent budget delay involving the teachers college appropriation bill would result in a delay of the payroll checks. He pledged to help faculty in whatever way he could, including explaining “the situation to your banker. . . .” The state’s budget ultimately was passed, but not without some anxious moments for faculty and staff.

Concerned with the low enrollment, Baldwin spoke often of the missed opportunity for the young people of the Stevens Point area to get a college education and a degree right at home. To create a positive learning situation for incoming students, he advised that they not seek outside work during their first semester, and to live on campus, if possible, for their first year. He knew, however, that finances were a problem for many of them, and with his encouragement, the school attempted to find work for those students who needed it. [Work study programs and others like it were still in the distant future.]

To give guidance to students in academic, social and economic matters, the school established a system of faculty counselors. Each member of the faculty became a personal counselor for eight or nine students. Anticipating later efforts at advising and mentoring, Baldwin believed that it was important to “maintain a close relationship between students

and faculty.” Even with guidance some students ran into difficulty and discipline was handed out. The roadhouses around the city were a great temptation for the students even though there were rules forbidding them to enter such places. Drinking remained a cause for dismissal and cigarette smoking brought disciplinary action, including the possibility of sending a student home to his/her parents for a while. One young man was expelled for breaking into the coach’s office and stealing sweaters which were later found in his room. Not all of the students’ extracurricular activities caused difficulties, but some did raise questions such as the presence of sororities and fraternities on campus. Baldwin supported the professional honorary societies “which emphasize the scholarship and professional achievement of students,” but he opposed the social sororities and fraternities which he believed erected “what seem to me to be social barriers athwart the stream of democratic life.” As a result, during his time as president, the school denied recognition to those groups on campus.

Questions also arose concerning the enrollment of several Catholic nuns. They were accepted in the practice teaching area with no objections, as President Baldwin declared that he believed it was a good idea for them to take their training in the state schools because it would “insure the improvement of the quality of instruction in the parochial schools.” In response to an inquiry regarding religious education, Baldwin wrote that although the school did not have religious instruction as a part of the curriculum, it did “cultivate [the] religious and spiritual life” of the students, and to achieve this, it supported the establishment of the Young Women’s Christian Association and the Loyola Club.

What may have been a difficult time in school became even more difficult as graduates sought employment in the teaching profession. The individual state schools no longer handled the requests for teachers or for employment. Instead, the Normal School Bureau was operated for that purpose out of the Capitol Building in Madison. Even though a survey showed that Central State ranked third in the number of graduates teaching in the state of Wisconsin, jobs remained scarce, and President Baldwin agonized over the problem. In a letter to Professor G. E. Carrothers of the University of

Michigan he pointed out that all of the states were experiencing the problem of an oversupply of teachers because anyone who met the requirements for certification was considered a teacher. The resultant oversupply caused a lowering of salaries and a shortage of jobs. Baldwin advocated raising the standards for entrance into the teaching profession to meet this problem and, he hoped, to advance teaching “to a genuine profession.”

While trying to promote higher standards and more professionalism among faculty, students, and the field of education in general, Baldwin also attempted to de-emphasize two areas of past pride for the school and the community—athletics and forensics. Although he claimed to be an ardent supporter of athletics as a part of one’s education, he objected to the intense competition and “commercialization” that he and others felt was beginning to appear within athletics in the state teachers colleges. Athletics in Wisconsin, with intensified inter-campus rivalries, were criticized for excessive commercialism during the 1920s and 1930s and Baldwin shared this view.

Forensics also experienced difficulties raising enough funds to support the debates and other competition. Baldwin also believed that forensics had become too expensive and he recommended that funding for both forensics and athletics be brought into a “reasonable basis” since many of the schools “are now in debt on account of their forensics and some of them on account of their athletics.”

Baldwin’s timing in his attacks on forensics and athletics was incredibly poor. When coupled with inadequate budgets, cutbacks in positions, reduced enrollment, and pressure on remaining faculty to

give up salaries and return to school to further their own education, it was simply too much. Students had come to expect that sports would provide an outlet for their energies. In fact, the Women’s Athletic Association had again reorganized in 1929 and interest by women students in athletics appears to have been very strong. The attacks on athletics by the president added fuel to the fire of those who were already beginning to seek a change in leadership for the school.

As a result of the ongoing problems and the continued decline in faculty support for the president, Baldwin’s popularity declined in other circles and those seeking to remove him from the presidency gained additional converts. Regent Maloney led the fight to keep Baldwin, and because of her steadfast support, he remained on the job until 1930. In that year, Maloney’s term on the board expired and she was replaced by William E. Atwell. Sensing finally that he had lost the struggle and that the deck was now stacked against him, Baldwin resigned from the presidency in July of 1930. So far as can be determined, there were no outcries when it happened. Unlike the earlier removal of President Pray, this time the school and the community were both ready for a change in leadership.

Baldwin’s leadership, in very difficult times, was unappreciated then, but in retrospect, it is clear that he understood well what the problems were and how difficult they would be to resolve. Unfortunately, his sense of timing failed him, and his inability or unwillingness to appreciate the depth of feeling among those whose trust he most needed made it impossible for him to succeed. Once again, the time had come for a change in leadership.

## Chapter 6

### The Depression Years: Presidents Hyer, Falk and Smith

In the fall of 1930, a familiar face returned to the Stevens Point campus. Known to his colleagues as a quiet, elderly gentleman with good common sense, Frank S. Hyer was enthusiastically welcomed by the city and campus as a returning favorite son. One newspaper editorial summed it up for the community and proclaimed that “all Stevens Point will rejoice that a popular former resident is coming back to make his home probably for the rest of his life among the friends of many years’ standing.”

The Board of Regents, upset by Baldwin’s handling of delicate matters such as the procedures regarding faculty improvement, and distressed by his attitude toward such extracurricular programs as athletics and forensics, sought a more conservative and traditional figure to fill the presidency at Stevens Point. In their search, they did not have to look far, as they turned to the State Teachers College at Whitewater and selected that school’s president, Frank Hyer, to fill the same position for the troubled campus in Stevens Point.

Hyer was himself no stranger to intracampus disputes. His last years at Whitewater were difficult ones because of a political and ideological dispute with a member of the faculty whom Hyer felt was upset over salary. Hyer, a conservative, survived the conflict over what the historian of UW-Whitewater has called an attempt to “liberalize the educational policies of the normals,” but the issue proved divisive and destructive. Although he maintained the strong support of most of his faculty and the Whitewater community, and although he was sustained by the Board of Regents by a vote of 6 to 3, the board declined to support his request that they dismiss the offending faculty member. Among a



*President Frank S. Hyer, 1930-1938*

number of charges and revelations raised at the board’s hearing was the allegation that Hyer “had been reared a Democrat!”

With his position at Whitewater weakened, Hyer resigned as president of the Whitewater school on August 5, 1930 and was elected president of the school at Stevens Point. It was noted that this action was taken “to the delight of some 50 citizens [of Stevens Point] who had organized to secure their former townsman and to the regret of the Whitewater community.”



Since Hyer viewed the Stevens Point position as a welcome change of scenery, he readily accepted the board's transfer resolution. Regarding his new appointment, he wrote to a friend and noted that he "returned to Stevens Point because my many friends in the city urged the board to transfer me to this college." He indicated his belief that he had the "enthusiastic support of the townspeople, the faculty, and the student body," and that any failure to do the job here "will be my own fault."

Hyer's previous association with Stevens Point began in 1904 when he was hired by President Pray to be the school's institute conductor. In 1909, he was named director of the Training School. Because of these past experiences at Stevens Point, the local paper cheerfully endorsed him as a man not only with a "long, successful educational career but one who is personally acquainted with the institution and with Stevens Point."

With such widespread support, Hyer did not hesitate to define his position on pending issues and his educational philosophy clearly. Instead of cutting positions (and people) from the budget, he advocated eliminating small classes as a step toward stabilization of the school's financial situation. He challenged the faculty and the students to become more dedicated personally and to strive diligently to make the programs work. Despite the difficult economic times, he suggested that the youth of the 1930s "were no different from the youth of past generations" and that moral integrity had to be maintained and cultivated in the individual, as well as in the institution, just as it had in the beginning of the school's history.

Hyer's opening remarks were received positively by the community and the faculty. The school had suffered from a periodic loss of prestige and influence due to the uncertainties and conflicts of the previous era. The Stevens Point Journal reported optimistically that Hyer's "return had a magical effect upon the college." A prominent faculty member, Norman Knutzen, commented that among the faculty there was "a revival of the fine spirit of loyalty," and he stated that "it is just like breathing new air around here now."

Renewed optimism accompanied the opening of the new school year in the fall of 1930. A letter sent to the school's alumni in October proclaimed

that "everything is starting off wonderfully at old Central State this fall." Enrollment took a "big leap" to 490 students, about 100 more than only a year earlier. The new Training School was fully operational and the front entrance to Old Main was almost completed. Athletics and forensics, which had not fared well under President Baldwin, again looked more promising. The alumni were also encouraged to rejoice at the most important news, that "our old friend, Mr. Frank S. Hyer, has come back to us in the capacity of President."

Despite the optimism created by the change in leadership, the problems faced in the past persisted. By as early as the second semester, the question of advanced degrees for the faculty again arose. In response to inquiries from potential candidates for teaching positions at the college, Hyer replied that "no one can expect to be selected on the faculty of a teachers college unless he possesses at least a Master's Degree, and preferably he must possess a Doctor's Degree." The problem went beyond appearances, for the college was unable to achieve the desired accreditation from the North Central Association, the major collegiate accreditation association for the region, so long as it had so many faculty members without the appropriate degrees. Consequently, some faculty continued taking leaves of absence or going to summer school to earn those degrees. Among those taking such action was a future president, E. T. Smith, a teacher of history.

During the first year of his administration, Hyer wrote of his feelings about the job in a letter to a friend in Missouri. He commented that returning to Stevens Point "was like coming home... and the work is starting off very favorably." He expressed excitement over "a healthy increase in our enrollment and a very promising student body."

In June of 1931, President Hyer presided over his first graduation. The school year had ended as it began on a positive note. In his commencement address, he discussed his "yardstick" used to measure teachers of the future. He stated that it was imperative that those graduating with plans to go into the teaching profession must display not only the knowledge and skills that they had learned at Stevens Point, but also that they should display the moral virtues expounded at the school. He exhorted future teachers to "walk uprightly, work righteously,

speak the truth.” By the opening of the school year in September of 1932, the deepening economic depression made employment and funding for the school even more uncertain. On May 23, 1932, the Board of Regents had passed a resolution setting up a schedule for salary reductions among the faculties of all the colleges. According to the schedule, reductions were to range from a loss of one week’s salary for those earning less than \$1,500 to a loss of one month’s salary for those earning \$4,000 and above. To attempt to alleviate fears and discontent among the faculty, Hyer sent each member a letter expressing his thoughts concerning the upcoming school year. He wrote, “I am very thankful that I am reasonably sure that I shall receive a check each month.” He concluded that he hoped that the faculty would also feel as he did in this regard. Salaries remained low until efforts were made in 1937 to restore them back to the 1932 level. Unfortunately, renewal of the national depression in 1937 led to further salary declines by 1939, resulting in low salaries as the nation entered another period of war in the 1940s along with its accompanying shortage of faculty. By war’s end, the salary situation at all of the state teachers colleges had become a matter of significant concern. It would take many years, even decades, to restore salaries to pre-depression levels for faculty and staff.

As with colleges elsewhere, and as in other times of economic distress, the college experienced an unexpected boom in enrollment. The continued depression made jobs extremely scarce, and the alternative for young people was additional education. The result was the largest student population in the school’s history with more than half of the student body consisting of new freshmen. Some federal funds were available to needy students who could work for 30 cents per hour and earn up to \$15 per month to help cover the costs of tuition, books, and “an occasional ticket to the Picture Show.”

The large increase in student enrollment created other problems besides numbers. Not all of the students were able to achieve the required level of academic work. In a letter dated October, 1931, Hyer discussed the problem of those students who were “not measuring up to the standards which we are attempting to set for this college.” Due to the labor conditions and the shortage of jobs, he said he

avored keeping as many as possible in school because then they would not be “competing with the army of unemployed.” He did clarify his position, however, by stating that he did not intend to provide a place for “loafing on the job,” and he made it clear that he did not believe all those enrolled should be encouraged to become teachers. Rather, he expressed the hope that their education would “make them better citizens,” and to provide much needed guidance for those not really suited for the teaching profession.

Most students entering the college needed support and were willing to work for their room and board, and letters requesting work positions arrived in great numbers. Dean of Women Bertha Hussey expressed concern over the situation and explained to President Hyer that the “citizens have always, in the past, most generously and adequately provided for those ambitious students.” But, she indicated that she feared overtaxing the generosity of the local community. Hyer replied that he wished that he had “a hundred places to offer,” but that this was not the case. In response to inquiries about work, Hyer sent many letters expressing his regrets at not being able to give much encouragement. To one young woman he replied that it was “practically impossible for a girl to find a place to work for wages in any occupation in Stevens Point.”

With the increased size of the student body the question of sororities and fraternities arose again. In the past, the school’s administrations had not supported such organizations on campus, but Hyer held a different point of view. He recognized that such organizations already existed outside of the school and now found it advisable to recognize them so long as they had a faculty representative assigned to them. He stated that although he was personally not in favor of such organizations he believed that it was better to accept conditions that existed than attempt to control the situation and create unnecessary discord. He noted that he was impressed with the “very fine spirit on the part of all our students toward everything worthwhile in the college” including their desire to organize into societies.

For those graduating from school and preparing to enter the teaching profession, the depression offered more obstacles. The lack of jobs caused a trend toward underbidding for teaching positions in the



*Eddie Kotal (top row, first on left) and the 1932-33 championship basketball team.*

attempt to secure one of the scarce available positions. One graduate offered her services for \$80 per month, which was \$20 less than the school board to which she applied had expected to pay. This, and practices like it, angered Hyer. Although he acknowledged that it was unlikely that teachers would receive an increase in wages under the circumstances, he maintained that wages should be held at their present levels if at all possible. Consequently, he admonished the college's graduates not to enter the field with the idea that it was "ethical to cut wages in order to secure a position."

In spite of the effects of the Great Depression and the lack of funding, some things did improve. In December of 1930, Eddie Kotal was hired as head of the sagging and dispirited Athletic Department. During the previous administration, athletics had been forced to take a back seat in importance much to the chagrin of the students and the community. But with Kotal, a former Green Bay Packer, it was widely expected that the program would be revital-

ized quickly. Editorials noted that although sports at Central State Teachers College had hit "the doldrums," with the hiring of Kotal the school had found a "long awaited savior." Kotal, whose philosophy was similar to later Packer legends, believed that "winning was everything," a factor the newspapers suggested would lead to a "golden era" for the school. Hyer, who had helped build a strong athletic tradition at Whitewater, also thought that Kotal was the person who could bring similar successes to Stevens Point.

Due to his flamboyant personality and his commitment to winning, Kotal quickly revived the local interest in sports. The school had been having an unusually difficult time recruiting new students interested in sports, especially those who were considered good athletes. Through his style and aggressiveness, Kotal was able to lure many young men into the program. He became personally involved with and concerned about each of his players. His assistants noted that he even "kept his wife and her

hired girl wondering just how many players would be brought home for supper after practice nights.”

Kotal's first love was football, although he was also successful in basketball. As is often the case, success breeds success-and accusations in college athletics. The historian of athletics in the state colleges writes that despite the winning records, Stevens Point athletics had a difficult time in the 1930s. A minister from Mount Horeb complained that his son had been promised a free education if he came to Stevens Point and played football. Hyer replied that no one representing the college would have made such an offer and that it was probably the work of a traveling salesman from the community who was overzealous. This was not the only attack on Kotal. Some charged that Stevens Point was providing jobs for athletes, and it was generally known that the president of a paper company provided the funds to allow Kotal to hire an assistant coach. As a result of these and other allegations, Stevens Point's 1932 football championship was forfeited and Stevens Point was censured by the faculty athletic representatives for using an ineligible player. Determined to gain revenge, Kotal's 1933 basketball team dominated the conference and even stunned the University of Wisconsin team in a game played before 5,000 fans in the Wisconsin Rapids High School fieldhouse, 28 to 24. In 1934, Stevens Point won the conference in both football and basketball, but participation by two players in preseason games against the Green Bay Packers and Chicago Bears led to forfeitures and suspension of Stevens Point from the conference in 1935.

The conclusion reached by the historian writing about athletics in the State Teachers College Conference was that “Stevens Point may not have been the only team using questionable practices in the 1930s, but they may have been more blatant, and more successful judging by the number of victories.” Regardless, Stevens Point's teams continued their winning ways, with a football championship in 1936 and basketball championships in 1936 and 1937. Discovery of yet another ineligible player led to forfeiture of a number of games in 1939. Coach Kotal's retirement came in 1942, after three players, including one not even enrolled at the school, were found ineligible in the fall of 1941. An exciting era in sports at Stevens Point closed with Kotal's early retirement.

Several other sports were beginning to attract attention throughout the state, and in order not to lag behind, Kotal introduced two of them, track and boxing, into the school's athletic program. With his support and hard work, these two areas got off to a good start.

Homecoming, long associated with the football season, was a highlight of the athletic seasons during the 1930s. The celebrations began with a parade through downtown Stevens Point with floats developed by student organizations and with “funny stunts.” Next, a luncheon was held at Nelson Hall for the depression era price of only 50 cents. After the football game, a homecoming dance was held for all to attend at the cost of \$1 for couples and 25 cents for single women.

On October 15, 1932 a new athletic field was dedicated in a ceremony during the football game against Eau Claire State Teachers College. The field was named in honor of Fred J. Schmeeckle, chairperson of the college athletic committee who, according to the tribute at the dedication, was more responsible than any other person for the completion of the project. The site included a football field, bleachers on both sides, an enclosed bandstand, and a running track.

Women's sports also revived during the 1930s. The school's yearbook, *The Iris*, declared in 1930 that “Women's Athletics are becoming more prominent in C.S.T.C. every year.” Field hockey, tennis, volleyball and basketball were all noted. Other physical activities for women athletes included clogging, archery, baseball, and track. As the 1931 *Iris* reported, “any pleasant day one finds girls improving their posture as well as their aim by the use of the bow and arrow.” Field hockey, basketball and volleyball remained the most successful sports. In 1934, *The Iris* devoted five full pages to women's athletic activities, though the coverage the following year was reduced.

Another indication that the college was determined to improve its image despite the depression came with the hiring in May, 1931, of Peter J. Michelsen as the new music director. In announcing the appointment of Michelsen, Hyer pointed to the “great anticipation for the work” which Michelsen would be able to do in the field of music. Well-known and highly respected around



*Peter J. Michelsen*

the state for his talents, Michelsen's 5 credits included study at the Military School of Music and the Conservatory of Music of Norway, where he studied with the likes of Edvard Grieg. In accepting the position at Stevens Point, he pledged to do all he could to make the "music department outstanding among the schools in the state."

Hired to train and develop a band and to train leaders for band, orchestra and glee clubs, and to establish an honorary music fraternity, Michelsen plunged right into his work. In his first year he formed the first real band of the college, a group which consisted of 20 players. He declared that the purpose of the band was "to promote more pep in assemblies and at athletic games." By the next year the band had grown to 40 pieces and each member had a uniform made up of "discarded capes and overseas caps." The band continued its rapid growth and by 1935 had become a widely known 60-member touring group that required comprehensive tryouts for prospective members.

Michelsen and the band worked with Edna Carlsten and the Art Department to develop a format for Christmas concerts that were soon declared to be "institutions" by the local newspapers. The Art Department did elaborate work to decorate the stage, and Michelsen rehearsed his group to perfection.

Throughout Hyer's tenure as president, few physical changes occurred on the campus. In October of 1930 the board did release \$6,000 in funding for the construction of a spectators gallery in the gymnasium of the training school building. But as the depression persisted, money for the expansion or development of facilities slipped to an almost non-existent level. Even though enrollment grew by over 30 percent in the state's teachers colleges, they received no major allocation for capital purchases between 1931 and 1938.

Curricular changes, however, did continue. Starting in the fall of 1935, all curricula in all divisions became four years in length except for the curricula for the rural teachers and for teachers in state graded schools, both of which remained two-year programs.

On June 8, 1934, many alumni gathered in Stevens Point to celebrate the fortieth anniversary of the founding of the college. Many commented on how the campus and the community had changed since their days at "the old school." A reception and banquet were held at the Hotel Whiting. Speeches were given by Judge Park, Mary Bradford, Albert Sanford, and Garry Culver. A dance followed in the gymnasium.

In 1935, the fifth anniversary of Hyer's 5 presidency was celebrated. The Pointer gave top billing to Hyer and his achievements over the previous five years. The paper noted with enthusiasm the development of the band and glee clubs, the increased participation in forensics, the athletic fame achieved by Coach Kotal's teams, and the expanded enrollment which had doubled over that of the previous decade.

Several notable faculty members of this period had a lasting influence upon the college, the community, and the field of education. In 1935, Fred Schmeekle, a member of the faculty since 1923, successfully helped promote passage of a bill in the state legislature which required public schools to establish courses in conservation. At the same time, he was deeply involved with the teaching of conservation courses at the college as part of the preparation for secondary and elementary teachers.



*Susan Colman*

Susan Colman, hired in 1931 as the director of primary education, became involved in the development of a standard form for testing children. Ultimately, her effort was successful and the form was adopted and used in the testing of children across the country. Colman also was an avid supporter of the college's athletic programs, traveling to many of the out-of-town games and bringing "the cripples" (injured players) home in her own car. Because of the poor financial situation facing many of the students, she made personal loans to them but insisted that they be repaid since "it was good for the kids to do that." Later, she commented that she got every cent back except for \$12 "from a lad who went into the service and was killed."

In May of 1935, it was announced that through the support of alumni the college had "about completed our hook-up with WLBL and hope soon to broadcast from our own studio and auditorium stage." President Hyer had been instrumental in getting the radio a permanent studio on the campus and he announced that "Central State Teachers College now

enjoys the distinction of being the only teachers college in the state having a radio broadcasting station on its campus." Although WLBL would leave the campus later, the campus remained interested in radio and significant developments in that area occurred later. One of the benefits of the establishment of the early radio station was that the Board of Regents passed a resolution, proposed by Regent George Martens of Stevens Point, which provided for radio and visual education at the college, a factor which helped to support the later developments in those areas of instruction and activity.

Public school teachers in the central Wisconsin area often expressed concern to Central State that they were not being adequately served by the Extension Division of the University of Wisconsin. In an attempt to meet the needs of those teachers, President Hyer solicited volunteers on his faculty to offer some of the college courses in evening classes each week. The faculty were, indeed, volunteers since there was no extra pay for the work involved with these courses. Students in such courses often took up a collection for a gift for the instructor at the end of the term. About 300 teachers enrolled in this program, with some of the participants driving to Stevens Point from as far away as 125 miles.

At the close of the summer session in 1937, another era in the school's history ended. A man referred to as "an institution within an institution," Dr. Joseph V. Collins, retired. Colleagues saw the retirement of Collins as "the end of an epoch in college history." As a tribute, the Board of Regents passed a resolution granting him the rank of Professor Emeritus of Mathematics. More than 30 years later, the classroom center housing the College of Letters and Science was given the name of the Collins Classroom Center in honor of Collins' many years of service to the campus.

President Frank Hyer announced that he, too, would retire on September 1, 1937 or as soon as a successor could be named. He cited three reasons for his decision. He said that for the first time in 50 years of teaching, he felt he had "caught himself loafing on the job." A second reason that he gave was his belief that he had completed the job he had been called to do and that the school had been re-established on a sound basis. Finally, the retiring president voiced concern that the community seemed

to have lost interest in the school over the last two or three years. He believed that this was because the school was “running too smoothly to make news” and that perhaps a new leader could create interest again in the school.

The local papers expressed a great sadness at the forthcoming loss of one held dear by the community and the campus. One editorial stated that when Hyer came in 1930 he found “an institution whose spirit and morale were at a low ebb... and that there were fears that the institution might be regarded as having outlived its usefulness and might be closed.” Having completed the job and having reversed the trend in which the school appeared headed, the paper noted that Hyer should now be allowed to “loaf on the job” for at least another year. Others agreed. The Board of Regents persuaded Hyer to remain one additional year, a decision which delighted the class of 1938 that had expressed a unanimous desire to graduate with the president.

Hyer presided over graduation for 123 seniors on June 10, 1938. Fifty-two of those graduating received the newly established Bachelor of Science degree. Regent George Martens presented Hyer with a plaque commending him for his 50 years of service to public education in Wisconsin. In his own humble way, Hyer thanked everyone for the honor and declared that any success he had was due to “the loyal support and cooperation of the Board of Regents, the faculty, and the students.” Onlookers commented that this exchange was “one of the most impressive moments of the whole impressive ceremony.”

President Hyer did restore stability and balance to the campus as was expected when he had been selected for the position. Following his retirement, a period of turmoil and instability returned, a period involving several changes in leadership, sharp drops in enrollment due to World War II, and then, a dramatic increase in enrollment after the war ended. Despite the serious problems brought about by the Great Depression, Hyer’s steady hand led the campus peacefully through a difficult period.

After a one-year search process which resulted in the screening of 80 candidates, the selection committee of the Board of Regents, chaired by George H. Martens of Stevens Point, selected Phillip H.



*President Phillip H. Falk*

Falk as the fifth president of the school. Although Falk had not been a formal candidate for the position, his qualifications caught the attention of the committee. The board had announced that this position called for “executive and administrative ability and appreciation of the value and importance to the school and its students of various extracurricular activities.” They believed that Falk’s experience, particularly as the young superintendent of schools in Waukesha, had prepared him well for the tasks ahead. Falk had established a fine record at Waukesha, and when chosen as president of the Stevens Point school, he became the youngest of all of the 10 state teachers college presidents.

Because of continuing economic problems, college presidents served under a waiver that reduced their salaries from \$6,000 to \$5,000 per year. Falk had considered other, more attractive possibilities, but

said that he accepted the position in Stevens Point “because of the greater opportunities he felt were afforded by the position.”

The school got its first look at the new president during the 1938 summer school commencement exercises. During the ceremony, President Hyer introduced his upcoming replacement and asked the school to give Falk a warm welcome. In reply, Falk stated that he was well aware of the “large shoes-physically and educationally” worn by Hyer and felt that he was likely to “rattle around in those shoes for some little time” before he would be comfortable. Expressing his eagerness to begin, he asked the community, faculty, and students to be tolerant while he was learning.

After barely taking hold of the reins of leadership, Falk and the school received word from the board of its decision to eliminate the home economics major. No new students were to be admitted into that program after September of 1938. Falk was instructed to devise a plan to close completely the course by the February, 1939 board meeting.

Several reasons for the decision to eliminate the program in home economics were given by the board. They cited the enrollment decline as the prime factor, arguing that the resulting cost per student (estimated at \$500 per student) was too high and was resulting in an unequal distribution of funds and space in proportion to the number of students served. The maintenance and replacement of expensive equipment added to the cost of the program which, the board stated, was essentially duplicative of that offered at Stout.

Students who were in the home economics program at the time were offered the choice of remaining and completing the program at Stevens Point or transferring their credits to another school. The Sims Cottage was to be reviewed for possible use as a health center for the campus, for remodeling as a recreation center, or for possible use for housing.

Radio and visual education were expanded as a replacement for the program in home economics. The first formal broadcast emanated from WLBL’s new headquarters located in the campus training school building (now the Communication Arts Center) on September 6, 1938. The station’s facilities included a reception room, two studios, a silent room, a conference room, and a control room.

Despite these significant programmatic moves, Falk remained concerned about the quality of the faculty and the programs offered by the campus. One area of great importance to him, as it had been to each of his predecessors at least since the campus had been given the authority to grant degrees, was the problem of faculty quality and advanced degrees. Early on, he thought it was “important to emphasize a need to have more people on the faculty with such [appropriate advanced degrees] credentials.”

In addition to voicing his concern about faculty qualifications, Falk also began a study of the quality of programs at Stevens Point. He obtained information from the University of Wisconsin which included the academic records achieved by Stevens Point students who had transferred to the university after completing one or two years. He was deeply disappointed at his findings, and in a statement to the faculty in January of 1939 he wrote that “the poor record of [our] transfers at the University of Wisconsin is not prima facie evidence of low scholastic standards at Central State or that the faculty has been remiss in its services to students. The record does, however, cast scholastic suspicion over the college in the eyes of many people, and presents a situation of which the faculty should be aware.”

Falk’s study would later form the basis for providing guidelines to upgrade the Stevens Point program, but for Falk, himself, it led to a different decision. After only one semester on the campus, Falk resigned as president and accepted the position as superintendent of the Madison Public School System.

Not surprisingly, much discussion of the reasons, apparent and not so apparent, for Falk’s early departure followed. Some argued that Falk had been on the job long enough to see that the state was not adequately funding the education of teachers and that teacher education and the schools set up to provide for it were being “slowly crippled by inadequate financial support.” Editorials raised questions such as whether or not the state could “afford to continue to expect results in the all important field of teacher training without paying a fair and reasonable price” for it.

Falk made no mention of salary in his statement of resignation. He reported instead that he felt that the Madison position offered “a greater opportunity for



educational service” than he had at Stevens Point. He indicated that the decision he had made was the most difficult one he had ever had to make. What he did not say, publicly, but acknowledged much later, was that although the Madison job did pay a much higher salary, his primary reason for leaving when he did was “a need by his wife to be close to her physicians in Madison.” Shortly after coming to Stevens Point, the Falk’s infant daughter, Sally, died a few days after birth. This led the Faiks to desire to be closer to more complete prenatal care facilities in the future.

So, only a few months after the selection of the school’s fifth president, a renewed search process was again started. Regent Martens, who expressed his regret over Falk’s leaving in a statement in which he suggested that Falk had possessed the potential to develop into “the most outstanding president in the system,” made plans to form the committee to search for a successor. Tragedy struck in February of 1939 when Martens was killed in a car accident. Wilson S. Delzell was appointed to replace Martens as regent from the Stevens Point area and would, in time, become the area’s longest serving regent.

Because of the complications brought on by Martens’ death, instead of instituting a full search process the board decided to name Ernest T. Smith as acting president. Smith, who had been on the faculty for 30 years, was the oldest active member of the college faculty. He had been hired by President Sims in 1909 as a history teacher. In addition to teaching, he had held other positions including the directorship of the high school division which he held just prior to being named acting president. Born in Maine in 1879, Smith became the school’s sixth president at the age of 60. A graduate of Bowdoin College, with a Master of Arts degree from the University of Chicago, Smith seemed the right person to provide stability and continuity after the early and unexpected departure of President Falk.

Officially named as the school’s sixth president on August 12, 1939, Smith was the first president of Central State Teachers College to be promoted directly from the faculty. The local paper editorialized the feelings of many in the community that Smith’s appointment “constitutes fitting and



*President Ernest T. Smith*

deserved recognition of long and distinguished service to the institution and to the cause of education in general.” The editorial went on to say that the appointment of Smith was “to borrow an expression from the sports world, a ‘natural.’”

Smith’s official presidency began at a time when the world was moving swiftly toward another cataclysmic event. Actions by Germany and Japan had pushed the world toward World War II which began in Europe in 1939, and the effect of those actions was already being felt in the United States. As the threat of direct involvement in the war moved ever closer, a nationwide Civilian Pilot Training program began, and a ground school for this program was set up at Stevens Point, with physics teacher Raymond M. Rightsell as director. And, as the U.S. began to boost its military preparedness, the call went out for young men to enter the armed services. The result

was a quick, almost catastrophic decline in enrollment at the campus at Stevens Point and elsewhere.

Despite the war clouds and preparations, some good news did come to at least a small group of faculty at Central State at the beginning of the 1940-41 school year. Those who had been working diligently to keep the home economics program alive had successfully lobbied the new regent, Wilson Delzell, and with his support and hard work by President Smith, the Board of Regents was finally convinced of the wisdom of rescinding the earlier resolution which had terminated the program in home economics. The efforts of Delzell and Smith were greatly aided by the work of Bessie May Allen. There were those on campus who believed that the board would not have rescinded its previous decision if Allen had not been as aggressive as she was. On April 18, 1940, the major and minor in home economics were reinstated by board action. And, since the college had recently been granted the right to grant the Bachelor of Science degree along with the

Bachelor of Education degree, that option was now extended to home economics major graduates.

Tragedy struck the Central State campus again on September 28, 1940, shortly after the beginning of the new school year, when President Smith died suddenly after a two-week bout with a bronchial ailment. The school closed and campus events were canceled. Students, faculty, family, and community friends gathered in the auditorium to pay their respects and to say goodbye to their long-time friend and short-time campus leader. At the service, former President Hyer spoke of Smith, who was 61, as “a kind neighbor, loyal friend and inspiring teacher.”

For the third time in less than two years, Central State Teachers College was facing the transitions which occur when a change in leadership takes place. The apprehension over the approaching war and the need to once again find a president cast long shadows over the campus at Stevens Point.

## Chapter 7

### One of Its Own: The Presidency of William C. Hansen, 1940-1962

Central State Teachers College inaugurated one of its former students as president in December, 1940, when William C. Hansen assumed the presidency bestowed upon him by action of the Board of Regents following the death of President Smith. Hansen, 49, earned B.S. and M.S. degrees from the University of Wisconsin and had been a high school teacher and school administrator for more than 20 years when he returned to Central State where he had completed the English-scientific course of studies in 1911.

Although direct involvement by the United States in World War II was still a year in the future, Hansen's presidency was affected by world events from the very first. Despite the uncertainties of the world situation, the new president sought to address some of the concerns that had been voiced earlier by President Falk and that, due to Falk's premature departure and Smith's untimely death, had not received the attention they warranted. Falk's criticisms of the academic programs at Central State closely mirrored those cited by the North Central Association, the regional accrediting agency, in its rejection of the college's request for accreditation back in 1936. Taking those criticisms to heart, Hansen sought to strengthen the image of Central State as a "tougher" college. Although the Board of Regents had given the teachers colleges the right to refuse to admit students in the lower quarter of their high school graduating classes, that rule was not being enforced at Central State. Hansen discovered, as had Falk before him, that the school was not even enforcing its own rule which provided for the dropping of students who fell below specified academic minima. The new



*President William C. Hansen, 1940-1962*

president set out to end these and other deficiencies, but with the world and the U.S. moving toward war, the new set of international circumstances made change more difficult than usual. When the North Central Association suspended its evaluation program for the duration of the crisis,

the chances for redressing the problems and for obtaining accreditation received another setback. Consequently, Central State did not obtain full accreditation until 1952.

In addition to a reputation as an “easy” school, the college faced other problems in 1940. Faculty salaries, a recurrent problem among institutions of higher education, were inadequate. Salaries had improved gradually until 1932 when the median faculty salary in the state teachers colleges had reached \$3,000. Because of the economic distress of the Great Depression, those salaries had been reduced during the next several years with the result that the levels in 1937 were about the same as they had been five years earlier. Then, with renewed economic difficulties nationwide, salaries once again declined. The precipitous decline in enrollment and the need to spend national resources for war preparations led to further inadequacy in the salaries of the faculty and staff of Central State and the other teachers colleges. By the end of World War II those salaries, when defined in terms of real dollars, had declined to uncomfortably low levels. One authority estimated in 1948 that salaries would have to be raised by nearly 40 percent to bring them back to the levels of a decade earlier in terms of real dollars.

The other major problem faced by President Hansen involved the inadequacy of the physical facilities of the campus, one very noticeable result of the state’s inability to provide for adequate maintenance and improvement during the lean years of the Depression. While enrollment grew throughout the state college system, the state essentially spent no money on capital improvements during the period between 1931 and 1938. The result was readily apparent on most of the campuses, and Central State was no exception. Unfortunately, with the nation moving toward full involvement in World War II, little could or would be done until after the war, thus adding several additional years of wear and tear on the campus’ facilities.

When World War II came directly to America on December 7, 1941 with the Japanese attack on Pearl Harbor, it brought with it a new set of problems for higher education. Enrollment, particularly of male students, declined sharply during the war years. For the Wisconsin State Teachers College system

as a whole, the problem was acute. In just one year, the total system enrollment dropped from 8,100 in 1942 to 2,800 in 1943.

Again, Central State was no exception. The enrollment at the college, which had gone up from 402 in the 1929-1930 school year to 838 a decade later, declined sharply in 1941 and in 1942. By the fall of 1944, the campus enrolled only 225 students, a number lower than in any year of the campus’ existence except for the very first year (and that exception can be claimed only by excluding the pre-college enrollment in 1894). Although men left first to join reserve units and because of the draft, women also found opportunities available to work and serve in war-related occupations, and their numbers also declined sharply. Not until the fall of 1945 was the downward spiral reversed.

President Hansen expressed his personal disdain for war in his Christmas message to the faculty in 1941. In his greetings he noted that “The world is especially discouraging to the teacher because his craft has some faith in the improbability of the human race.” In an attempt to improve faculty morale despite the wartime concerns, he concluded that “One of the tasks which confronts us in education is to help maintain a good civilian morale.”

Hansen’s message a year later reflected wartime reality as it appeared on American college campuses. Referring to the sharp decline in enrollment and its impact on the life of Central State, he noted that “there isn’t much that we can say for the college year.” He praised the members of the staff who, he said had “been loyal and cooperative” and who had “shown willingness to do all in their power to meet the emergency.

Wartime demands had other implications for the faculty and the students. In a memo to the faculty early in 1942, Hansen urged recipients to “Save on use of paper, clips, pins, rubber bands, pencils, because of shortages in metals, rubber, pulp, and lead. Catalogs can be reduced and all printing kept at the lowest possible level.” He also urged the campus to go “on a war basis” insofar as class rings, commencement invitations and such purchases were concerned. A memo later the same spring noted that replacing the items previously mentioned would be unlikely.



*May Roach (under flag) works for the war effort*

Other changes brought about by the war included a switch in 1943 to two summer sessions, one of five weeks and one of six. That arrangement continued until 1946 when the campus returned to its previous schedule of one six-week session, a pattern that was continued until the Board of Regents authorized eight-week sessions in 1960. During the war period, faculty were expected to accept altered schedules as well as other war-induced changes and inconveniences. From all accounts, the faculty made the necessary adjustments without serious complaints. Despite their cooperation, some adversities remained. In his annual Christmas message to the faculty in 1944, President Hansen suggested to faculty that the year had, at least, been somewhat less distressing than had 1943, implying that the whole situation had not been endured without some complaints and frustrations.

While regular enrollment languished during the war, several war-related programs helped to offset the decline at least in part. In June of 1942, the college was authorized to offer a course for teachers in secondary schools who planned to teach aeronautics. The college was also given the assignment to train 10 naval fliers during the summer of 1942. The fliers were housed in the Phi Sigma Epsilon fraternity house on Main Street, and physics teacher Raymond Rightsell was named director of the pilot training program.

Early in February, 1943, the Stevens Point Journal announced that the college would become home to an Army Air Corps training unit in March. The 97th College Training Detachment (CTD) arrived on campus on February 27, 1943 and formal instruction began the next week. By the end of the first month, the unit was up to its capacity of 350 trainees.



*Members of the 97th College Training Detachment*

Participants in the 97th CTD were housed mostly in Nelson Hall, although for a time some lived on the first floor of the Campus Laboratory School and some stayed at the Whiting Hotel. Trainees were expected to receive 20 weeks of instruction while in Stevens Point, although some of the members moved in and out at differing intervals. Each member of the unit was to receive preparation in English, history, geography, physics, and mathematics. In addition, instruction in civil air regulations, first aid, and physical training were required. Regular college faculty, where possible, were used as instructors.

Albert H. LaMere, one of the participants in the 97th CTD, later recalled a few of his experiences. Noting that his stay in Stevens Point constituted “some of the happiest [days] of my life,” he reported that the faculty and the community were good to the members of the unit, that the college was similar to other colleges that he and other

members of the 97th had attended. He even commented that “the food at Nelson Hall was probably better than any of us had ever had in our entire lives.” Stevens Point’s water, he wrote, was an even greater treat to those who had “been drinking lukewarm funny tasting Texas well water for two months....”

President Hansen’s account of the activities of the 97th reflected most directly on the academic and leadership aspects of the experience. He indicated that the faculty found it difficult to teach the military students because of the wide range of prior education and backgrounds they possessed. While some had little or no education, some in the groups possessed bachelor’s or master’s degrees. A strong desire to learn was apparent in most of the members of the unit, and that helped somewhat to offset the other educational disadvantages inherent in teaching such a culturally diverse group.

While President Hansen's written reports on the activities of the 97th CTD were mostly concerned with the educational aspects of the experience, LaMere's reports, written years later, focused more on the social aspects. His recollections of the unit's stay in Stevens Point noted that the weekends were lively and fun, with the Whiting Hotel providing "an oasis that we all enjoyed very much," with winning and dining, dancing and, for "some more mature types maybe even a little romancing." LaMere suggested that the young women of the Stevens Point area were very nice to the guests in the city, and suggested that this perhaps was a reflection on the fact that many of the young men of the area were involved with National Guard units that had been called into the war and that in some instances had suffered heavy casualties. Admitting that the marriages resulting from such experiences often did not work out, LaMere suggested that most of the men "contented ourselves with the moment," knowing that "this utopian existence wouldn't last...."

The college and the community worked to make the stay of the Air Corps members more enjoyable. Music professor Peter Michelsen put together a small military band after successfully pleading with local citizens for loaner instruments. And, in December, 1943 it was announced that the community had responded well by providing all of the unit members with invitations to Christmas dinner at private homes.

President Hansen's concern with the presence of the unit and the potential impact on the reputation of the campus was made clear in a memo he directed to the faculty in which he urged those accepting the responsibility for chaperoning events to remain for the entire event. "Ordinarily, informal dancing parties close at 12:30 and the formal parties at one o'clock. In case you are in doubt... find out by calling one of the deans." Hansen told the faculty that "we do not want our campus parties to acquire a questionable reputation which they might easily do if no chaperones are present, especially [during] the last hour or two of the evening."

Most of those in LaMere's unit left Stevens Point in early November of 1943 and were replaced by the next group. By the time the program was ended in Stevens Point in mid-1944, about 1,200 members of the Army Air Corps had spent from five to 20 weeks on the Stevens Point campus, with the last

group leaving the city in May of 1944.

President Hansen's report on the experience was mostly positive, as he noted that although the college faced difficulties in providing enough staff members to operate the program, the program did help the college by bringing in about \$80,000 to help meet college expenses. Overall, his conclusion was that the "program went much more satisfactorily than... [I] expected."

At the end of the war, a Navy V-S unit was assigned to the campus for a two-year program. Those participating pursued a regular college education, subject to some requirements imposed by the Navy. Fifty-five students enrolled the first year and most returned for the second year, after which the program was not renewed.

One positive campus highlight which occurred during the war was the celebration of the college's 50th birthday in 1944. A series of activities was held to commemorate the event, including a radio workshop anniversary broadcast, a theater presentation of "Claudia," a college homecoming tea, an alumni banquet, a homecoming concert, a baccalaureate service, and an all-school picnic at Iverson Park. The celebration concluded with the commencement activities on May 30, 1944.

With the war's end in August, 1945, Central State College was free to turn its attention back to the long-neglected problems of salary, building maintenance, and curricular improvement, but enrollment pressures slowed that effort. The president's Christmas greeting to the school's staff in December, 1945, was reflective of renewed optimism, as Hansen's note concluded that "prospects look much better for 1946."

Hansen's optimism proved well-founded. Enrollments, which had hit a low point at 225 for the fall of 1944, bounced back to 308 for the fall of 1945, and just one year later, soared to 856. Fortunately for all concerned, the enrollment then essentially stabilized for the remainder of the decade, allowing the college to regroup. Not until the fall of 1954 would the enrollment climb above 900 and it even declined briefly with the onset of the Korean War in 1950.

With the enrollment decline precipitated by the Korean War in 1950, a decision was made to release several faculty members, an action which caused a



*Fred Schmeeckle and students taking soil samples*

great deal of consternation among the faculty and others. A drop of 78 students for the fall of 1950 was followed by a further decline of over 100 students a year later. As a result, five faculty positions were eliminated despite opposition by local teachers, students, the American Federation of Teachers, the Stevens Point Chamber of Commerce, and the Young Republicans. Some of the faculty returned later when the enrollment again began its upward climb.

For most of the remainder of the Hansen years, the higher enrollment trend continued. Following the war in Korea, the upward pattern resumed, with 932 students enrolled during the fall term in 1954. The college continued to grow, jumping to 1,188 for the fall of 1955, and crossing the 2,000 student barrier for the fall of 1961. Growth was not always orderly and was not without its own set of pressures. History professor Frank Crow noted what he described as a near “crisis” mentality as the campus tried to assimilate seven new faculty members in 1957, a number which nearly equaled all of the new faculty hired during the previous 10 years. In spite of a depression, a world war, and the war in Korea, by the time that President Hansen retired in 1962, enrollment in the college had nearly tripled from the time of his arrival. Unknown to those on the campus, the greatest growth spurt was still ahead.

With the growth in numbers, the college was

forced to begin to address needed and long neglected curricular changes. Earlier legislative action had set up the requirement that public school teachers in the state be prepared to provide instruction in the conservation of natural resources. As a result of that requirement and of the intense interest of Professor Fred J. Schmeeckle, students at Stevens Point were required to take three semester hours of study in conservation to meet the requirement. A program of study in conservation education was prepared and approval from the Board of Regents was soon forthcoming. That proposal later became the basis for a full major in conservation, a program later modified into a major in resource management within the College of Natural Resources. The leadership of the Stevens Point campus in

this area came early, and by the 1940s, Central State was already well ahead of most other institutions in the development of course work dealing with the study of conservation, thanks to the efforts of Professor Schmeeckle. As the only member of the faculty trained in the area, he was forced to build the program essentially from scratch.

President Hansen’s support of Schmeeckle’s efforts led to steady growth in the program. With the addition of Bernard Wievel in 1947, and a minor in conservation education which was established in 1949, the department grew steadily and had six members by the time of Hansen’s retirement in 1962. Schmeeckle, who joined the college’s faculty in 1923, led the program until his own retirement in 1959 when he was succeeded as chair by Wievel. In addition to on-campus courses, the department began to offer programs and courses off campus, including summer sessions held in state parks and later at the Pigeon Lake field station which was owned by the Board of Regents. From these efforts of Fred Schmeeckle and Bernard Wievel and the other conservation pioneers, grew the foundation for the modern College of Natural Resources at UWSP, a college with programs which, by the late 1970s, had become a model for other universities to admire and emulate.



Other postwar program developments included some beginnings in the area of off-campus or extension teaching, an effort which grew out of dissatisfaction with the work of UW Extension and the decision by the State College Board of Regents to allow some off-campus instruction. Although small in comparison to later off-campus programming, this development and the outreach of the conservation program began to spread the name and fame of the college beyond its traditional boundaries.

Home Economics, headed by Agnes Jones, began to regain its previous status on the campus. After nearly disappearing because of board action in the late 1930s, the program rebounded and became fully certifiable for federally supported vocational home economics teacher instruction. Unfortunately, with the near demise of the program in the late 1930s, and the other problems of the depression and war eras, Jones found a program sorely in need of upgraded facilities, something for which she continued to strive throughout her career. Only after the program moved into the College of Professional Studies building in the early 1970s did she rest her efforts in this direction. Program development continued, however, with the addition of new options and areas to complement the basic programs.

The program in music, essentially a one person program until 1954, began to grow in 1948 and expanded steadily during the 1950s. Offering a major with work in voice, piano, organ, band, orchestra, and public school music, the program grew, and in 1959 the Board of Regents authorized the granting of the Bachelor of Music degree, the first of its kind in the state colleges.

A major in business education was authorized by the board in 1958, an action taken in an attempt to meet a heavy demand for teachers in that area. Prior to that decision, such a program had existed only at the Whitewater campus.

Speech, previously voluntary and extracurricular, became an approved academic course of study. Under the leadership of Pauline Isaacson, a speech department grew rapidly. Within that department, programs were developed that later spawned additional new departments of communicative disorders and theatre and dance, along with a



*Agnes Jones*

Department of Communication with interests in the various fields of mass communication as well as in the traditional area of public speaking.

Since the primary reason for having teachers colleges was to train teachers, the Campus Laboratory School continued as an important aspect of the work of the campus. A kindergarten program was added after World War II, but the rural education program was dropped, a change which mirrored reality in that the demand for rural teachers declined sharply as school consolidation picked up speed in the years following the war. May Roach, one of the leaders in the development of rural education on the campus, retired in 1956, and the program was last mentioned in the college's catalog in 1958.

Programmatic and departmental changes led to structural and administrative changes as the college changed to meet the needs of its rapidly expanding student population. During the days of President Sims, the college had been organized into divisions and that basic organization remained intact when Hansen assumed the presidency in 1940, although



*Warren Gard Jenkins*

with the passage of time, the leadership of the divisions had changed. Sue Colman had succeeded James Delzell as primary director, and Raymond Rightsell had succeeded Ernest Smith as secondary director when Smith was named to the presidency.

The first major break with the traditional organization came in September of 1947 when a Junior College Division was established to provide a place for entering students who had not decided upon any certain area of teaching as a profession. The curriculum of the Junior College Division included the required courses in English, science, mathematics, history, and social science. Students entering into this division were limited in the amount of extracurricular activities in which they could engage, and students admitted on probation were denied all participation in extracurricular activities.

Although regent policy made it clear that the president had most of the authority over all matters on the campus, those recalling the Hansen era note that Bill Hansen, more than most of his contemporaries,

believed firmly in faculty involvement in decision making. As a result, committees were established to advise the president on numerous matters, although unlike the shared governance committees which came later, the president, like those before him, sat on many of the committees himself. Gordon Haferbecker, a UWSP graduate and an economist who served the campus long and well in numerous capacities, including the vice presidency and the acting presidency, spoke positively of Hansen's commitment to openness and democratic procedures. He noted that the faculty also was so committed to equity that when the Board of Regents decided it was time to have ranked faculty, the Stevens Point faculty opposed this change for a time. Others echoed Haferbecker's comments, including some who attributed the president's democratic mindedness to the influence of his wife, Esther, a staunch supporter of liberal and humanitarian causes.

Despite these democratic impulses, Hansen continued to conduct much of the business of the college in the manner expected of him by the regents. He illustrated clearly the dominant role of the president on the campus when he announced his decision to create the new Junior College Division and almost single handedly designed the rules which would govern it. As dean of the Junior College Division, he selected Warren Gard Jenkins, a faculty member in history. Jenkins held that position until after the college was granted the right to offer liberal arts degrees in 1951, at which time Hansen again moved quickly and named Jenkins to be the first dean of the new College of Letters and Science. The College of Letters and Science then became the major provider of the basic courses for all of the students on campus, from required English and history, to math, science, and the other social science and humanities fields to which college graduates were expected to be exposed. It was decided that graduation requirements in the new college would be exactly the same as those in the College of Letters and Science at the University of Wisconsin in Madison, a pattern which was continued until significant revisions were made in the late 1960s.

One alumnus of the Junior College Division who would later distinguish himself was Lawrence Eagleburger of Stevens Point. Eagleburger, who served as deputy secretary of state during the early

years of the George Bush administration in the late 1980s and who became secretary of state during the last year of that administration, attended Central State in 1948-50. His mother, a recipient of a two-year diploma earlier, was also in attendance at the same time. Lawrence Eagleburger transferred to the university in Madison the following year and received his degrees there.

Further college development occurred in the early 1960s, in response to the need to provide non-teaching options in programs that had previously, at least in theory, been oriented totally toward the training of teachers. With the establishment of a College of Applied Arts and Sciences in 1961, the programs in home economics and those in conservation, as well as others, were consolidated, while the programs in Education were put into a separate School of Education to be headed by Burdette Eagon. Only a few years later, the College of Natural Resources split off from the CAAS which resulted in another reorganization. Along with a College of Natural Resources, a College of Professional Studies was created and became the administrative home for programs in home economics, education, communicative disorders, physical education, and later, Army ROTC.

With growth, administrative restructuring, and revitalization of the academic endeavor, interest in graduate education and faculty research also developed. Because of their special role in the preparation of teachers and the increasing demands for additional training being made on those teachers, the state colleges had felt the need to offer graduate courses for some time. Although the Board of Regents had been granted the right to authorize graduate work, it had moved very slowly in this area. With the creation of the Coordinating Committee (later, Council) on Higher Education (earlier in this work and hereafter referred to as the CCHE), the issue of graduate work would be subject to input and possible objection by the other parties involved with higher education in the state, so the support of the University of Wisconsin was essential. After rather extended negotiations, an agreement was reached with the university which allowed for up to half of the courses for a master's degree in education to be taken on the state college campuses with the other half to be taken at the university with the degree to be granted

by the university. The first courses in the graduate program were offered at Stevens Point during the summer of 1960. Forty-seven students participated during that first summer, a number which jumped to 69 by 1962, the year in which the campus was given the option of offering the entire program on campus in addition to continuing the shared arrangement. Graduate programs in areas other than education were started a few years later. Edgar Pierson, a professor of biology, was appointed as the first dean of the Graduate School and served in that role until his retirement in 1968. He was followed by Winthrop Difford, a geologist.

Another sign of the changing times and the changed nature of the Stevens Point college was the appropriation by the state of money in the biennial budget for 1961-1963 to support faculty research. The amount of \$50,000 was earmarked for research project support for the more than 1,000 faculty members at the nine state college campuses. A statewide committee was established to evaluate proposals submitted by faculty, with Lee Burress, professor of English, representing Stevens Point on the first committee. A memo from Burress to the teaching staff noted that \$10,000 was available for the first year of the program, and eight grants were made to faculty at Stevens Point. From these rather humble beginnings, the interest of the faculty in scholarly research began to grow, and by the early 1970s, research had become part of the way of life for many of the faculty, and was viewed increasingly as an essential part of the evaluation system.

Although diminished during the war years with the decline in enrollment, some extracurricular activities continued. The radio broadcasting program of the college was headed by Gertie Hanson of the Department of Geography, who had begun the "Radio Workshop" program in 1939. Aided by several faculty members, Hanson succeeded in putting about a half dozen programs on the air each week. Librarian Nelis Kampenga's "Books in War" and chemist (and long-time registrar) Gilbert Faust's "The Symphonic Hour" were among the more prominent programs heard during the war years.

The State Department of Agriculture first established a radio station to serve farmers in the central Wisconsin area in 1924. Originally located in the Whiting Hotel, the studio was moved to the campus



*Student radio production in the 1940s.*

in 1937, and the station maintained a close relationship with the campus until 1951 when the state made WLBL part of the overall state radio network and ended independent programming from the Stevens Point college. Despite a couple of interim attempts during the 1960s, it was not until 1968 that serious, on and off-campus broadcasting would resume on campus, when a low-powered FM station went on the air.

Student publications, also hampered by wartime conditions, continued. The Pointer, a weekly publication for most of its life, became a bi-weekly paper after World War II. The major force in directing the student publication efforts during this period was Bertha Glennon of the Department of English. In addition to The Pointer, other student publications appeared on occasion.

Athletics were seriously crippled by the manpower shortage during the war. In 1942, basketball games, which had been played at the P. J. Jacobs High School gymnasium for about five years, were moved back to the small campus gym, despite complaints by students. In 1944, after six team members joined the navy, basketball was officially dropped

for the duration, although a few pick-up games were played with nearby schools. Football, likewise, could not survive the enrollment declines and was discontinued until the fall of 1945. Recognizing the overall problem, the conference suspended all official conference competition in 1943.

Both football and basketball were resumed in 1945, although inadequate facilities for basketball continued to be a problem, with the campus increasingly dependent upon the local high school to allow them to play home games in its gym. President Hansen expressed optimism that normal times had returned when he announced the resumption of homecoming activities in 1945, noting that “we can again become interested in homecoming, and the athletics and other activities that accompany it.” Under the leadership of Coach Hale Quandt, the postwar Pointer football teams fared well, winning the unified conference championship in 1949.

When the former teachers colleges became state colleges in 1951, the expansion of sports programs for men followed. The state college conference added golf, tennis, wrestling, baseball, cross country, gymnastics, and swimming between 1955 and 1963, as

increased state support accompanied the expansion. There were 10 conference-level (men's) sports programs when the campuses became state universities in 1964. Stevens Point's successes, challenged by allegations of rules violations during the 1930s, resumed after the war. In addition to the championship year of 1949, the football team won conference championships in 1955 (the year in which Norbert "Nubbs" Miller returned and set many modern school records), and 1961. The basketball team won championships in 1956-57 and 1960-61, and championships were also won in baseball, track and wrestling during the 1950s.

Intercollegiate athletic programs for women were still a few years away during this period. The Women's Recreation Association sponsored teams in basketball, swimming, and badminton during the 1950s and early 1960s, and some of these teams actually did compete with teams from neighboring campuses, although not in any recognized or organized fashion.

One highlight added to the athletic scene on the campus was the presence of the Green Bay Packers for about six weeks of preseason work during the

years 1955-1957. Living on campus, the team practiced in Stevens Point, in preparation for its National Football League seasons.

Athletic activities were not the only ones affected by the shortage of men during World War II. In 1943, Professor Norman Knutzen made an appeal for local men to help fill out his Men's Glee Club. The appeal was apparently unsuccessful, as the Glee Club was disbanded and not resumed again until the fall of 1944.

One new campus activity began in 1960 when the first Winter Carnival was held. With a king and queen contest, ice sculpting, beard growing, and other competition, the cold weather activities of Winter Carnival became campus fixture during the 1960s.

A major feature of the later Hansen years was the construction of several long-needed buildings on the campus. As previously indicated, the ability of the state to provide for the state college campuses during the years of the Great Depression and of World War II was severely limited. Consequently, as the war ended, physically inadequate campuses



*Norbert "Nubbs" Miller - No. 25*



*Ice carving during Winter Carnival.*

faced the onslaught of postwar students, not only at Stevens Point but at the state's other campuses as well. Fearing a postwar depression as had occurred after World War I, the state took a cautious approach toward spending monies on college facilities until it was clear that no depression was forthcoming. In the meantime, the pressure on the facilities continued to mount.

Dormitory space was critically needed. Within the state colleges, only Stevens Point and Superior had any dormitory facilities available. At Stevens Point, a mere 110 spaces were available to meet the needs of the more than 800 students in attendance during the fall of 1949. The first postwar building push was, therefore, an attempt to meet this need. In 1951, Delzell Hall, named for long-time Regent Wilson Delzell, was opened, with space for 80 men. Delzell's basement served as the student union for the campus until 1959, when the original section of the present University Center was built. The union took over the food service duties for the campus and became the meeting place on the campus after 1959.

In July of 1952, land at 1103 Main Street was purchased to use for home economics as the Sims Cottages on Fremont Street were to be removed to make room for a new college library. Library plans were unveiled in September and bids totaling more than \$600,000 were received. The new library, planned to hold 130,000 volumes, was estimated to meet the needs of the campus for the next 50 years! Groundbreaking occurred in October, and the building opened in 1954. Less than 10 years later, the library was already inadequate for the rapidly changing and expanding campus.

Discussion and action on the physical needs of the campus continued during the remainder of the Hansen presidency. In 1955, plans were drawn to build a fieldhouse to meet the needs of both the physical education program and the expanded conference athletics program. Continued pressure for dormitory rooms and the need for a student union slipped ahead of the fieldhouse plans in 1956. The expansion of Delzell Hall and the building of Steiner (now South) Hall resulted as the campus

attempted to meet the housing needs of its students. Pray and Sims Halls followed, opening in 1962. Finally in January of 1959, bids were opened for the new physical education building. Ground was broken that spring and the facility was ready for use in the fall of 1960. That facility had the distinction of being the first \$1 million building on the campus.

Classroom needs remained severe, although some temporary relief was provided when the library and the gymnasium were moved out of Old Main. Plans were discussed as early as 1959 for a science building and a general classroom building. During the last year of Hansen's presidency, plans for the construction of a new science building were approved, in January, 1962. With groundbreaking that summer, the building opened in the fall of 1963. Science was the first \$2 million building on campus.

In September of 1961, President Hansen announced that he would retire at the end of the 1961-62 academic year. At the age of 70, he was ready to end his 22-year stint as the campus' longest tenured president. In November, the Board of Regents employed a psychologist to screen potential candidates for the vacant presidency at Stevens

Point as well as the presidency which had opened at Whitewater. After screening by the psychologist and by the board, and with no serious input from the local faculty, on April 12, 1962, the board announced that James H. Albertson, the executive assistant to the president of Ball State College in Muncie, Indiana, would succeed Hansen. At 36, Albertson's appointment made him the youngest president in the Wisconsin State College system.

The Pointer dedicated its issue dated May 4, 1962 to President Hansen. It noted that although Hansen claimed to be "a farm boy," he had adapted well to problems of enrollment (both small and large), of building pressures, and had even weathered a faculty protest over the layoff of three faculty members as enrollments plunged with the onset of the Korean War.

During the long presidency of William Hansen, the college at Stevens Point did, indeed, change dramatically. When he arrived, he found a State Teachers College of just over 700 students. He also found a campus that had been unable to achieve academic accreditation for numerous reasons. Although he set out at once to make the necessary changes to obtain accreditation, world events set



*Main room of the new library that opened in 1954*



*Science Building, the first \$2 Million building on campus*

back his efforts for the first few years. After the dramatic plunge in enrollment to just over 200 regular students during the war, the campus grew rapidly and enrollment stood at more than 2,100 students by the time of Hansen's retirement. The number of faculty members had increased from about 40 to 125 during this same period. Building physical facilities to meet this expansion consumed much of his time in the later years of his presidency, while academic programs also grew at a rapid pace. When Hansen arrived in 1940, Central State was recognized only as a teachers college. With the broadening of the mission of the campus through state college status, the college was offering majors in 10 subjects by 1953. Ten years later, when Hansen retired, a College of Letters and Science existed alongside a College of Applied Arts and Sciences, with well-established programs in education, natural resources, and home economics, and the number of majors offered on the campus had climbed to 22.

Less noticeable to the outsider but of significance to the campus were the more subtle changes which took place during Hansen's tenure. Accreditation by the North Central Association, denied shortly before World War II, came in 1951. Other recognition also followed. Faculty qualifications, a prime aspect of accreditation, grew almost as dramatically as did the size of the faculty and student populations. In 1951, only nine members of the faculty possessed the Ph.D. degree, but by 1958, 29 did, and by the end of the Hansen years, that number had reached 50. These factors, plus the growth of graduate offerings and faculty research, contributed to the improvement of faculty quality and morale. These changes helped the college gain full accreditation and better meet the needs of its increasingly large student body.

Growth would continue for many years after President Bill Hansen retired, but it was during his tenure that the college took the steps necessary to expand and meet the increased needs of Wisconsin's citizenry for higher educational





*Carolyn Rolfson Sargis*

opportunities. When he was succeeded by James Albertson, the stage was set for the next era in the history of the Stevens Point campus. Hansen's role

in preparing the campus and community for that next developmental stage was significant. A higher quality faculty, improved facilities, and recognition in the form of accreditation all helped prepare the campus for the onslaught of students from the postwar "baby boom" years. Bill Hansen left knowing that the college was ready to move into a new and more challenging epoch.

Personally, he was also ready to move to a new role. In his very active retirement years, he was able to continue a leadership role within the Stevens Point community. After his 22-year presidency, Hansen returned to public service by serving for a number of years on the Stevens Point Board of Education, and for several years in the Wisconsin State Senate.

Although Hansen served in a time period during which the regents gave all power to the campus president (and expected that he would exercise it), Bill Hansen was, according to many of those who worked with him, a democratic-minded person, who helped instill into the faculty a sense of involvement in their own destiny. Though it is clear that most essential decisions were made in the president's office (with help, some have noted, from a small group of advisors which included Carolyn Rolfson Sargis, the campus's business



*Esther and Bill Hansen during their retirement years*

manager who had served seven presidents during her long career from 1919-1962), near the end of his presidency Hansen began to encourage more faculty participation.

The new president, James Albertson, would quickly build upon the democratic impulses of Bill Hansen and would attempt to incorporate a greater degree of faculty governance within the campus community. And, taking advantage of the rapid growth in enrollment, Albertson would continue to develop many of the programs supported earlier by Hansen and would attempt to build others around them.

The feelings of many who had been involved with the campus during the presidency of Bill Hansen were expressed by Regent John C. Thomson who lauded Hansen at his last commencement on June 16, 1962. Thomson said that “it has been the great good fortune of Wisconsin State College at Stevens Point to have this man as its president. The citizens of Wisconsin owe him a debt of gratitude.”

## Chapter 8

### From College to University: The Albertson Era, 1962-1967

When James H. Albertson came to Wisconsin State College in 1962 as its eighth president, he brought to the campus some of the freshness, youth, and energy that marked the national political scene in the early 1960s. The Board of Regents had named Albertson to the position after a four-month search which produced 123 nominations and applications. Albertson, then just 36 years old, was serving as executive assistant to the president of Ball State University in Muncie, Indiana. The new president possessed bachelor's and master's degrees from Colorado State University and a doctorate in higher education administration from Stanford University. In the materials submitted in support of his application for the position, the new president indicated that he and his wife, Jan, and their five children enjoyed numerous activities together, including music, sailing, traveling, photography, and reading.

Albertson assumed his new position on July 1, 1962. In his first address to the faculty during the fall semester, he asked the faculty to consider creating a new structure for increased faculty participation in the formulation of policies in specific areas of the operation of the college. In light of a growing national movement toward shared governance in the development of campus policies, Albertson found a responsive faculty which welcomed his gestures in this direction. Statewide, the Association of Wisconsin State College Faculties (later known by such abbreviated names as AWSUF, TAUWF, and TAUWP), an independent faculty-oriented organization, was already trying to work closely with the Wisconsin State College Council of Presidents toward the same goal.

The new president proposed to discharge 11 existing "president's committees" and he recommended that the faculty retain seven existing committees and



*President James H. Albertson, 1962-1967*

create two new policy formation councils. He suggested that one should be an academic council which would have responsibility for policy determination regarding academic programs, while the other should be a student affairs council with responsibility for policies governing cocurricular activities. He stated his intent to reorganize the campus administratively into divisions of academic, business, and student affairs, and said that he would also appoint a "president's advisory council." In addition, he asked the faculty to create two new advisory committees: one to formulate long range goals and one to work

on faculty personnel matters. Anticipating the direction that most institutions of higher education would take during the next decades, he also asked that planning groups discuss the formation of a Board of Visitors and a Wisconsin State College-Stevens Point Foundation.

Throughout these and other similar requests, the assumption was that the faculty would continue to function as a committee of the whole in responding to recommendations from the various committees or from the president. Albertson's message seemed to be an indication of his desire to see the faculty assume a more significant and vital role in academic and co-curricular matters, but it also quickly became clear that the new president intended to maintain control of personnel and budgetary matters. Even within those limitations, it was apparent to all but the most cynical that Albertson was proposing a much larger role for the faculty in the governance of the institution than they had previously enjoyed, and as a result, most faculty welcomed the proposed changes and cooperated with Albertson's efforts to make them happen. The chair of the faculty, Henry Runke of the Art Department, appointed a committee of 15 to review the president's proposals and the committee chose Gordon Haferbecker, dean of instruction, as its chair. The parent committee was then split into three subcommittees: one for academic affairs, headed by historian Elwin Sigmund; one for student affairs, headed by another historian, Fred Kremple; and an advisory committee headed by Lee Burrell of English. Many issues and concerns were raised during the next two months such as the usual questions regarding the role of the faculty, the amount of time to be spent on governance matters, the role of students in policy formulation, and the overall question of whether or not the faculty really wanted to assume such an increased responsibility for the shaping of policy.

The Committee on Faculty Participation in Policy Formation made its official report and recommendations to the faculty in December of 1962, and that report occupied most of the agenda for the next several faculty meetings. In endorsing most of Albertson's proposals, the committee noted that this was an appropriate time to "enlarge the scope of faculty action in a wide range of matters of common concern" because of the recent and future

growth of the college. Final action was taken on the report on January 30, 1963, and the result was the creation of "umbrella" councils for academic and student affairs under which were clustered existing committees in those areas. One exception was the Curriculum Committee which continued independent of the Academic Affairs Council. Students were given a voice through the Student Affairs Council. The new Long-Range Goals Committee was directed to begin to develop a statement of the purposes of the college, and to plan for its future development over the next five, ten, and fifteen year periods. (This was the first of many long range planning exercises undertaken by the campus, as with many others campuses, during the next three decades.) The new advisory committee on faculty personnel was to be known as the RAPTS Committee (recruit appointment, promotion, tenure, and salary) and was approved largely as proposed by President Albertson. Although Albertson had distinguished between the policy formation role of the faculty councils and the advisory role of the RAPTS Committee, that committee soon became as influential in its own area as were the other two bodies. The faculty also authorized Chair Runke to appoint two temporary committees to assist in discussion of and the planning for a council of visitors and a college foundation.

In addition to his role as chair of the subcommittee on academic affairs, Elwin Sigmund drafted the necessary amendments to the faculty constitution. His influence was paramount in the determination of the definition of faculty for governance purposes, a definition which defined "faculty" as those holding one of the four recognized academic ranks. Previously, the accepted definition on campus allowed governance participation to anyone "engaged in educational service."

Two years later, Albertson asked the faculty to evaluate this system of policy formation. A committee of seven surveyed the faculty. About 35 percent of the faculty responded, with most indicating a high degree of satisfaction with the system and the results obtained. The survey indicated a continuing interest in the establishment of a faculty senate, which was often discussed, as well as ongoing concerns with the amount of time spent in governance activities. Other complaints noted the presence of

too many administrators on the faculty councils and the shortness of administrative time lines when requesting advice or input from the faculty. Better communication, spring elections to the councils, and a study of ways to improve student participation were also recommended. With an indication of general satisfaction, the basic structure proposed by Albertson, as modified by the faculty, served as the basic structure of faculty governance until the adoption of a faculty senate in 1972.

Perhaps misled by the speed with which the faculty had responded to his proposal for reorganizing the governance structure for the campus, President Albertson next requested a general reappraisal of the entire undergraduate curriculum. In his formal inaugural address given on May 4, 1963, entitled "What Knowledge is of Most Worth?" Albertson noted that the existing curriculum had been established in an earlier and different era, and he asked the faculty to consider changes that would integrate freshman and senior course work, that would require all students to acquire some knowledge of non-western cultures, and that would have all faculty committed to the responsibility for teaching students how to write. The president commended the faculty and staff for their successful review and revision of the administrative structure on campus, and praised the faculty's enthusiastic participation in efforts to expand the concept of shared governance as well. With those governance changes made, he indicated his belief that the time had come for the college to turn its attention to a reappraisal of the basic liberal arts curriculum. In developing a curriculum to deal with the future to be faced by students of the 1960s, he called for "a plan of integrated educational experiences that will establish direction, unity, and create a sense of accomplishment for both the teacher and the learner." Echoing academic leaders both before and after him, Albertson urged the faculty to determine what knowledge from the past should be preserved and to determine what new knowledge was vital to be taught. He asked the faculty to help him "winnow the excess [of knowledge] from the essential, the frill from the fundamental."

The new Academic Council, chaired by Clifford Morrison of history immediately became the focal point around which a swirl of activity began. The Long-Range Goals Committee promised a draft by

fall; the college's librarian, Nelis Kampenga, assisted by a committee headed by Pauline Isaacson, developed an annotated bibliography of curricular issues; plans were made for a retreat at the college's Pigeon Lake camp in late September. Thirty-five persons were invited to the weekend retreat, including those faculty and administrators most closely connected with the development of curriculum. Rather quickly, the group approved a draft of new long-range goals which described the characteristics of a graduate from Wisconsin State College-Stevens Point. They also developed a mechanism for implementation of any changes, a timetable for the process of reappraisal, and they set the date for completion of the changes by June, 1965.

Some of the problems that would eventually postpone that optimistic deadline by more than two years appeared early. Chief among these were concerns about academic "turf" and assumed threats to the security of faculty in various departments. In a report to the faculty a year after Albertson had asked for the curricular review, committee chair Morrison reported that only "small accomplishments" had been made, and he pointed out that two interim deadlines had already passed. He expressed guarded optimism when he noted that "I think we have all but abandoned the idea that departments or personal interests are in jeopardy. I will not guess how far away the breakthrough is on these difficult matters, but as I read the signs I think it is in the offing." A year later, the Curriculum Committee received notice that the "laborious and drawn out procedure" by which each department had been asked to review the courses it offered had been "out of all proportion" to its usefulness and had revealed "no basis or need" for comprehensive curriculum review. The subcommittee which had studied the departmental reviews asked, in effect, what next? One frustrated member of the Curriculum Committee, mathematician Edith Treuenfels, attributed the impasse to the "fruitless repetition of deliberation" and to the impossibility of using the newly formulated long-range goals as a yardstick for evaluating specific courses. Refusing to "plod along, angry and frustrated, on a path ... [that] leads nowhere," she suggested that the process should be started over from scratch.

A new subcommittee, headed by philosopher Robert Rosenthal, seemed to do just that after revis-

ing the timetable once again with an anticipated completion date of June, 1967. A series of six general discussion meetings followed: one with students; one at which the five academic deans were consulted; and one with the faculties of each of the four academic schools or colleges. The only specific courses that came under attack during these meetings (as well as in the previous discussions) were the general degree requirement courses in American history and physical education. The litany of familiar arguments was voiced: not enough electives; too much choice; majors are too large; minors are too small; traditional knowledge must be preserved; students must be prepared for the future; a broad liberal education is best for all; students must have specific, vocationally-oriented skills and training. A few new ideas, such as the need for an experimental college, credit by examination, an honors program, and an independently planned major did emerge during the discussions, but the bulk of the time was spent in debating the traditional items always debated by academicians.

Out of all this debate and discussion a new basic curriculum finally emerged, with a set of general degree requirements not radically different from what had existed and not at great variance with the suggestions proposed by the president in his inaugural address, four years earlier. The only significant change was the added requirement of three credits in nonwestern cultures, reflecting on the global interests issue as expressed by Albertson when, in his inaugural address, he repeated his call for “a polycultural education.”

Part of the difficulty in addressing issues such as curricular change was that the discussion was undertaken during a time in which the campus was growing faster than was desirable or manageable. With student enrollments rushing ever upward, departments added new faculty, often with new specialties, to meet the demand. While the campus was busy reviewing what it might keep and what could be deleted from the old curriculum, new curricular offerings were being added at a hectic pace, often without thought given to any long-range plans or curricular revisions intended to educate students for the future. Board of Regents’ action in 1966 requiring each institution in the Wisconsin State University system to prepare a

“mission statement” containing its goals for the next five and 15 years further complicated the process and added to faculty insecurity. Unrestrained growth and the sometimes feared process of setting long-range goals made basic internal curricular review and revision much more difficult than it might otherwise have been.

During Albertson’s nearly five-year tenure as president, several new majors were approved for the campus. Supporting the president’s interest in cultural literacy, majors in American civilization, Russian and Eastern European studies, and Latin American studies were added. Three majors directed toward skills and job orientation were approved: speech pathology and audiology (now communicative disorders), physical education for women, and business administration. In the liberal arts area, majors were added in philosophy, psychology, Spanish, and art. After a protracted debate within the CCHE and across the state, a major in forestry was approved as well. That program, housed in the Department of Natural Resources (created in 1967 out of the previous Department of Conservation), ran into opposition from those who felt that the main role of the CCHE was to prevent program duplication, and since the University of Wisconsin had applied for a similar program, it was assumed that one would not be approved for two different campuses. The solution ultimately granted an undergraduate program to WSU-Stevens Point and a graduate/undergraduate program to UW-Madison, a solution that was widely criticized at the time and led to suggestions that the CCHE was unable to do its job.

Along with the seemingly unending growth in undergraduate enrollments, graduate education also grew at a rapid pace during the Albertson years. With the success of the cooperative graduate program and an ever-increasing graduate enrollment, pressure followed for the right of the individual state university campuses to grant their own graduate degrees. WSU-Stevens Point received the authority to grant graduate degrees and granted the first two degrees in 1964. In addition to the original program in education, the board authorized a graduate program in home economics in 1966. By 1967,<sup>38</sup> graduate degrees had been granted by WSU-Stevens Point.

The lengthy curricular review made it easier for the campus to respond to the request for five-year and 15-year plans. Also, in the fall of 1966, the CCHE requested that each campus prepare a statement of its mission as distinct from the other institutions of higher education in the state. President Albertson involved the departments, schools, the Academic Council and the Long-Range Goals Committee in this process, and within three weeks a draft report was prepared. The report, reflecting many of the goals of the president, was largely written by Albertson and Paul Yambert, dean of applied arts and sciences, and formed the basis for the statement of "Long-Range Plans, 1966-1981." Campus plans were reviewed by the Board of Regents which then sent them on to the CCHE in a report entitled "Toward New Educational Horizons: The Wisconsin State Universities Chart a Course for the Future." The document reflected some of the ongoing concerns of the campuses. For instance, it downplayed the interest of the campuses in research, spoke out cautiously against talk of merger with the University of Wisconsin System, and suggested that WSU-Oshkosh and WSU-Whitewater could meet any needs associated with the proposed new UW campuses being discussed for the Green Bay and Kenosha areas.

For WSU-Stevens Point, the board's optimistic report included a number of possible new majors and minors during the five- and 15-year periods. Some came into being soon, others later, and some not at all. The report also anticipated continued growth in the graduate program, suggested some additional graduate programs, and even spoke of the possibility of an eventual cooperative doctorate with the University of Wisconsin. Other areas highlighted for possible future expansion included an experimental college, an honors program, a sabbatical program for faculty, and an overseas study program. With the rapid growth in both student body and faculty (adding about 1,600 students and 150 faculty during the most recent two-year period), it was difficult not to arrive at a report that sounded optimistic.

Changes in teacher education, both statewide and nationally, led to several significant modifications to the training programs on campus. Sensing that changes were underway, Albertson sought to direct



*Children play in the snow outside the campus lab school*

the Campus Laboratory School more toward research and experimentation. Hoping that such an initiative would help offset mounting criticism of campus schools, Albertson even expressed the hope that a new building would be built eventually to replace the one built in 1929.

Continuing pressures on teacher education plus the development of a new junior high school for the Stevens Point community led to a decision to drop grades 7 and 8 from the campus school program in 1967. A decision to rename the Campus Laboratory School after Arnold Gesell, one of the institution's most well-known alums, coincided with an announcement in 1971 by Art Fritschel, dean of the College of Professional Studies, that the school would begin to concentrate its efforts in the area of early childhood education. The subsequent changes, including the dropping of all campus school efforts other than the preschool program, led to the need for less space. A decision was made formally ending the regular campus school programs in the fall of 1973 and in May of 1974, it was announced that the remaining programs in the Gesell Institute for the Study of Early Childhood, for about 40 students, would be relocated into the College of Professional Studies Building. At the same time, remodeling plans for the former campus school were developed to house the Division of Communication.



*Berg Gymnasium*

With James Albertson's background in student personnel work, it was inevitable that he would work for the establishment of a strong Student Affairs Division on campus. Believing firmly that a college education consisted of much more than classroom work, Albertson and those he brought in to head the student affairs unit began at once to develop programs, provide support services, and in general to serve as advocates for students. The campus quickly became a leader in such programming, and that impetus carried over into later related programs such as wellness, active student governance, and volunteerism. Student government, so active during the last quarter of the institution's first century, gained its real start during this period.

Athletics, particularly for men, continued to develop during the 1960s. The completion of the Berg Gymnasium in 1960 finally provided the campus with a suitable arena in which to play conference basketball games. The number of sports available continued to expand, with the addition of cross country, gymnastics, and swimming during the early 1960s. When WSC-Stevens Point became WSU-Stevens Point in 1964, there were 10 conference sports for men.

The 1960s were not free of accusations and intrigue where athletics were concerned. At one point, the conference's faculty representatives investigated charges that the football program and coaches Duame Counsell and Hale Quandt had attempted "to induce" players from Platteville and Oshkosh to switch to Stevens Point. Quandt and Counsell were censured but a later review led to a resolution that revoked the censures but voiced a continuing concern by spokespersons for the conference that "unethical practices" had, indeed, been used. Further questions about the use of ineligible players led Don Friday of the Stevens Point Journal and others to call for the employment of a conference commissioner to oversee the actions of the members of the WSUC in 1965. Such an office eventually was established.

Women's sports remained less developed than those for men. Several programs were either started or restarted during the 1960s, including field hockey (first introduced on the campus in 1917), tennis, gymnastics, and swimming. The first statewide track and field meet for college women occurred in 1965. For the most part, athletic pro-

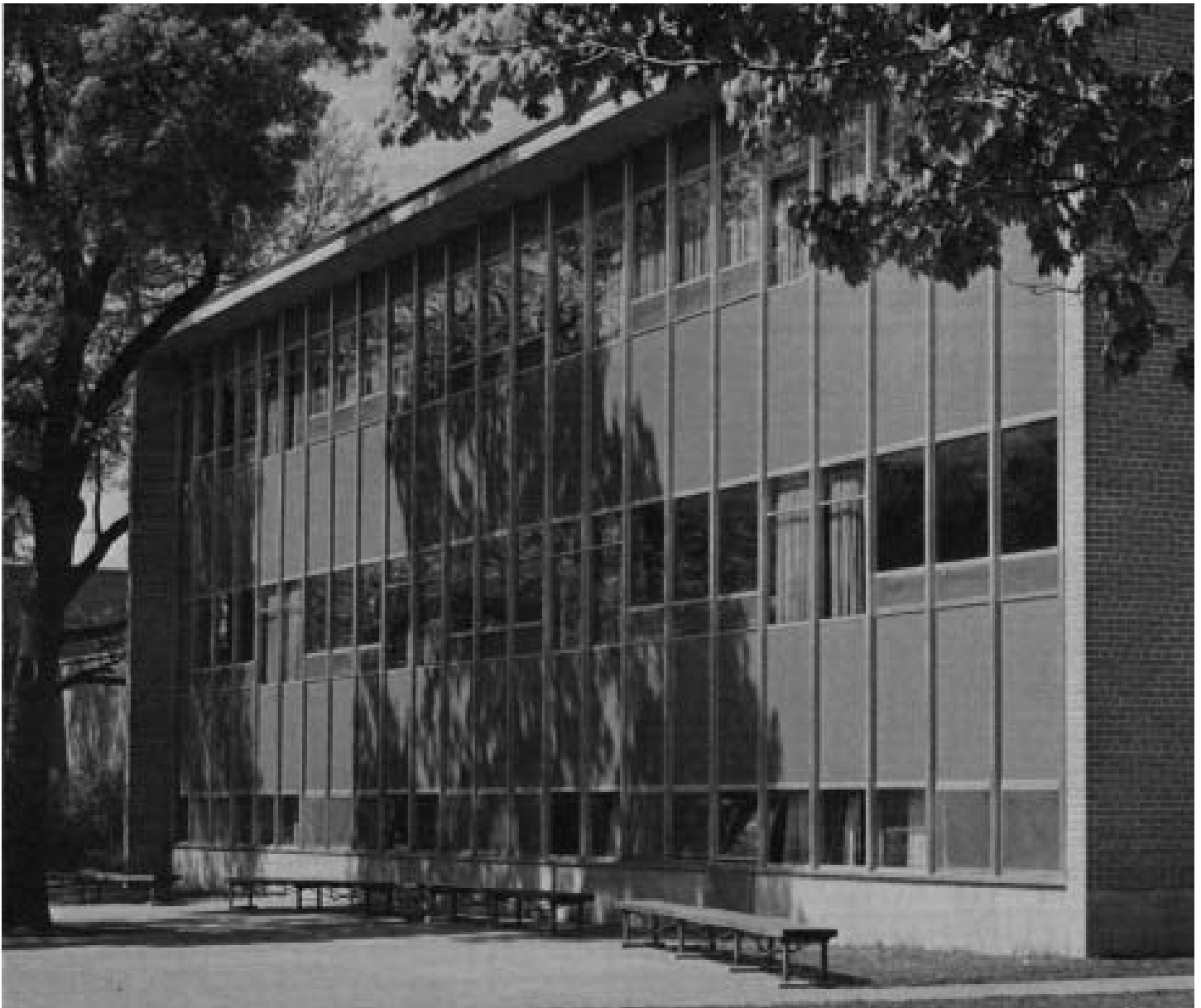


grams for women developed slowly and relatively little attention was paid to them until later.

The Albertson years were a time of tumult on the national and international scenes. The major Civil Rights conflicts and protests; the Cuban missile crisis in October of 1962; the assassination of President John F. Kennedy; the space race; conflict and controversy over medical assistance for the elderly; and, most significantly, the protests over the unpopular war in Vietnam kept policy discussions lively. Campus turmoil should not, in that atmosphere, have been surprising, despite the placidity of the previous generation of college students. The disturbances, particularly those over the war in Vietnam, continued

and even got worse before the decade ended. The widespread nature of the unrest ultimately led the Executive Director of the Wisconsin State University System, Eugene R. McPhee, to report on one occasion that the board office in Madison resembled “a war room, with maps... to keep track of where trouble would break out.”

In addition to the turmoil of those years, campuses were forced to deal with a rapidly growing student population, an influx due to a number of factors. First, the baby boomers, those children born shortly after the end of World War II, came to be of college age. And, in keeping with the times which suggested taking advantage of those opportunities



*East face of the University Center*



*Collins Classroom Center*

and benefits denied to the previous generation at least in part because of the Great Depression and World War II, the younger generation was more determined to attend an institution of higher education. While about 15 percent of the nation's 18 to 22 year olds attended college in 1940, by 1965, 44 percent did. And, the absolute numbers soared. Just before the beginning of American involvement in World War II in 1940, about 1.4 million Americans attended college, but by 1960, that number had reached 3.2 million, and the real growth was still ahead. By the end of the frantic decade of the 1960s, more than 6 million were enrolled in the nation's institutions of higher education, placing previously unimagined pressures upon the faculties and facilities of those institutions.

This phenomenon of stressful growth occurred at Stevens Point as it did throughout the state and the nation, as students came to WSU-Stevens Point in rapidly increasing numbers throughout the Albertson years. From an enrollment of 2,407 in the fall term in 1962, the number leaped to 5,907 in the fall of 1967, shortly after President Albertson's untimely

death. Why did this dramatic growth occur? Students came to improve their social and economic status; they came to get better jobs; they came because their parents wanted them to come; they came at times to avoid the unpopular war in Vietnam; most of all, they came simply because they were. Whatever the reason, their presence put strains on the previously placid little state college campus in Portage County. Plans drawn only a few years before were suddenly unworkable. Enrollment estimates prepared by the Board of Regents indicated that the campus should prepare for about 4,500 in 1970-that number was surpassed already in 1966! And, projections hastily revised upward urged the campus to plan for 7,000 by 1970, a number which was exceeded by almost a thousand in 1969! Planning for the future suddenly became planning for today or yesterday.

In an attempt to meet the needs of an exploding student population, the campus added faculty and facilities at a hectic pace; eight new dormitories centered around two food service buildings were quickly erected on the north end of the campus; the

new science building was completed and was dedicated in 1964; a 35,000 square foot addition to the University Center opened in 1965, and in 1966, a new classroom building, later named the Collins Classroom Center, opened on the north side of the campus. By 1966, plans were being drawn to replace the library (the one that was supposed to serve the needs of the campus for 50 years) with what ultimately became the Albertson Learning Resources Center. Plans were also underway for the construction of a new Fine Arts Center.

The growth and expansion of the campus was not always an orderly process. Tensions with the community over building locations, planned street closings, the removal of taxpaying homes from property tax rolls, and the ever-increasing cost to the city for police and fire protection and other services, all contributed to a growing sense of alienation between town and gown. Although these pressures and tensions were not dissimilar to those in other campus communities, at times, the feelings were hostile and even bitter.

Land acquisition for the expanding campus caused the most controversy. Campus planners feared that the campus would be permanently divided by homes lying between the old and new parts of the campus. Consequently, the university began to develop plans to acquire properties located within the quickly developed "campus boundaries." Attempts to secure an area for the projected growth of the campus included several requests for street closings in order to make the campus safer for pedestrians.

The largest single dispute arose during the spring of 1966 when the university and a Milwaukee-based developer came into conflict over a 40-acre parcel of land at the northeast corner of Division and Maria Streets, an area the university sought to secure for future housing, and on which the Milwaukee firm hoped to build a shopping center. The dispute centered on whether the city council would rezone the land for commercial use or keep it zoned residential. Friends of the developers worked to influence the State Building Commission to deny the university the funds for purchase of the land required for the proposed new library and Fine Arts Center until the dispute could be settled. An angry legislator accused President Albertson and Regent Mary Williams of Stevens Point of "wardheeler pol-

iticking" and said that the only way to stop the university was "to step on them." Although the Building Commission ultimately did release the money for the aforementioned land purchases, and although the city council voted to keep the land residential, at least partly due to the adverse public relations, the university refused to purchase the disputed land. Albertson backed away from the purchase and said simply that "We will have to live with it."

The growing numbers of students required more than places to eat, sleep, and attend classes. They also needed more teachers. A faculty numbering about 160 in 1960 grew dramatically to nearly 400 by 1967. Approximately 100 new faculty members were added in 1965 and again in 1966. The pressure on the community for adequate housing for faculty and their families provided another irritant to the relations between the campus and the community.

While the city attempted to deal with a campus expanding too rapidly for city services to keep pace, the Stevens Point Chamber of Commerce produced a study showing the positive impact of this growth on the city and the surrounding area. The report noted that each 100 new faculty and staff would bring to the community 296 new residents, 51 new children in public and private schools, 107 additional cars, \$590,000 in personal income, \$270,000 in bank deposits, and would create the need for 175 workers to serve the new population. The publication of numbers such as these provided by the chamber clearly did help to soothe the city's discomfort over the expansion of the campus!

As the campus grew, other changes occurred. The nature of the faculty, formerly a small and cohesive group, changed. Fragmentation into departmental and college units, a common problem in any campus growth situation, led to a lesser sense of "community," or "family" among the faculty. This breakdown of the "campus family" was discussed on several occasions by the administration, but with no apparent answer to a problem that was occurring on most university campuses across the nation during this same time.

While these changes were occurring at home, President Albertson's determination to increase the international involvement by the campus was also being developed. As noted earlier, one of the curricular changes that Albertson had pushed was requir-

ing courses which would lead to a greater awareness of non-western cultures. It was the president's commitment to greater cultural awareness that led him to undertake a fateful mission to Vietnam, a mission which led to his untimely death.

By 1967, WSU-SP enrolled students from 12 countries and its revised general curriculum included a requirement that every graduate of the institution complete at least three credits of work in the study of a non-western culture, a term broadly defined as it was on other campuses to include Asia, Latin America, Eastern Europe and the republics of the empire known at that time as the Soviet Union. Sometime later, courses on Native American history and culture were added to this definition. New majors in some of these areas were added and the course offerings were expanded as faculty with the appropriate specialties were hired.

In July, 1964, the Agency for International Development (A.I.D.) and the American Association of Colleges of Teacher Education awarded WSU-SP a grant to support an international intern from one of the several countries participating in the program, an intern who would visit the Stevens Point campus for six to nine months to observe and to learn administrative procedures. President Albertson traveled to the Philippines in October to interview candidates, and chose Gregory C. Borlaza, dean of instruction at the Philippine Normal School in Manila, to serve as the intern. Subsequently, Dean Borlaza came to WSU-SP in January 1965 and observed for the next eight months.

The successful experience with the internship program led to another A.I.D. grant in the spring of 1966 when Albertson was asked to head a team of seven American educators to travel to Vietnam to study the entire higher education system in South Vietnam and to make recommendations for its improvement. With the highly unpopular war on, the offer led Albertson to serious "apprehension" and "soul-searching" but, he noted, "in the final analysis, I couldn't say no." It was, he believed, both a way to help stabilize the situation in Vietnam and to make his personal commitment to the need for such international educational exchanges and greater cultural understanding clear to faculty and students alike.

Albertson left Stevens Point on January 3, 1967, going first to Chicago to meet with the other members of the team, which included academicians from Bemidji State, WSU-Whitewater, Gustavus Adolphus College, Harvard, the University of Chicago, and WSURiver Falls. During the president's absence, Vice President Gordon Haferbecker was named acting president, with Dean Paul Yambert named as acting vice president for academic affairs.

Five Vietnamese universities, both public and private, were visited by the A.I.D. team during the early weeks of 1967. With about 34,000 students enrolled, the universities tended to emphasize the more classical French or continental curriculum, something Albertson quickly pointed to as a weakness. Early during the visit, Albertson suggested that it would be of greater help to that beleaguered region of the world to develop a curriculum that was "more applicable to meeting the immediate problems of the developing country."

During his first month in Vietnam, Albertson dictated periodic reports of his impressions and activities and sent them to Bill Vickerstaff, the executive secretary for the WSU-SP Foundation which was the contracting agency for the A.I.D. grant. The memoranda, which included necessary financial and other data, were often filled with Albertson's personal reflections on the relationship between war and education. "I was told at my initial briefing that this [was] a country trying to do battle on two fronts—the military front and the reconstruction front. This morning I had a good example of these two fronts in operation for as we sat and listened... and had a chance to learn more about the program (at the Th Dac campus of the University of Saigon) in the distance were flying American planes dropping bombs on the VC. The ground shook... and you could see puffs of smoke go up. . . some eight or nine miles to the east of us. In the daytime [they have] an ongoing . . . viable instructional program.... At night the V.C. move in and the Vietnamese have to move out. So far there has been no damage.... There are a few bullet holes in the windows and the Vietnamese have several of their troops billeted in that space that is reserved for faculty. . . It will be a long time before I forget what I saw and learned this morning."

One week later, Albertson wrote Vickerstaff again, still trying to understand the circumstances in which he found himself. "In all of this I continue to be amazed at how much these people have been able to accomplish in waging a major war... and at the same time carrying on a program of higher education. If we had as many people in the United States involved in the military in proportion to our population as they have in Vietnam, it would mean we would have 14 million men in the armed forces. You can imagine what that would do to the total country, let alone the impact it would have on higher education." He continued to express surprise over the determination of the people of South Vietnam to support education despite the difficult circumstances. Describing the scene in Hue, after a visit to a university in that city, Albertson noted that "as I stood on the porch of the rectorate, two American tanks rolled by.... Crowded off the side of the road as the tanks rumbled by was a boy herding two caribou and a calf. Two Vietnamese girls were standing along side the road and ... a Vietnamese man came running by in a track suit.... The dust stirred up by the tanks settled over me, and yet my mind was racing ... thinking about this strange war, the complexity of it, and the pitfalls that one identifies in trying to generalize about it."

Albertson returned to Stevens Point briefly in early February to begin organizing a second educational project for A.I.D., one which would study elementary and secondary education in Vietnam. He hoped that the WSU-SP Foundation would agree again to serve as the contracting agent, and he intended to appoint Burdette Eagon, dean of education, as the leader of this new venture. The request for this second mission had come from Vietnamese Prime Minister General Nguyen Cao Ky and his minister of education.

At a press conference prior to his return to Saigon, Albertson attempted to clarify the goals of the original, ongoing mission. He suggested that his team's role was to survey the present conditions in higher education, including curriculum, finances, faculty and programs; to ascertain the trained manpower needs of the country; and, to determine the projected future needs for higher education in the country. He said that he hoped a final report would be ready by the end of February and that the project would be completed by the middle of April.



*Gordon Haferbecker*

Albertson's return to Stevens Point coincided with the Vietnamese celebration of Tet, the lunar New Year. Tet was, he wrote in one of his reports, a time of the "kitchen genie, flowers, firecrackers, new clothes, ancestors, and watermelons. . . . It seems to me there is a great deal to be said for ... building a holiday around the family and having a central concern for one's relationships with one's friends and associates."

Upon Albertson's return to Vietnam, the survey team continued its visits to various sites and its meetings with higher education officials through the rest of February. On February 14 they visited Da Lat, where Albertson expressed his personal concern over the presence of the National Institute for Nuclear Energy, built with funds from the American "Atoms for Peace" program. He questioned the "real value" of the nuclear energy program in a building that appeared dangerously neglected. He was also disturbed by the statement of an American colonel at the Military Academy of Vietnam who proclaimed it to be "the most important institution in this country." And, he was not reassured by the comments of one official who said that "parts of. . . [Da Lat] are as secure as the Viet Cong want it to be."

One month later, Albertson sent Vickerstaff 15 copies of the survey team's preliminary report for distribution to Foundation members. He wrote that they were beginning to get some responses from people in Vietnam and that they planned to meet with their Vietnamese colleagues at Saigon, Hue and Cantho beginning on March 21. He expressed eagerness to obtain the responses to the report. This sense of optimism and accomplishment was repeated in a letter sent a few days later to Kurt Schmeller, his presidential assistant at the university. He noted that "Our work here is progressing quite well and we are anxious to get responses from the Vietnamese colleagues to our preliminary report. Then we redo-modify, etc. and draft the final report-then head for home!"

Early on the morning of March 23, which was Good Friday that year, a phone call from the Agency for International Development awakened Kurt Schmeller. An Air America plane carrying the entire Higher Education Survey Team had crashed 200 feet from the top of a small mountain north of Dan ang the day before. Although no one had yet been able to reach the crash site, the assumption was that there were no survivors, a sad assumption borne out the next day when an air reconnaissance unit finally sighted the wreckage. The educational team had been enroute to Hue but bad weather had forced the plane to return to Danang to refuel before making a second attempt to reach Hue. All seven members of the educational team were killed along with an A.I.D. advisor and the plane's pilot.

The next two weeks were full of anguish and confusion on campus and for all of those who had known James Albertson during his short but busy presidency. Expressions of sorrow flowed in. Governor Warren Knowles said that Wisconsin had lost "a dedicated public servant." Regent Mary Williams noted Albertson's "capacity for hard work, his idealism, his persuasive and enthusiastic personality." The Executive Director of the Wisconsin State University System, Eugene R. McPhee, praised the "great courage of those who gave their lives for a cause in which they believed deeply." Congressman Melvin R. Laird remembered Albertson's "active participation in community affairs [which] resulted in much closer ties between the community and the university." The Stevens

Point Daily Journal called the death a "tragedy of shocking magnitude," and the editor described President Albertson as "vigorous, imaginative, inventive, bold, resourceful, articulate, [and] he was a model of personal integrity and individual high quality" who was, in the editor's opinion, obviously destined to become a "national leader in education." Even the Stevens Point Committee for Peace in Vietnam suspended its weekly vigil in front of the Stevens Point Post Office in respect to his memory.

Two memorial services were held in the community for James Albertson, one at St. Paul's Methodist Church where he was a member, and the other in the university's fieldhouse. Speakers at the services included two of Albertson's brothers, both Methodist ministers, as well as others. The comments of the various speakers were aptly summarized during the service in the fieldhouse by Acting President Haferbecker who noted that although Albertson had been given only five years to serve the campus, that he had been able in that short time to leave a "permanent imprint on every aspect of this university."

Albertson's death left a mission unfinished, though nearing completion. Dean Burdette Eagon left Stevens Point on April 6 along with representatives of A.I.D. and the Harvard Center for Studies in Education and Development to complete the study Albertson's team had been in the process of finishing. Eagon, who had only recently accepted the assignment to lead the second A.I.D. mission, expected this clean-up process to take about three weeks.

Meanwhile, the faculty governance agencies which Albertson had helped create and infuse with active participation in governance of the campus, requested of the Board of Regents "the privilege and responsibility... [of] meaningful participation" in the process of selecting a successor to Albertson. The board, already faced with filling a vacancy in the presidency at Whitewater, added two more regents, Mary Williams and Norman Christianson, to the Regent Search Committee which had been seeking applications for the Whitewater position. The board's response to the request from the faculty at Stevens Point was to suggest the formation of a faculty advisory committee which would help set up guidelines for the national search, but the response

from the board made it clear that such a committee would not be allowed to sit in on interviews and the earlier screening sessions. The board set a date of July 1 for filling the two vacancies. With Acting President Haferbecker already in place and continuing to be strongly supported by the faculty, it was assumed, as Regent Williams noted, that things were under control on the campus and with “the good administrative situation” the July 1 date was only a goal and not an absolute deadline. Haferbecker remained on the job as acting president until October, and he later mused that his term had exceeded that of President Falk who had served for only six months in 1938.

During the nine months of the Haferbecker presidency, the university faced several critical issues. Growth and the need for student safety led to some

difficult negotiations with the city over the proposed closing of portions of Stanley and Franklin Streets. City spokespersons argued that closing the two streets would interfere with regular traffic patterns, but more importantly that it would impede the smooth flow of emergency vehicles within the campus and city. Although the university wanted the streets closed through the campus, a compromise settlement was agreed to because the State Building Commission was eager to make final disposition of building funds sought by the campus. The solution was a settlement acceptable to the campus, the city, and to the neighboring St. Stanislaus parish. As a result, plans were continued for the development of the new library (the Albertson Learning Resources Center as it was later to be known) and the Fine Arts Center.



*Governor Warren Knowles meets students during the 1967 “beer riot.”*

In the meantime, ongoing development continued on the campus with the opening of the DeBot Residence Center in February, 1967. The center, which was named for Elizabeth Pfiffner DeBot, dean of women from 1940-1965, was located in the middle of a dormitory complex where it served as the food service facility for students living in the residence halls. It also contained a lounge, meeting rooms, and a room for reading and studying.

One incident during Haferbecker's presidency that concerned him was the "beer riot" of May 22, 1967. The Stevens Point Journal reported that nearly 1,000 persons—largely university students—on the Whiting Hotel to confront Governor Warren Knowles because of the governor's support for raising the legal beer drinking age from 18 to 21. Although the Journal noted that there was no violence, the governor was interrupted by jeers, boos, and laughter, and afterwards, the demonstrators built a bonfire at the intersection of Main and Division Streets. They also looted a beer truck and took an estimated 100 cases of beer, opened fire hydrants, threw eggs at police and other spectators, blocked traffic, and damaged a county squad car.

An investigation by the University's Office of Student Affairs acknowledged the involvement of students, but cautioned against sensationalizing the event. The report noted that the demonstration had not been planned by students on campus, that it was, for the most part, orderly, and that only one university student had been arrested. Citing the overall "good naturedness" of the demonstrators, the report noted the participation of high school students, younger children, and non-student adults as well. Follow-up meetings between city officials, students, bar owners and others were held to discuss the inci-

dent and to attempt to head off more such demonstrations. No further serious demonstrations occurred over the issue at that time.

The campus search and screen committee, founded shortly after the death of President Albertson, recommended to the Board of Regents that Gordon Haferbecker be named permanent president, but the regents, who had made it clear that they were not expecting the faculty committee to play a significant role, exercised their independence by naming Lee Sherman Dreyfus, a professor of communication at the University of Wisconsin in Madison, as the new president.

As Gordon Haferbecker prepared to return to the vice presidency, he noted his concern with the events of May and his dislike for the sense of growing militancy he noted among students, which was becoming evident in ongoing discussions of the possible establishment of an Army ROTC unit on the campus. He indicated his belief that the demonstrators had acted irresponsibly, although he also noted that he felt that most students were responsible and law abiding. He suggested that the delicate negotiations with the city over future growth and development of the campus might have been jeopardized had the demonstrations continued and further inflamed relations between town and gown. With his return to his former office, Haferbecker prepared to serve the university under his third president. His strong support by the faculty and his record of open and fair service to the campus had helped make the transitional period one of continuing campus development, and his willingness to help yet another president launch a new campus administration resulted in a smooth transition for the new president who arrived in October, 1967.



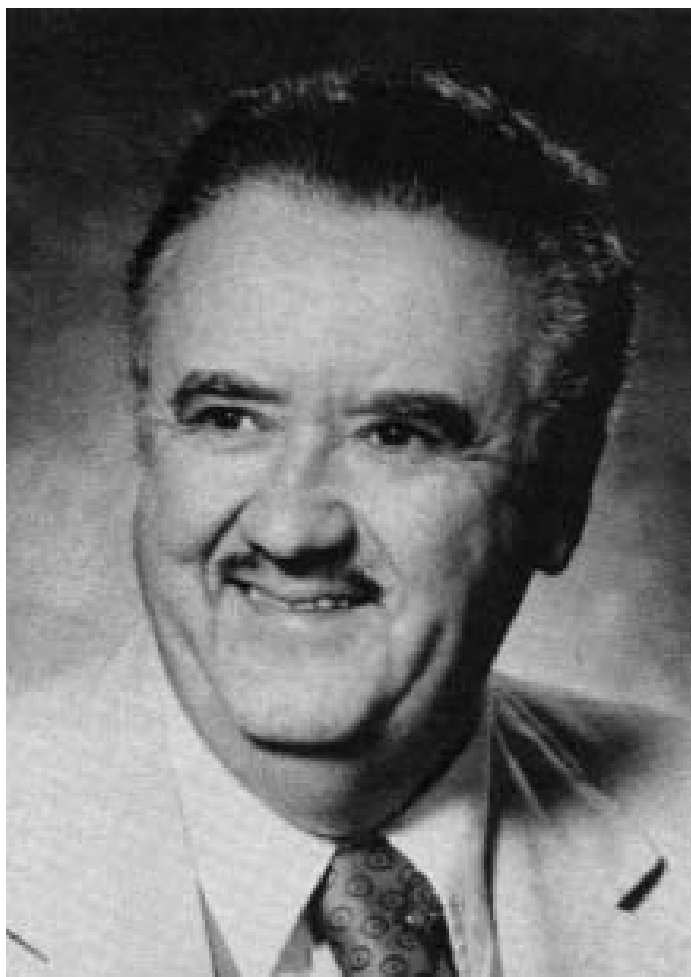
## Chapter 9

### **“A Little Bit Out of the Ordinary Lee Sherman Dreyfus, 1967-1977**

Upon the recommendation of the Regent Presidential Search Committee, the Board of Regents appointed Lee Sherman Dreyfus as the ninth president of Wisconsin State University-Stevens Point and he assumed the office on October 2, 1967. The formal inauguration ceremony was held on May 11, 1968. (Four years later, when the merger between the former University of Wisconsin System and the former Wisconsin State University System was consummated, President Dreyfus became Chancellor Dreyfus of the University of Wisconsin-Stevens Point. For consistency, he will be referred to as chancellor hereafter, as will those who followed him in that position.)

One of the members of the Regent Search Committee, Mary Williams of Stevens Point, in an interview years later, commented that Dreyfus was a surprise choice since he had become a candidate very late in the process. Jim Dan Hill, the former president of Wisconsin State University-Superior, had encouraged him to seek the position, a fact confirmed by a letter sent by Dreyfus to Hill in which Dreyfus noted “I’m well aware of your role in my being in this particular position today. For this I shall always be thankful to you.” He concluded that Hill’s support had been helpful, writing that “A good deal of your efforts on the selection committee obviously made this situation come about.”

Regent Williams also commented on the search committee’s refusal to accept the faculty’s recommendation that Acting President Haferbecker be named to the permanent position. She indicated that although the committee members were impressed with his leadership capability and the strength of his on-campus support, they nonetheless felt that Dreyfus, with a personality “a little



*Chancellor Lee Sherman Dreyfus, 1967-1977*

out of the ordinary,” was better suited to deal with the independent spirit of the Stevens Point faculty which she also characterized as being “a little out of the ordinary.”

As a professor of speech and radio-television at UW-Madison, the new chancellor had also served as general manager of WHATV in Madison from 1962-65. Dreyfus, with three degrees from UW-

Madison (B.A., M.A., Ph.D.), also sported an impressive vita filled with research, writing, and speech-making.

Described by a Milwaukee Journal reporter as “a stocky, forceful, 41-year-old cigar smoking. . . professor” whose strengths were his enthusiasm, innovation and drive, Dreyfus was eager to start his new duties. From the beginning, he determined that WSU-SP would become a “twenty-first century campus,” and, in his words, the educational equivalent of “a Lawrence, or an Oberlin or an Antioch.” He suggested that this could be done by making certain that the campus capitalized on the new technologies available. He noted that the current faculty was capable of meeting those expectations, and that his role was to “arouse the whole damn faculty to the enthusiasm I feel for this.”

Dreyfus restated his goals for the campus in his inaugural address. He suggested that the Stevens Point campus should not provide “average programs for exceptional students” but should instead develop “exceptional programs for average students.” To achieve this goal, he urged his faculty colleagues to embrace “the new media for learning” which he saw as television and, further in the future, the computer. Echoing administrative themes familiar to most faculty members, he noted that the proper use of such tools “can change the process of learning, improve its efficiency, and enable us to do a better job with fewer financial resources.” Television, he argued, would make the sharing of resources a nationwide phenomenon. And, on campus, Dreyfus said that the day would come when every student could put “‘Mission Impossible’ on a network fed into a student dorm, so that... [the student] can take his choice and hear it in German, French, or Spanish, as well as in English, thus combining language learning with recreational experience.” He predicted that the day was near when every student would be able to obtain an education at his or her own pace through the use of individual computerized instruction.

Regent Williams’ comment that Dreyfus was “a little out of the ordinary” proved to be an understatement. Unorthodox in his quest to make WSU-SP a dominant educational and cultural influence in central Wisconsin, Dreyfus was also flamboyant in his speech, dress, and manner. When talking to students or faculty, he attempted to speak in terms they

could understand, as in one early press conference when he noted that “my initials are LSD and we’re going on a trip together somewhere!” From early on, he appeared in public wearing a bright red vest or sweater, an item of apparel that became his trademark on campus and in his later political life. He hosted student groups and visited local bars to determine what the students were thinking. He challenged students to be assertive, to set goals both personally and for society, and he encouraged them to protest societal wrongs responsibly. (Using a typical “Dreyfusism,” he suggested they always ought to seek to win the ball game, but that they should not destroy the stadium in their efforts to do so.)

Dreyfus arrived on campus in the midst of the rapid expansion of higher education both in Wisconsin and across the nation. Enrollment had mushroomed from 2,407 in 1962 to 5,907 in 1967. As indicated previously, the campus attempted to make adjustments in both programs and physical facilities to keep pace, but was always about one year behind in both respects.

Despite some vocal faculty opposition and with little faculty input, Dreyfus announced a major academic plan of reorganization for the campus in August of 1970. He eliminated the College of Applied Arts and Sciences and the College of Education (headed by Dean Burdette Eagon. Education apparently evolved from a “school” to a college in 1965/66), and replaced them with a College of Natural Resources and a College of Professional Studies. These, along with the College of Letters and Science and the College of Fine Arts (which was later renamed College of Fine Arts and Communication with the addition of the Division of Communication) became the four major academic units on campus and they have remained as the basic academic heart of the campus since that time.

The College of Letters and Science, with its core programs in the humanities, sciences and social sciences, remained the largest unit. Its growth through the 1960s continued into the 1970s with new programs in comparative literature, public administration, geology, religious studies, and several area studies programs added to the traditional array previously offered. Course offerings doubled over the decade of the 1960s reflecting the broadening of

academic interest in new and previously unexplored areas, as well as the narrowing of the specialized training of many faculty. As the largest unit on campus, responsible for most of the general degree requirement courses, the faculty of the College of Letters and Science comprised about half of the total faculty of the entire university. S. Joseph Woodka, previously chair of the Department of Political Science, was appointed by Dreyfus to replace the original dean of the college, Warren G. Jenkins, when Jenkins retired in 1970.

The new College of Professional Studies was created in response to efforts to pull the professional programs together. The college included the Schools of Education, Home Economics, and Communicative Disorders, and the Department of Health, Physical Education and Recreation was added to the college in 1974. Specialized curricula in medical technology and chemical technology (pulp and paper) were also placed under the umbrella of this college, as were learning disabilities, early childhood education, the former campus school (known alternately as the University Laboratory School or the Gesell Institute), and the military science (Army ROTC) program. Arthur L. Fritschel was named dean of the college, and he remained in that position until his retirement in 1985 when he was replaced by Joan North.

The College of Natural Resources was led originally by John B. Ellery. Previously in the College of Applied Arts and Sciences, natural resources was elevated to the status of a separate college in recognition of the importance of the conservation program both in Wisconsin and the nation. Developed out of the early efforts of Fred Schmeckle who came to Stevens Point in 1923, the program began its move to prominence when, in 1946, a curriculum in conservation education was developed. That curriculum became a major in 1951. Rapid change and growth in the program paralleled the growth of the university. Majors in forestry and wildlife were begun in 1968, with soil science and water resources following the next year. Later on, the original conservation major was transformed into a resource management major. As a result, when the national interest in conservation caught on, the university was well positioned to serve the needs of that movement.



*Daniel O. Trainer*

At its creation as a separate college in 1970, the College of Natural Resources offered five undergraduate majors. A master of science program in natural resources was authorized in 1970, and an interdisciplinary major in paper science (formerly pulp and paper developed by the Department of Chemistry and temporarily in the College of Professional Studies) was added to the college in 1973. Research efforts within the college brought about cooperation with public agencies and private organizations. The college operated the Central Wisconsin Environmental Station and a game preserve. An Environmental Task Force made field studies and laboratory analyses of various water and soil problems in central Wisconsin.

In the fall of 1971, Daniel O. Trainer replaced Ellery as dean. Trainer, who came from UW-Madison, was a nationally recognized researcher of wildlife diseases. He led the college through the next 17 years, helped plan and develop a completely new building which opened in 1973 (and was later dedicated to him), helped the faculty gain the accreditation of several pro-

grams, and witnessed the growth of the undergraduate program into one of the largest of its kind in the nation.

Originally created in 1964 from within the College of Letters and Science, the College of Fine Arts reflected the continuing interest of the campus in providing for teachers of the fine arts. Departments of Art, Music, Drama (with several later name changes), and, later, Communication were included within the college. The Communication Department was created in 1969 by merging the curriculum and staff of the Speech Department with courses and faculty in journalism and radiotelevision. Supported by the dean of the college, William Hanford, the new department strongly reflected the interests of Chancellor Dreyfus. Providing a cultural milieu for the campus and community, the College of Fine Arts provided art exhibits, musical concerts, theater, and an Arts and Lecture Series, all available to the residents of the community as well as to those who lived on the campus. Plans were developed soon for construction of a Fine Arts Center.

Major changes in the graduate program structure also occurred during the Dreyfus years. With shared graduate programs in teacher training beginning in 1960, interest in the development of graduate education continued to grow. The first Master of Science in Teaching programs were accredited in the mid-1960s, and by 1971, master's degree programs were approved in a number of areas including speech pathology and audiology (later communicative disorders), home economics, natural resources, and teaching degrees in biology, elementary education, English, history, music, social studies, and drama. Recognizing the increased role of graduate education on the campus, Dreyfus proposed the creation of a Graduate College in 1968. Throughout the years of the Dreyfus chancellorship, graduate program development continued. By the late 1970s, a number of additional programs had been developed. In 1977-78, more than 1,200 graduate students were enrolled in UWSP's graduate programs.

Dreyfus' role in the changes noted above was central and, at times, not fully accepted by the faculty at large. In an interview conducted years later, he noted that he was like a kid with a new toy and "Assuming I had the authority, I simply abolished two colleges and created three new ones. . . ." In

regard to the creation of the College of Natural Resources and the hiring of Dan Trainer as dean, Dreyfus remarked: "By administrative directive, they became a college overnight, producing loud cries of anguish and ridicule from other faculty. Through a mutual friend, I learned of ... Daniel Trainer. ... He was brought up... and we were on our way.

Another Dreyfus innovation came in 1969 when, in response to his belief that the university ought to be more supportive of creative teaching, he created the Division of Educational Services and Innovative Programs (ESIP) under the leadership of Dean Burdette W. Eagon who had held several other administrative positions on the campus prior to this assignment. ESIP was the administrative home for such areas as the Learning Resources Center/Library, Archives, the Speech and Hearing Clinic, Extended Services (later Continuing Education), Instructional Data Processing, and International Programs. ESIP was also given the charge to enhance student instruction through the development of experimental courses and the implementation of innovative educational projects and programs.

Although many courses and several programs resulted from the streamlined, innovative process under ESIP, in fact, the faculty's reaction was varied. The faculty's Curriculum Committee spoke for many when it passed a resolution in which it "deplored" the actions of the chancellor in setting up a mechanism by which faculty could bypass the usual governance process in the establishment of courses and programs.

One result of the innovative and independent actions of Chancellor Dreyfus which did eventually gain widespread faculty support was his establishment of an International Programs (IP) office in 1969. Headed by Pauline Isaacson from the Communication Department, IP was established to tie together classroom and non-classroom activities involving international experiences, and to develop opportunities for students to study abroad.

In fact, serious planning for a semester abroad program in England actually predated the formal establishment of IP. Pauline Isaacson led a group of students to London during the summer of 1962 and had approached Presidents Haferbecker and

Albertson about setting up a semester-long program. She later recounted her frustrations in dealing with administrators who applauded the idea but refused to give it their approval. After a committee appointed by Dreyfus had conducted a survey of a number of American universities with such programs, the faculty was persuaded in December of 1968 to support the program, despite some faculty complaints that the committee established by Dreyfus had undercut the regular faculty committee which was working on the question of additional international opportunities for the students at the university.

The request to establish an International Programs office and to sponsor semester abroad programs was presented to the WSU Board of Regents which approved the request in early 1969. The first official program sponsored by IP, the semester in Britain, began in the fall of 1969, with 41 students enrolled. It was the first program of its kind in the WSU system. Campus interest in the program and positive student response led quickly to the development of additional programs, including those in Germany (1971); the Far East (1973); Poland (1975); Spain (1977); India (1978); and the Republic of China (1978). Summer programs and a Soviet seminar during spring break were also developed as a result of this new approach to an idea which had been pushed earlier by President Albertson, that of internationalizing the education of students at WSU-Stevens Point. As the university reached its centennial year, IP was celebrating its own twenty-fifth anniversary, and successful programs continued in England, Germany, Poland, and in Australia and the South Pacific. In addition, several summer and short-term programs in the Black Forest, and in Central America have been added. The program's founder, Pauline Isaacson, remained as director until 1982 when she was succeeded by Helen Corneli from the English Department, who was, in turn, followed later by Robert Bowen of the School of Health, Physical Education, Recreation and Athletics.

Further support for internationalization was shown by the appointment in 1974 of Marc Fang as Foreign Student Advisor. Although the university had welcomed the enrollment of foreign students since permission was granted to enroll them in 1949, only a few enrolled as no special, concerted effort had been made to recruit them. The appoint-

ment of Fang illustrated the commitment of campus leadership to international education, and with the establishment of Foreign Student Programs, other special programs for and involving foreign students soon followed. The Host Family Program was begun in 1975 and the International Dinner and the International Festival followed shortly thereafter. As a result of these efforts, the number of students from other countries increased, and at the beginning of the centennial year, the institution enrolled 187 students from about 30 countries.

Dreyfus' interest in expanding the reach of the campus manifested itself within Wisconsin as well as abroad. In 1969, after a brief tussle with Eau Claire, Stevens Point was given control over a new two-year center in Medford. With Russell Oliver as dean, the center opened with the expectation that some 300 to 400 students would enroll. Those enrollment expectations were never met and the campus was later closed.

Another outreach project involved the establishment of a learning center in Antigo where freshman- and sophomore-level courses were offered through either Stevens Point's Extended Services office, UW-Marathon County, or North Central Technical Institute. Although the expectation was that the students in the Antigo area could complete all or most of their general degree requirements courses in preparation for enrollment at WSUSP or another four-year campus later, again, the Antigo enrollment was disappointing.

Innovation on campus during the Dreyfus era was also reflected in the development of educational media. A pioneer in campus radio programming during the 1930s, the campus again became a leader when, in 1968, student/faculty television came to the campus. Small in its beginning (a single camera, one monitor, one audio unit, and a closet-sized studio), programming was limited to programs designed to stimulate local interest in the university and its activities. Despite its size, it was a beginning, and student directed educational television has continued and grown since that time.

With the opening of the Albertson Learning Resources Center in 1970, the focus for university television changed to the university classroom, and by 1971, a new Instructional Media Services unit had developed the capability for cam-

puswide, closed circuit television distribution. Some community-oriented broadcasting over the local cable system continued, allowing students to gain actual television production and broadcasting experience. Television production was formally split off from the IMS in 1975 and given a separate identity as University Broadcasting and, in 1976, University Telecommunications. In 1977, UT moved into its newly remodeled headquarters in the Communication Arts Center (the former campus school).

Campus radio operations were revived in 1968 also when WSUS (later renamed WWSP) went on the air on September 29 with a meager 10 watts of power. The station, 90 FM, as it became known locally, moved quickly to establish a place for itself. In the spring of 1969, the first trivia contest was broadcast to a small, mostly campus audience. Twenty-five years later, trivia had grown from its original 16 hours to 54 hours, and had become widely known and eagerly anticipated by thousands of participants. In addition to trivia, the station attempted to cater to student interests in music, with

contemporary rock and jazz, and in the mid-1980s, it began the broadcast of Pointer hockey games. As the hockey program thrived, the station reaped the benefits of its close association with that sport. With its power increased considerably, the station became, by the 1980s, a major player in the communication business within Stevens Point and the surrounding community. A shared relationship with Wisconsin Public Radio through station WLBL, started in 1986, ended in 1993 when the UWSP administration rejected a combination of broadcast efforts which would have resulted in a significant reduction in WWSP's local autonomy.

One development during the Dreyfus years for which the campus became known was the "wellness" concept brought to the campus in 1972. With the efforts of the Student Life Division and the persistent prodding of Gerhard W. (Bill) Hettler, who was hired as a campus physician in 1972, the concept became, for a time, almost synonymous with UWSP. By the mid-1970s, Hettler and staff employed a locally created Lifestyle Assessment Questionnaire as part of the university's promotion of a healthier lifestyle, and the first National Wellness Conference was held on the campus in 1976.

Dreyfus also encouraged the development of the Suzuki Institute on campus. Margery Aber who had retired from a career as a string teacher for the Detroit Public Schools, brought the Suzuki program to Stevens Point during the 1967-68 academic year. Over the next 25 years, Aber and her successors made the campus the North American center for Suzuki education, and twice brought the founder of the Suzuki method, Shinichi Suzuki, to the campus. The mention of UWSP in many corners of the U.S. evokes the association of the campus with the Suzuki program. Well after her second retirement, Ms. Aber continued to work with the annual summer Suzuki program on campus.

Although state and national concerns for the education of minorities would gain greater momentum later, the early beginnings of programs aimed at increasing the educational opportunities for minorities began during the time of Dreyfus' chancel-



*WSUS-90FM on the air*

lorship. The first real effort in this direction began in 1969, with the establishment of the PRIDE (Programs Recognizing Individual Determination through Education) office. Established to coordinate university services for culturally diverse students, PRIDE's major role on campus was as a support unit for Native American students, the largest group of minority students within the university's service area. Other efforts to ease the transition from high school to college for minority students included Upward Bound and Ease-In, both programs overseen by PRIDE. PRIDE provided admissions assistance, financial aid counseling, advising, and tutoring. With help from Native American leaders such as Ada Deer and Robert Powless, the programs assisted about 200 Native American youth during its first year.

Despite the fledgling PRIDE efforts, the campus was criticized by the North Central Association accreditation review team in its campus report in 1970 for weak minority programs, particularly, according to the report, programs for African-Americans.

Although the review team did recommend reaccreditation, its negative report concerning the role of WSU-SP and minorities coupled with a 1971 report entitled "The Black Student in the Wisconsin State University System" which was put out by the Wisconsin State Committee of the U. S. Commission on Civil Rights, did lead to a serious re-examination of the efforts and the role of the campus in providing access and opportunity to the nation's minority populations. (WSU-Stevens Point was not one, as all of the WSU campuses were criticized by the latter report.)

As a result of these criticisms, Dreyfus created a faculty task force to investigate the situation regarding minority students on campus, and in January, 1972, the task force recommended that the campus seek to recruit more minority students and to expand existing skills programs to help insure the retention of the recruited students. The



*Margery Aber and Dr. Shinichi Suzuki*

task force also called for the creation of a community wide human relations committee and for greater attention to minority history, culture, and heritage in the university's curriculum.

Other efforts were also made to improve the image of the campus for minorities. Despite actions by the Board of Regents intended to improve system support for the recruitment and retention of minorities, and expanded efforts by PRIDE, only minimal changes occurred. PRIDE's work was cited in the North Central Accreditation team's report in 1978 as "one of the institutional strengths" of the campus, but the fact remained that the number of minority students remained low.

The issue of enrollment and retention of minorities was part of a nationwide debate about the commitment of the nation's academic communities to equal opportunity not only for minorities but also for women, the handicapped, and other pro-

tected classes. Campus efforts in this area led to the establishment of an Affirmative Action Office in 1973, and approval of an Affirmative Action Plan by the faculty in 1974. These actions, coupled with those directed at minority student recruitment, succeeded in making the campus more sensitive to the issues, but by the end of the Dreyfus years, very little improvement was apparent in terms of minority enrollments, and the faculty and staff remained mostly white and male. Major progress in this area would not come until additional efforts were undertaken during the late 1980s and early 1990s.

The growth of the campus, so rapid during the early 1960s, both in student numbers and buildings, continued during the Dreyfus administration. From about 700 students in 1951 to just over 2,000 by the end of the Hansen presidency in 1962, the enrollment had risen rapidly and had reached 5,900 for the fall term, 1967, Dreyfus's first on the campus. During his chancellorship, that number rose sharply at first, declined slightly from 1972-1974, and then began to rise once more. By the end of the Dreyfus administration in 1977, enrollment had climbed to over 8,900.

The enrollment declines between 1972-1974, coupled with inaccurate predictions of continued decline, resulted in the layoff of several tenured faculty and the non-renewal of some non-tenured faculty and staff during the period. The layoff notices were to become effective one year after their issuance. In response to faculty pressures, the Board of Regents granted to Chancellor Dreyfus a declaration of fiscal emergency for the Stevens Point campus. This action "legalized" the layoffs which had been given out. In summary, of 27 persons who received such a notice at one time or another, three were actually non-retained, three resigned by agreement, two simply resigned, and 19 were retained as tenured faculty, although in a few instances, after retraining or placement within a new department or other unit on the campus or on another campus. In retrospect, the whole episode appears to have been blown out of proportion, as the dire predictions for sharp enrollment declines failed to materialize. For the 27 academicians who thought that their careers were about to come to a sudden halt, it was not a minor incident,

however, and the damage to faculty morale lingered long after the immediate crisis had passed.

The dramatic expansion of campus facilities which had begun under President Hansen continued through the mid-1970s. The initial focus of construction during the Dreyfus years was residence halls to meet the needs of an expanding student population. Three residence halls, already planned prior to Dreyfus' arrival on campus, were dedicated in 1968-Burroughs, Knutzen, Schmeeckle later, when Schmeeckle's name was placed on the reserve lands, that dorm was renamed Steiner Hall, and the former Steiner Hall was renamed South Hall. The last of the residence halls built on campus were opened in 1968 and 1969, with the opening of Watson and Thomson Halls.

Academic buildings followed, with the Quandt addition to the physical education facility, the Fine Arts Center, and the Albertson Learning Resources Center all opening in 1970. In 1971, the College of Professional Studies building was completed and in 1973, the new facility for the College of Natural Resources was completed as was a major addition to the ten-year-old Science Building. The look of the campus also changed with the first of several additions to the University Center in 1972 and the construction of the Maintenance and Materiel Building in 1973.

Central to the educational mission of the campus, the Albertson Learning Resources Center opened in 1970 with a declared philosophy of making all forms of educational media, including print and non-print, freely accessible to all. The building housed the University Library, a federal government publications repository, a natural history museum, a self-instruction laboratory, a television studio, and other special collections and facilities. By combining print and non-print materials and supported by the latest in technology, Dean Frederick Kremple anticipated the development of a system of campus wide dial access retrieval of information, the development of a closed circuit television system, and the computerization of such library operations as acquisitions and circulation. These changes, he predicted, would "free the professional staff to concentrate on policy planning and improvement of resource services to the student and faculty patrons." Much of what Dean Kremple predicted did come to pass, but





*Albertson Learning Resources Center*



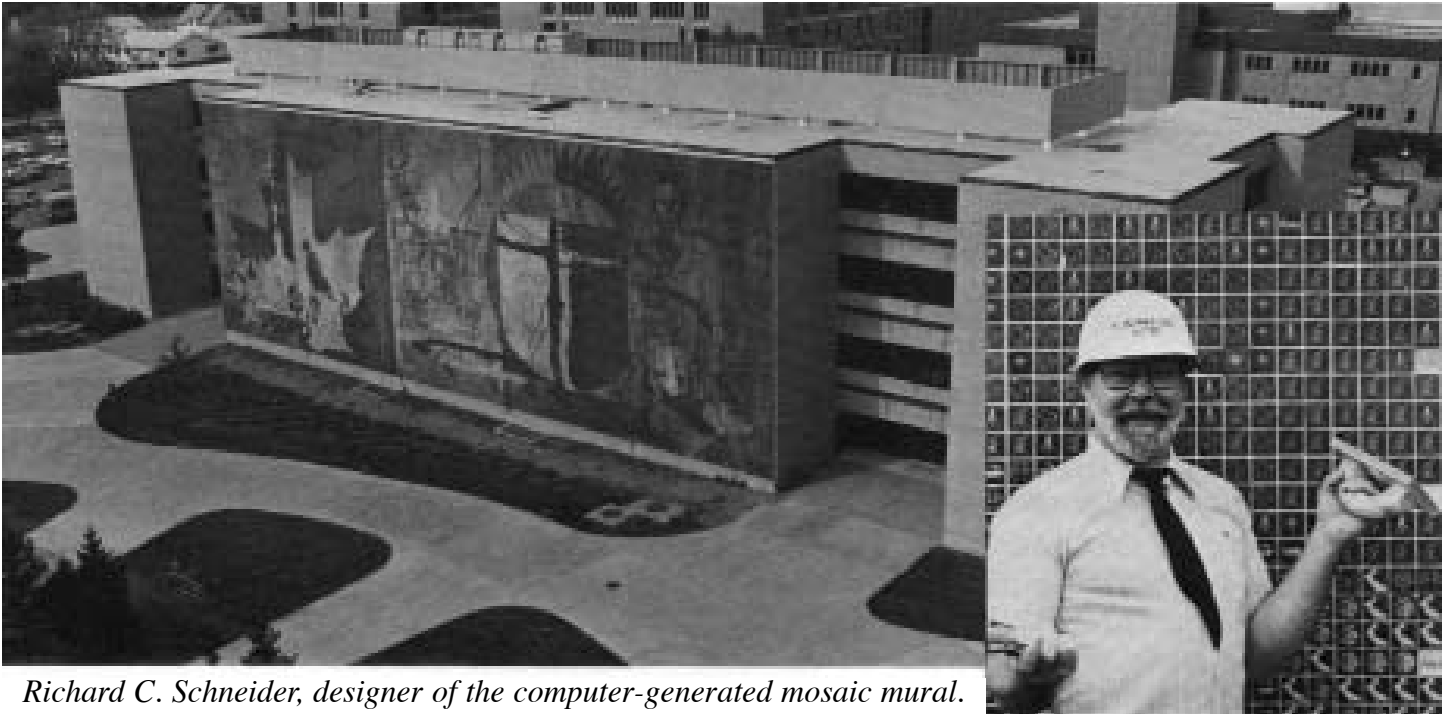
*Fine Arts Center*



*College of Natural Resources Building*

*College of Professional Studies Building*





*Richard C. Schneider, designer of the computer-generated mosaic mural.*

only after many years of budgetary difficulties, and numerous debates over the direction that the LRC should take. No one predicted a fifty-year life span for this library, and in a few short years a significant addition to the building was needed and built.

The Fine Arts Center opened in 1970 although it was not formally dedicated until 1971. Designed by Wisconsin architect William P. Wenzler, the building featured the extensive use of precast concrete. It contained an art gallery, a theater later named in honor of the first dean of the College of Letters and Science, Warren Jenkins, a concert hall named for Peter Michelsen, a large courtyard, numerous offices, class and practice rooms.

The College of Natural Resources Building opened in 1973 sporting the energy-efficient and indestructible look of buildings planned and built during the energy crisis of the 1970s. In 1975, a project to place a mosaic mural on the building's south wall was begun. When completed in 1982, the mural measured 53 by 150 feet, and contained 286,000 two by two inch ceramic tiles. Designed by art professor Richard C. Schneider, the computer-translated ceramic mosaic was believed to be the largest example of its kind in the United States. Images included in the mosaic were those directly linked to the history of the state and the campus: the cupola of Old Main; historic Native American leader Black Hawk; the four seasons; the state bird,

flower, fish and deer; the Wisconsin River; and other scenes appropriate to campus, city, or state. All of the funds for the project (about \$114,000) were provided through the UWSP Foundation, and volunteers from campus and community provided much unpaid labor for the project.

In addition to buildings, the campus also expanded with the addition and development of the Schmeckle Reserve. The reserve, established on land acquired by the Board of Regents and the UWSP Foundation over a number of years, consists of about 200 acres including a man-made lake, and serves as a nature conservancy, research and teaching laboratory, and public recreation area. Suggestions for developing a lake on the reserve had been made about six years before it actually occurred. Creating a campus lake became more practical when, in 1975, Sentry Insurance north of campus agreed to develop a 24-acre lake on the Foundation land in return for the sand it needed for its own project.

In 1976, Chancellor Dreyfus established a North Campus Planning and Utilization Committee of 14 members and charged the committee with establishment of guidelines and priorities for the development of the entire north campus area. Dean Dan Trainer chaired the committee which was asked to consider, among other possibilities, the development of a ski hill, tennis courts, a sports trail, and

a possible site for a future chancellor's residence. The committee's focus, however, reflected an environmental rather than a recreational orientation, and its final report submitted to Dreyfus in early 1977 called for preservation of the wilderness and urged that the uses of the land be severely limited. The committee also recommended a three-year moratorium on any development of the land until the lake had stabilized. Trainer's personal memo to the chancellor, sent separately from the official report, cautioned Dreyfus against creating another "Jellystone Park." Dreyfus' response indicated disappointment, frustration, and annoyance at the environmentalists. In his response to Trainer, he suggested that something in between the two extremes ought to be possible.

In 1978 the Foundation donated its 50 acres to the university and the university accepted nearly a quarter of a million dollars in Land and Water Conservation Fund grant money to set up the measures needed to protect the area as a conservancy. The area named for Fred Schmeckle thus became a

protected area in keeping with the mission of the College of Natural Resources.

A further step in the enhancement of the university's environmental image came in 1975 with the establishment of the Central Wisconsin Environmental Station at Sunset Lake at the site of Camp Chicagami, a Boy Scout camp leased by the UWSP Foundation. The center was ultimately designated by the U.S. Department of the Interior as a National Environmental Study Area, the first of its kind in Wisconsin.

One significant decision made during the Dreyfus administration which would have a lasting impact on the physical appearance of the campus was the decision to renovate the central core of Old Main. Opened in 1894 as the original campus building, Old Main had been enlarged by the addition of a west wing in 1901 and an east wing in 1914. Although many changes and improvements had been made over the years, the fact remained that it was an old building. Health and safety concerns had led to directives that the building's upper



*Man-made lake in Schmeckle Reserve.*

floor not be used, a factor severely limiting what could be done with the facility. Various studies concluded that to save the building would be inefficient, and that the campus would be better served (and so, it was argued, would the taxpayer) with the demolition of Old Main and its replacement with a modern administrative building. The debate over what to do with Old Main continued throughout much of the Dreyfus period. The east and west wings of the building were ultimately razed in 1979-80, but the center section—the original Normal School of 1894—was saved. The long debate ended with the decision to go ahead with a \$2 million renovation project. Reoccupied in July, 1980, the “new” Old Main was formally rededicated in October of that year. Compromises between preservationists and those favoring the removal of the original campus building were necessary to reach this conclusion, as was the strong support from area legislators, William Bablitch and Leonard Groshek, and an apparent change of heart by Chancellor Dreyfus. Dreyfus, originally convinced the structure must go, would, ironically, later preside over the State Building Commission as governor in 1979 when that body would give the renovation project its final approval.

The tradition of “shared governance” often mentioned and occasionally disregarded by both faculty and administration, had begun to grow on the campus with the stimulation provided by the various committees and councils set up by President Albertson. The discussions of campus governance usually got around to the question of whether or not the governing ought to be done by the faculty as a committee of the whole or through some sort of representative body or senate. Through the 1960s, sentiment remained on the side of governance by a committee of the whole, or, as its chief proponents noted, a “self-selected senate” composed of those with enough interest and initiative to become involved. A committee had been set up by President Albertson to investigate whether or not to change the form of governance, but the committee was dissolved after his death.

At a meeting of the faculty on January 8, 1970, a second committee, established to review a possible change in governance, reported that although “the creation of a Faculty Senate at this time is not

essential some reorganization is desirable.” The faculty then created a Constitutional Revision Committee which, after several months of work, concluded that some sort of senate organization was the best solution to the perception of inefficient and ineffective faculty governance on campus. A special faculty meeting was held on February 24, 1972 and by a vote of 63 to 8, the faculty adopted the committee’s recommendations, and an “unofficial” meeting of a newly elected senate took place on May 15, 1972, to elect the first officers to preside over the new governing body.

On September 7, 1972, the process of shared governance at UWSP changed when history Professor Frank W. Crow gaveled to order the first official meeting of the UWSP Faculty Senate. Since that date, faculty governance has operated with a faculty (or university) senate which is elected at large and which elects its own presiding officers. Membership in the senate is open to all faculty and academic staff with half-time or greater appointments. Students and classified staff were later added to those eligible for service on some of the committees established by the senate. A faculty constitution, regularly amended and updated, is the operational document defining the work of the senate and its committees.

° Curricular growth, building expansion, innovative programs, a new form of shared governance, faculty layoffs—all these formed part of the Dreyfus years. In addition, that period was the time in which the U.S. (and particularly many college campuses) agonized over the nation’s involvement in the war in Vietnam. Consequently, when Dreyfus arrived on campus, he inherited a campus on which there was a growing opposition to the U.S. military presence in Vietnam. Weekly peace vigils of students, faculty, and townspeople, organized in 1966 by James Missey, an assistant professor of English along with others, continued outside the city’s post office. Other antiwar activities including discussion groups, pamphlet distributions, and such also continued.

Antiwar protests provided a severe test for Dreyfus’ often professed belief in free speech and open campuses. As antiwar activities became intertwined with movements for student rights, free speech, and academic freedom, the Board of Regents moved to set limits. Designed to prevent antiwar violence in the



*Meeting of the Faculty Senate chaired by Frank Crow (left on stage).*

Wisconsin State University System, the regents prohibited unauthorized student occupancy of campus buildings and other acts of civil disobedience that might impede vehicle or pedestrian traffic, or, in any way, interfere with instruction. Local officials welcomed the rulings. State Senator (and former WSU president) William C. Hansen saw the measures as necessary to “control” and to “discipline” student actions. Dreyfus, himself, did not see the actions of the regents as a threat but rather as a compromise measure-prodding reluctant administrators to respond to excessive student actions while also offering guidelines to prohibit excessive administrative restrictions on such activities.

On campus, the regent action was met with anger and with the formation of a local chapter of SDS, Students for a Democratic Society, which called for repeal of the Regents’ Code and for greater student participation in campus governance. SDS, a national student organization founded in June, 1962, originally intent upon attacking the issues of poverty and racism, became a major symbol of the

war protest across the campuses of American colleges and universities. Local chapters were formed at Wisconsin State University campuses at La Crosse and Eau Claire in 1966 and 1967, but the presidents of both campuses denied the requests for charters by the groups and the WSU Board of Regents upheld these actions, with only Regent Williams of Stevens Point voting “no.”

In May, 1967, a resolution was introduced at the general faculty meeting by historian Robert Zieger deploring the actions of the presidents at La Crosse and Eau Claire, as well as the “prior censorship” of the board action. The faculty adopted the resolution after first removing some of its more inflammatory language. Some faculty later suggested that it was the failure of acting President Gordon Haferbecker to quash this resolution that led the regents to appoint a new president who was “a little out of the ordinary” later that fall.

In December, 1967, a group headed by student Paul Capener, with English instructor William Lutz as faculty advisor, requested official recognition of



*Protest march that lead to a sit-in at Nelson Hall in 1970.*

SDS on the Stevens Point campus. Student senate approval of the request followed, but Dreyfus withheld his approval, pending court response to an action against the president at La Crosse. In July, 1968, Dreyfus finally took action effectively banning SDS from the campus, acting on the basis of Regent Resolution 3161 adopted in June which, as interpreted by Eugene R. McPhee, the Executive Director of the WSU System, meant that SDS could not be recognized at any of the campuses of the system. During the fall of 1968, the faculty, the local chapter of AWSUF, and the student body all passed resolutions asking that the ban be overturned, but all to no avail. During the spring and summer of 1968, the local SDS chapter sponsored an underground campus newspaper, protested the campus visit by Vice President Hubert Humphrey, and demonstrated against the attempts to establish an Army ROTC unit on the campus.

Despite the decision denying a charter to SDS, the protests continued as did the unpopular war in Vietnam. A Vietnam Moratorium called for October 15, 1969 was judged to be successful by its sponsors, as many on the campus responded to the call for a halt to “business as usual” and attended a teach-in to discuss the war and its implications. About 500 persons, including Dreyfus, attended the teach-in. Additional attempts to continue the activities of the moratorium and teach-in contributed to further increases in the level of awareness on campus. About 300 persons participated in a march on the local draft board office in

March, 1970, and a sit-in at Nelson Hall followed the escalation of the war into Cambodia and the killing of four students by national guardsmen at Kent State in Ohio, in May.

The sit-in targeted Nelson Hall because it had become the headquarters for the Army ROTC unit on campus. Campus debates over the establishment of such a unit mirrored those on other campuses, with proponents arguing the need for college trained “citizen soldiers” educated in the liberal arts tradition, while opponents argued that universities as symbols of free speech and expression should play no role in fostering further professional militarism. Although the

faculty had, somewhat reluctantly, voted

to sustain the application for a unit made prior to Dreyfus’ arrival on campus, the student senate voted against it and The Pointer angrily denounced the action of the faculty. The army approved the request during the fall of 1967, and after further faculty debate, the local curriculum was approved and the unit began its work in September, 1968. Subsequently, the local ROTC unit became a symbolic target for antiwar protestors during the remainder of the Vietnam War. Unfortunately for the protest movement, the bombing of the Army Math Research Center in Madison and the killing of an innocent researcher caused many to reconsider their commitment to the protest movement. Although efforts persisted, and the weekly peace vigils continued unabated, the campus gradually returned to a more normal atmosphere, and after the U.S. ended its active participation in the war in 1973, the weekly vigil receded further into the background as essentially the only remaining sign of the antiwar movement.

Throughout the years of tension, many urged stronger measures. On the protest side, some spoke later of talk of burning down Nelson Hall (a suggestion sometimes attributed without evidence to “visiting students from Madison”), and there were reported efforts to set fire to Old Main as well. Meanwhile, Dreyfus was under almost constant pressure from local citizens as well as state and university system officials to take stronger action against those who were believed to be disruptive.

William Stielstra, vice president for student affairs, personally supportive of much of the protest, argued strongly that the protestors should be treated humanely, as students with valid societal criticisms who should be taken seriously so long as they did not turn violent. Some years later, Dreyfus acknowledged the persuasiveness of the arguments made by Stielstra, and noted that it was contrary to some of the more hard line advice he was receiving from others. Most of those interviewed later about the difficult days of the antiwar protests voiced their basic approval of the handling of the incidents by those responsible on the campus. Likewise, the changing public attitude toward that long and costly war helped soften the image of the protestors. Some criticism was aimed at local law enforcement officials, but many of those interviewed praised the patience of the campus security forces headed by Claude Aufdermauer.

A summary of the events of the Dreyfus years would not be complete without a discussion of the role of Dreyfus in the action of the legislature which merged the former Wisconsin State University System with the University of Wisconsin System as his role was very significant. The details of the merger, itself, have been recounted earlier (Chapter One), but the role of Chancellor Dreyfus merits some additional attention here.

Dreyfus was one of the original proponents of the merger of the state's two university systems. Charging that the two systems were producing a wasteful duplication of resources, Dreyfus attempted to persuade both state officials and those faculty on his own campus who were dubious of the need for merger. On campus, some worried openly about the impact of such a change upon WSU-SP. Dreyfus attempted to reduce those concerns and uncertainties by noting the inequity of funding and salaries between the two systems and the obvious benefits that the expected fairer treatment within a merged system would produce. In so doing, he created an illusion among not only the faculty and staff at WSU-SP but many others statewide that merger would end the distinctions in funding, salaries, and teaching workload between the two former competing systems. The failure of the Board of Regents of the newly-merged University of Wisconsin System and of the legislature to pro-

vide the equity that many felt had been promised would lead to further discussion and division over the issues of equitable funding and salaries. Much of the acrimony that went with the debates over "catchup" pay during the 1980s could be directly traced back to frustrated expectations of faculty and staff in the former WSU institutions.

Dreyfus' strong stand in favor of merger, both on and off campus, put him in the forefront of the movement. As a personal friend of Democrat Governor Patrick Lucey, he found himself in a position to influence the policy makers, and as a campus administrator, he was able to put his own faculty in the middle of the discussion. As indicated earlier, his role in the process was considerable.

As the movement toward merger gained momentum, on May 17, 1971, the faculty at WSU-Stevens Point voted 59-8 in favor, but added reservations about reviewing that decision when the final legislative proposal was made public. The faculty, voicing many of the concerns expressed by AWSUF and the faculty on some of the other WSU campuses, urged that any merger legislation include the retention of the right of faculty governance; the maintenance of separate campus mission statements with adequate funding to meet those separate missions; the retention of local campus initiatives in making changes in campus missions; a guarantee of due process in faculty tenure decisions; and the assurance that student and faculty representatives and local chancellors all have access to the proposed new Board of Regents. Successfully completed in 1971, the new University of Wisconsin System (and a new UW-Stevens Point) became fully operational in 1974. As recounted in Chapter One, the role of Chancellor Dreyfus and Stevens Point's Regent Mary Williams were substantial in this process.

Shortly before leaving the chancellorship to make his successful run for governor in 1978, Dreyfus was asked by Governor Lucey to indicate what he believed had been the benefits and the disappointments of merger. In his reply, Dreyfus noted several successes, including a greater equity in salary and work load, fairer hiring procedures, more equitable funding and an increase in prestige and status for the former WSU campuses. At the top of his list was the preservation and clarification of the institutional mission statements which,

Dreyfus felt, had eliminated much of the unnecessary and costly institutional competition in program development. Dreyfus' list of items which were most disappointing to him included the continued allegation of institutional bias and elitism regarding the acceptance of transfer credits within the system, the poor distribution of students, and the increase (as opposed to the anticipated decrease) of system staff personnel. He also indicated that two of the expected limitations of merger had, indeed, proved such: the loss of some campus autonomy, and an excessive amount of paper work particularly that associated with data collection in the name of "accountability." On the whole, not surprisingly, Dreyfus proclaimed that merger of the two university systems had been a major triumph for higher education in Wisconsin.

The period of the chancellorship of Lee Sherman Dreyfus saw the campus mature in numerous ways. A time of campus turmoil, not unlike that on many other university campuses, had been experienced and survived. Program and building changes continued, it seemed, almost unabated. The growth in student enrollment, though experiencing a slight downturn in 1972 and a larger one in 1973, resumed by 1975, and continued upward until the next decade when systematic efforts would be made to control the enrollment on all campuses of the UW System. The agonies of the faculty layoffs precipitated by the downturn in 1972-73 created some difficult times for Dreyfus and the campus. The advent of the modern electronic campus, though far from what it would later become, really began to have an impact during this period. Curricular and academic maturity, including a new strength in international programming, moved ahead during the time of Dreyfus' chancellorship at UWSP. In short, what Dreyfus began as Wisconsin State University-Stevens Point became the University of Wisconsin-Stevens Point in fact, as well as in name, during his chancellorship.

Athletics, for both men and women, moved forward also during the 1970s. The football team, some what quiet since the days of Coach Duame Counsell, made news under the leadership of Coach Monte Charles. "The aerial circus," as Charles' passing game became known, came to UWSP in 1973, and although the team's record was a modest

three wins and five losses in his first season at the helm, the passing offense was ranked number one by the NAIA. With Reed Giordana at quarterback, the Pointers were a threat to go deep or score on virtually every play. Giordana, the most prolific producer of yardage in Pointer history with 10,665 yards, led the team to a conference championship and a national playoff bid in 1977

Hockey emerged from its lowly status as a club sport and became a varsity sport in 1974, but lack of neighboring teams to schedule and the ultimate closing of the Iceodrome led to the discontinuance of the sport in 1976. It was restored as a varsity sport in 1981 when the new community facility, the Kenneth B. Willett Arena, was opened. Rebuilding the sport proved difficult, and the team struggled for the first few years of its renewed existence. It would take coaching changes and time for the program to mature. By the end of the decade of the 1980s, the hockey program had become the premier program among nonscholarship schools nationally.

Basketball, with conference championships in 1960-61 and 1968-69, also changed when the reigning Wisconsin high school "Coach of the Year," Dick Bennett from Eau Claire Memorial, was named to succeed the retiring Bob Krueger in 1976. Bennett's style included a smothering defense that quickly led the Pointers to national recognition. Again, it took some time to build a program to play the style of game that Bennett employed, but within a few years, the team responded with a series of conference titles and NAIA tournament appearances in the 1980s.

Women's athletics also gained momentum during the Dreyfus years, partly in response to federal requirements for equal access for women. A number of programs for women were either started or given more visibility during the 1960s. A short-lived women's gymnastics program began, as did longer lasting programs in tennis, swimming, field hockey, softball, and track and field. All of these, with the exception of field hockey, have continued to develop and most have reached very successful levels.

Until the appearance of Title IX, which required more equitable treatment between athletic and other programs for men and women, little systematic attempt had been made to provide equality. A statewide intercollegiate track and field meet was

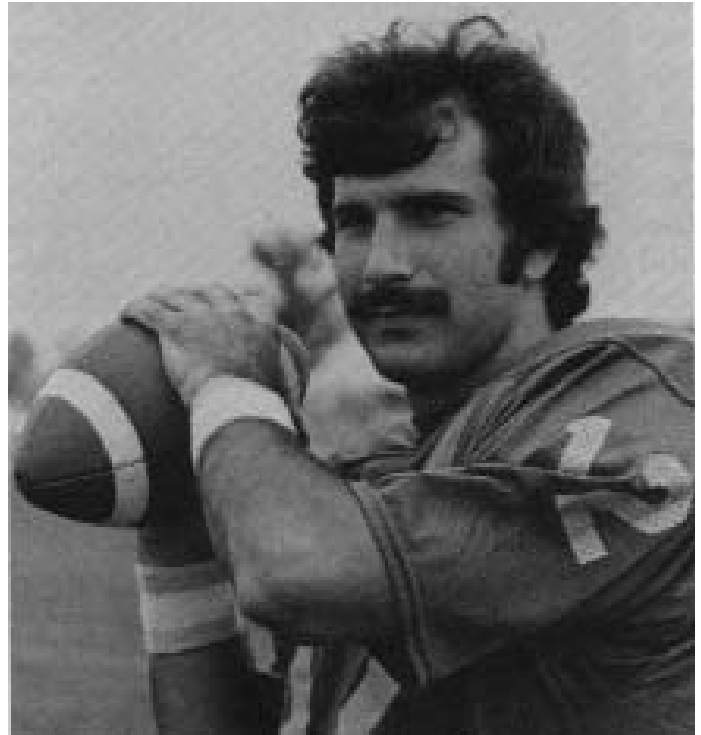


held at River Falls in 1965 which is believed to have been the first such meet for women. In the fall of 1970, those interested in further development of women's sports met and formed an organization which became known as the Women's Intercollegiate Athletic Association (WWIAO). From that point on, more information is available as the new conference required that each institution keep better records. In the early years of the WWIAC, UWSP won state championships in softball in 1972, and in track and field in 1976. Volleyball received a berth in the national finals in California in 1979, the first such appearance for a women's team from UWSP.

Reviewing the situation in 1977, the outgoing and incoming women's athletic directors acknowledged the growth in field hockey, tennis, swimming, volleyball, basketball, and track and field, all of which involved about 250 women. Yet, they also agreed that athletic programs for women were still not equal to those for men in such fundamental areas as funding, publicity, and access to facilities. Efforts in these directions were continued throughout the 1980s but by the time of the university's centennial, still were not completed.

As reported by accreditation reviews during the 1970s, the campus made positive strides in most areas. Reaccredited by the North Central Association in 1970, the campus was cited as having numerous strengths, but also several weaknesses. Among those were high faculty teaching workloads, particularly in those departments offering both graduate and undergraduate courses; inadequate clerical help for departments; budgetary controls which restricted departmental flexibility; a lack of technicians to service the new electronics on campus; overcrowded residence halls; inadequate student health center staffing; low numbers of minority students; and, a lack of adequate student input into campus governance.

Many of the concerns noted in the 1970 report had been addressed by the time of the next visit by North Central in 1977. Again, accreditation was granted. The review team stated that the overall educational climate of the campus was "most positive," citing in particular the enhanced physical facilities, campus collegiality, forceful administrative leadership, significant academic planning, the internation-



*Quarterback Reed Giordana*

al program opportunities, and an excellent faculty. The team indicated that most of the negatives contained in the 1970 report had been addressed satisfactorily, though it noted that student participation in campus governance was still limited.

The North Central Report in 1977 might be viewed as a report card for the Dreyfus administration. If so, the grades would seem to have been quite satisfactory. At least, that is what the chancellor and his administrative team concluded.

For Dreyfus, himself, ever restive in his pursuit of new challenges, the time appeared right to take on a new role. In the fall of 1977 he announced that he would seek the Republican nomination for governor the next year, and requested and received from the Board of Regents a leave without pay to make the campaign. Successful in that endeavor, first defeating highly favored Robert Kasten in the Republican primary and then defeating the incumbent acting Governor Martin Schreiber, he took the oath of office in January of 1979, being sworn in on the front steps of UWSP's Old Main.

When Dreyfus was granted a leave of absence in 1978, Vice Chancellor John B. Ellery was named acting chancellor on April 17, 1978. With previous service as assistant to Dreyfus, as a dean, and in sev-



*Lee Dreyfus being sworn in as governor by Judge James Levi on the front steps of Old Main.*

eral leadership roles on the campus, Ellery was very knowledgeable about the campus. Consequently, while serving in the role of acting chancellor, Ellery viewed himself as the legitimate campus head and not as a caretaker. His administrative agenda was large, and he involved himself directly in important university business such as budget planning and decision making. Fiscal constraints and projected enrollment declines in the 1980s (declines which never materialized) suggested the need for careful campus planning. As an early advocate for improved faculty salaries, Ellery anticipated the clarion calls of later Chancellors Marshall and Sanders on this issue. He noted that the salaries of faculty at UWSP were among the lowest of the former WSU campuses, and he stated that “the greatest threats to [high quality faculty]... are found in the areas of equitable salary and tenure... There’s no way of maintaining quality education without offering equitable salaries and providing appropriate job security.”

Among the other items on the acting chancellor’s agenda were the recruitment of more black students; furthering the plans for the addition to the Learning Resources Center (the addition was completed in 1985-86); securing approval for an addition to the physical education facilities (the Health Enhancement Center did not open until 1990); furthering the mural project on the Natural Resources Building (completed in 1982); and working on the ongoing effort to save and remodel the center section of Old Main (done 1979-80). Seeking the chan-

cellorship on a permanent basis, he proceeded as if there would be no interruption in leadership. Consequently, he decided to continue the planned search for a new graduate dean, and in January, 1979, he appointed a Special Advisor to the Chancellor to head the Affirmative Action office.

Behind the activist role pursued by Jack Ellery was his belief that he was the most logical candidate to assume the permanent position. With Dreyfus’s election as governor, Ellery applied for the position of chancellor. He believed that his strengths included his knowledge of UWSP, of the UW System, and of state government, and he was interested in serving. He told a reporter for

The Pointer that “If I didn’t think I was the best qualified candidate I wouldn’t have applied for the job, and though it is possible that someone else might get the job, I think it would be a terrible mistake not to give me the job permanently.”

Two major developments occurred on campus while Ellery awaited the decision by the search committee and the Board of Regents. A grant of \$88,000 (subject to annual review) led to the establishment of the Native American Center which had as its function the coordination of services for Wisconsin’s Indian tribes. In announcing the grant in January, 1979, Ellery explained that the center would be a clearinghouse “so institutions of higher education, agencies and organizations can share resources to better serve Native Americans in their various expressions of self-determination.” Specifically, the center would attempt to draw upon the expertise of the UW System, the vocational schools, private colleges, and agencies dedicated to Native American affairs. The center would benefit UWSP by involving faculty and professional support staff in instructional and other programs associated with Native American projects.

The second major development involved Ellery’s announcement in July, 1979, of a campuswide campaign to improve basic student reading and writing skills. The project was an outgrowth of a two-year study by a Student Literacy Task Force which had been appointed by Dreyfus in 1977. Ellery stated

that the program would undertake “the most aggressive attack on literacy problems that has been taken to date in Wisconsin higher education.” Ellery regretted the need for such a massive program of remedial assistance but refused to assign blame to either the high schools or to UWSP. “The simple fact is,” he said, “that the problem exists and it is more important now to provide a solution than establish the blame.”

Illustrative of the significant progress toward true shared governance, one of the results of merger, a campus search and screen committee headed by history professor Justus Paul, was assigned the task of implementing the search for candidates and screening the applicants. Ultimately, the committee submitted its unranked list of six finalists for the chancellorship to the Board of Regents late in the spring of 1979. Although Ellery’s name was among the names submitted, the selection committee of the Board of Regents bypassed the acting chancellor and recommended to the full board that Philip R. Marshall, executive vice president of Eastern Washington State University at Cheney, be named as the next chancellor of UWSP. Philip Marshall assumed the office on September 4, 1979, and Ellery returned to his most recent former position as Vice Chancellor for Academic Affairs.



*John B. Ellery*

## Chapter 10

### The Marshall Years - 1979-1989

Philip R. Marshall was appointed chancellor of the University of Wisconsin-Stevens Point in July of 1979 and assumed his duties on September 1. A physical chemist by training, he became UWSP's first leader with an academic background in science.

During his 10 years as chancellor, Marshall focused his efforts on several specific areas of campus and faculty improvement. Much of his effort went into the struggle to improve faculty salaries not only at UWSP but throughout the University of Wisconsin System. In the area of academic and program development, he made two major decisions. During his first full year as chancellor, he supported campus efforts to take a leadership role in student writing programs. And, in 1986, he made the decision to move the campus into a frontline position in the development of computing.

Marshall's style, unlike that of his predecessor or successor, was to work closely on campus with the day-to-day management of the institution. With his full support, UWSP became a leader in all of the areas mentioned above: its leadership was the most vocal and consistent voice in the struggle to restore faculty salaries to a competitive level; secondly, the campus became known as a Center of Excellence in Writing; and, thirdly, statewide envy followed the quick acquisition of computers made available to any faculty member who chose to have one. Marshall's participatory style made him (along with his wife, Helen) highly visible at most campus activities. This was particularly true in the case of athletics, where his strong interest was evident by his presence and support for that program at UWSP. This interest, along with the chancellor's encouragement and assistance to students who helped guarantee state support for the building of the Health Enhancement Center, was a significant factor in the decision to dedicate the new center, which opened in 1990, to Phil and Helen Marshall.



*Chancellor Philip R. Marshall, 1979-1989*

Marshall's role in the struggle to enhance faculty salaries was so crucial that it is appropriate to deal with that issue first. In his first formal address to UWSP's faculty, Marshall noted that the tasks facing the university included the need to prepare for demographic changes, including the projected decline in the number of students. Other concerns voiced by the new chancellor included the following needs: to actively apply affirmative action to the hiring of faculty and staff, and to the recruitment and retention of minority students; to

improve the knowledge of all students (and faculty) in the rapidly-changing area of computing; to develop a sense of community and commitment to improve the quality of the university community; and, to work toward the improvement of the salaries of UWSP's faculty. He noted that those salaries were the lowest among the UW System campuses and although he acknowledged that someone always had to be last, he suggested that now "it's someone else's turn!"

Anticipating the fight that lay ahead on the salary issue, Marshall quickly displayed his ability to deal with numbers by noting that UWSP had "the lowest average for full professors and the lowest average for associate professors. We are next to last for instructors, one higher than that for assistant professors. Yet one thing we apparently do not do is to go to Madison and demand our fair share." That posture changed during Marshall's years as chancellor.

Marshall explained that over the years a conservative hiring approach at the campus had resulted in salaries which fell below those of other UW institutions. Where efforts were made to alter the system of hiring, the entire operation was so ingrained that change had proved to be very difficult. The result was that in 1979 the average starting salary for new faculty at UWSP was \$1,300 below the average starting salary for the "university cluster" campuses (the former WSU campuses, and Parkside and Green Bay). Marshall noted that one year earlier that average had been \$1,100 lower and two years prior it had been only \$900 lower.

Throughout his tenure as chancellor, Marshall carried on the fight for improvement of faculty salaries. Although his original effort had been aimed at the betterment of salaries at UWSP, he soon became convinced that the entire system had a salary problem and that the solution to UWSP's problem would be possible only through a system-wide improvement of salaries. Consequently, he became the champion not only for local salaries but for those of all of the UW System campuses. After his retirement, two fellow chancellors privately praised the leadership shown by Marshall on this issue, and one acknowledged that he had not received the support he deserved from his colleagues in the other chancellors' offices.)

Reflecting his belief that the solution to UWSP's salary woes lay in a system solution, most of Marshall's subsequent pronouncements followed that tack. He argued repeatedly that the quality of the UW System had suffered with the erosion of salaries and that it would be restored only when the buying power of the faculty and staff had been restored. In a letter to UW System President Robert O'Neil, Marshall pointed out the depth of the problem locally and applied the implications to all of the campuses. He noted that the campus was having difficulty hiring and retaining faculty in several fields due to the laws of the market place and stated that "If we raise the starting salaries for new faculty, we create inequities within those departments. The older faculty with lower salaries can (and do) easily go out on the market and obtain higher offers... . Our only solution is to redirect base funds to those areas with the greatest need."

In 1981, Marshall argued that the quality of the faculty of the University of Wisconsin System was being eroded. He wrote that "The number and quality of the students being attracted to a professional career in academe is decreasing and current faculty who have strong records of achievement and excellence are choosing to leave the university." He noted that at the same time the university was failing to be an attractive career choice for quality students, current faculty were leaving to accept positions in industry and government. As an example, he remarked that UWSP had recently lost half of its computer science faculty to other institutions offering greater salaries.

Salaries, stated Marshall, were the prime source of career dissatisfaction among the faculty. He noted that "the decline in purchasing power for faculty was real and the disparity between what was being received by faculty members and those in other vocations had attained alarming proportions." Moreover, the decline at the University of Wisconsin System was considerably greater than the decline nationally and the disparity was larger. He commented that while "faculty salaries [at UWSP] increased by only 45.3 percent" between 1972 and 1981, "the CPI [Consumer Price Index] increased by 100 percent" resulting in a loss of buying power for faculty of 27.3 percent.

In a paper titled "Legislative Intent Negated, Faculty Salaries Slashed," Marshall argued that the method of salary control used in the University of Wisconsin System was not equitable because a con-

trol was applied to individuals rather than to their positions. Therefore, “when salary increases are controlled in terms of a given percentage of salary for continuing employees, the same percentage increase will not result in equal treatment for various employee groups.” According to Marshall, while the period noted had resulted in an actual salary loss of 33 percent for faculty, it would take a 50 percent increase to return them to salary levels of 1972. The problem, he suggested, directly affected morale by leaving the faculty with no anticipation of higher salaries while experiencing a continuing decline in purchasing power.

In addition to his criticism of the methodology of salary control, Marshall was also critical of attempts to create equity by means of peer group comparisons, particularly “loaded” peer groups. For the UW cluster institutions, the chosen peer group was a local peer group which eliminated higher paying institutions on the East and West coasts. In other words, the cluster institutions were not being compared with all comparable institutions with which they were actively competing for quality faculty. Nor were nonacademic competitors being taken into consideration. Marshall’s analysis of this method was clear: he suggested that “Efforts to construct peer groups seem to be of questionable value since peer group comparisons are of dubious validity.... Such comparisons do not take into account the tremendous losses suffered by these peer groups and the fact other universities constitute only a part of the competition for faculty members.”

In response to the efforts of Marshall and others, the UW System administration unveiled a plan for pay raises in 1984 totaling \$190 million for faculty and academic staff. The plan included nearly \$45 million in “catch-up pay,” an inclusion which set off many months of internecine quarreling between the cluster institutions, the center campuses, and the two doctoral institutions. The original plan proposed by system administration was to grant catch-up increases of 15 percent for Madison and the center campuses, 11 percent for Milwaukee, and 9 percent for the cluster campus faculties (up from an early trial balloon proposal of 4 percent for the cluster campus faculties). Angered by the original suggestion that only 4 percent was needed for the cluster campus faculties, UWSP’s faculty reacted to the official pro-

posal as did the other cluster campus faculties, by finding it unacceptable. Faculties from the former state university system campuses argued that the tiered proposal being suggested would not solve the salary problem at UWSP and the other campuses, but would, instead, contribute to an even greater disparity within the system.

In addition to the regular administrative pay plan, the Board of Regents and Governor Anthony Earl endorsed a catch-up package as indicated above. The Faculty Senate at UWSP joined others in the cluster in urging support for a compromise package providing a catchup split of 15-12-10 percent. Ultimately, and after many months of frustrating bargaining between the various parties, the plan which finally emerged compared favorably with that proposed as a compromise. The results of these discussions, however, split the system badly, and caused much legislative and public resentment against the dissatisfied faculties.

Marshall’s unrelenting commitment to faculty salary enhancement stemmed from his belief that low faculty salaries were the major contributing factor to the problems of higher education. In “Higher Education at Risk,” he noted that faculty members at UWSP received only 44 percent of the amount earned by comparable professionals in business and industry in 1984, down from a 68 percent level in 1972-73. This led him to ask: “Can we really expect to compete for such professionals in the future? Can we expect to interest students in graduate work and college teaching with the certain knowledge that they would earn significantly less after several years of further study than they could immediately with only a baccalaureate degree?”

There is no question that faculty were discouraged and concerned about their salaries. Governor Earl, elected with the support of many UWSP faculty members, had succeeded in getting a biennial budget passed for 1983-84 and 1984-85 which provided for no salary increase in 1983-84 and a 3.84 percent increase for 1984-85. Earl, who met with faculty leaders around the state in an attempt to convince the faculties of the appropriateness of his action, succeeded instead in generating even greater faculty anger. An illustration of the faculty’s outrage over the governor’s “zero percent” pay plan was an advertisement placed in the Wall Street Journal by a

number of UWSP faculty. The ad read: "Professors - Many professionals in all academic disciplines are available for an honest wage at universities with commitment to quality education. Contact department chairs at University of Wisconsin campuses." The ad was not well received by UW System staff, members of the Board of Regents, the governor, or members of the legislature.

A faculty survey taken at UWSP indicated that 79 percent of the respondents suggested that the pay situation had caused them to be less effective. Faculty members refused to take on any "extra" duties: professors refused student requests for independent study or research projects; advising of any other than those assigned directly to the faculty member was rejected; faculty committees went begging for members. Overall, about two-thirds of those responding to the survey said they were pessimistic about the future of higher education and more than 30 percent said they would actively seek alternative employment.

The next biennial budget included the catch-up package described earlier, but did little to diminish the sense of frustration the faculties felt toward the governor and others. In an attempt to rectify some specific past inequities, the 1985-86 compensation package did provide an additional sum for the faculties at UWSP, UW-Stout, and UW-River Falls, those with the greatest historical salary disparities. A 6 percent salary increase was approved along with the catch-up plan which was to be phased in with three installments over the biennium. Four categories of consideration for distribution of the catch-up pay were required, including one for meritorious performance. Before a faculty member could receive any catch-up pay, his/her department first had to declare the individual to be "meritorious." Those denied catch-up on this basis later filed grievances against the individual department or the university, and in those cases brought to completion, most ultimately received back pay.

With all of the grief that attended the "catchup" crisis, the most unfortunate aspect was that the solution was at best a stopgap measure. Failing to follow through with adequate pay raises for the long-term, the system began to backslide competitively almost immediately. Other states gave salary increases in the next few years that offset much of the gain made by catch-up in Wisconsin.

Marshall did not relax his efforts to improve faculty salaries. As evidence of the need for continued improvements, he noted that funding for K-12 schools in the state, financed primarily by local property taxes, continued apace, as did that for vocational education. He also pointed out that when comparing UW-Madison, a world-class research institution, with other well-known tax-supported research institutions, only two were more poorly funded. He observed that while local taxpayers, albeit reluctantly, were more generous with K-12 funding, legislators worked to keep state taxes down, thus funding the UW System poorly. Marshall's frustrations with the state and the UW System over salary equity led ultimately to his decision to retire early. He announced his plans to resign as chancellor on January 6, 1989, commenting that he did not want to go through another bleak legislative session and witness further erosion of the institution's support. Some system officials were pleased with Marshall's decision, as they had found him much more resistant to capitulation or compromise on this one issue than they had expected. Some of those close to the scene later suggested that members of the Board of Regents had put pressure on Marshall to resign, but that has never been acknowledged. It is clear that he was frustrated with what he perceived to be a lack of interest in equitable funding shown by system officials and the Board of Regents. Marshall indicated his own unhappiness with the level of success achieved in this area in an interview for the centennial project. In that interview, he restated his belief in the importance of the salary equity issue, stating that "I am reasonably certain that you cannot continue this level of funding and maintain the quality" of the educational system.

Although Marshall left without seeing his number one concern fully resolved, he did leave behind a campus and a system much more aware of the problems facing higher education in the area of funding and faculty morale. He challenged both his own faculty and his administrative superiors to look realistically at the situation which had been created by many years of benign neglect and greater concern for the tax rate than for the quality of higher education in the state. And, he provided much of the ammunition used by all of those involved in this struggle. As he had commented early in his chancellorship, "I have a talent for looking at numbers and recognizing relation-

ships other people have trouble with.” Marshall’s numbers became the source of arguments by many of the parties to this controversy. And, those numbers were seldom challenged directly. His mathematics was never an issue; his ability to compromise as a good team player sometimes was, at least in the minds of some.

Assessing his other achievements as chancellor in an interview taped for the centennial, Marshall mentioned his support for the improvement of basic skills in writing and mathematics. Upon his arrival at the campus, he found the recommendations of a UW System Task Force on Basic Skills directed at the evaluation of the writing, reading, and math skills of incoming students. The response of UWSP to the recommendations of the task force came quickly: a group of faculty was sent to the University of Michigan to study that school’s progressive program for improving student literacy; a freshman writing assessment program was instituted at UWSP to require all incoming students to write an essay which was to be evaluated for placement purposes; an experimental reading and writing module program was begun which offered faculty across the campus an opportunity to team up with a member of the English Department in the interests of improving student literacy; public school teachers and administrators and campus representatives were invited to a language arts conference on the subject of student literacy; a local literacy board was established; a vehicle for encouraging faculty writing, “Faculty Forum,” was established; and, in 1982, a \$100,000 grant from the Mellon Foundation helped establish the Writing Across the Curriculum program which trained participating faculty members to add a writing component to their classes in all academic areas.

Ultimately, the faculty adopted a requirement that all students must complete two of these “writing emphasis” (WE) courses as part of the general degree requirements for graduation from UWSP.

“Every teacher is a teacher of writing” was the essence of the approach of the campus to the improvement of writing. High school teachers were encouraged to become writing teachers, regardless of discipline, and with the WE program, many UWSP faculty with training in many different academic fields also became writing

teachers. The success of the program with the high schools brought early benefits, as the number of entering freshmen needing remedial English declined significantly.

Changes in student placement in math courses also were made. In the fall of 1982, lower division math courses through the levels of analytic geometry and calculus were offered for two credits instead of four, and the courses were offered in eight-week segments rather than the traditional 16 weeks. According to the Institutional Self-Study developed for the North Central accreditation visit in 1987, the result of these changes was that “the student is better able to be assigned to the proper course level determined by the entrance test and by more effective counseling without having to take eight weeks of familiar material.” Another benefit was that a student who fared poorly in an eight-week math course would be able to repeat that course during the second half of a semester rather than losing an entire semester of work.

While there was considerable debate with respect to the merits of the salary packages discussed, and some spirited campus debate over the WE program, there was virtually no debate regarding the merit of Marshall’s interest in bringing computing to the campus. With help from the U.S. Department of Education in the form of a Title III grant in 1983 which helped stimulate computer literacy and awareness, and a couple significant grants from AT&T, the campus made a quantum leap into distributive computing in 1986-87. With the support of AT&T, the installation of microcomputer labs in all major academic buildings began, and workshops were held to train university employees at all levels. With help from the telecommunications giant, a decision was made to link the campus through a distributive network rather than via a mainframe computing environment. Grants from AT&T provided some equipment and the ability to replace the university’s telephone system with an Information Systems Network, a fiber optic based, local area network for voice, data, and video transmission. UWSP became a beta site for AT&T, which meant that the campus would be used for test programming and as a showcase campus. All areas of the campus were included in the plans to make the university “computer literate.”



As a result of arrangements with AT&T, and the enthusiastic support of Chancellor Marshall, departments were offered a chance to purchase computers for all faculty offices at an incredibly low price, in the chancellor's words, of "less than \$500." Departments eagerly responded and the campus very quickly established itself as a leader in computing within the UW System. Workshops in word processing programs, spreadsheet usage, and most other facets of computing were held for the next several years. Faculty attended the workshops in significant numbers, and the computers were quickly put to use, much to the surprise of some traditionalists who had argued that most faculty would never turn them on!

The Marshall years were years that brought continued growth in enrollment but a decline in funding, a factor in the salary discussions covered earlier, but with implications for the overall management of the campus. Enrollment at UWSP reached 9,497 in the fall of 1985, in line with record numbers at most of the UW System campuses. Budget stringencies led to a decision in 1986 to begin a program of "enrollment management," to attempt to limit and control the enrollment at the various campuses within the system. At UWSP, enrollment was targeted for controlled reduction, and the campus set tighter admissions standards in an effort to control enrollment and raise the quality level of the student body as well. New freshmen were required to place in the upper 50 percent of their high school graduating class or earn at least a 21 on the ACT (American College Testing) exam. Enrollment peaked in the fall of 1986 at 9,555, and then declined as scheduled to 9,388 in 1987, 9,318 in 1988, and 8,878 in the fall of 1989. The enrollment management program was extended for an additional three years and was, at the time of this writing, being reviewed for a clear sense of direction for 1995 and after, a time when additional students were expected to apply for admission.

Despite rising enrollment during the first half of the Marshall era, federal support for student assistance declined. Student debt, long a problem, became a much more serious one for many students as the decade progressed.

One consequence of the budgetary stringencies of the 1980s was a decline in the pace of the building and remodeling of campus facilities. An expansion project for the Albertson Learning



*Chancellor Marshall with computers acquired with AT&T grant.*

Resources Center, which cost about \$8,300,000, was the major effort during the early 1980s. Completed by the fall semester of 1986, the Albertson Center was expanded by the addition of two side wings and an entirely new sixth floor placed over the existing structure. Remarkably, there was almost no loss of library service during the entire construction period. While the project included much new library equipment, a major change in the way the library provides patron access was completed in 1988 when a six-year



*Albertson Learning Resources Center after \$8.3 million expansion*

effort to replace the card catalog with computer terminals was finished. Nearly all of the previously cataloged materials were converted to the new online system.

Construction of a \$2 million paper science addition to the Science Building occurred in 1988, the same year in which the previously refurbished Old Main building received a new roof. In 1989, a Fire Science Center was developed and approval for the long sought Health Enhancement Center was finally granted. Otherwise, construction projects were limited to those supported by non-state funds. Treehaven, UWSP's natural resources facility near Tomahawk, built on land donated to the UWSP Foundation by Jacques and Dory Vallier, and supported by funds provided by the Valliers, was developed to include a classroom building, a lodge, faculty housing, and two student housing units. Used primarily by natural resource students, the facility has also been used by faculty and others for workshops and retreats. During this same period, the Schmeckle Reserve Visitor Center was opened in 1985 closer to the campus. And, the mosaic mural project, directed by Professor Richard Schneider, was completed in

1982 with the attachment of the 286,000 two-inch square tiles to the south exterior wall of the College of Natural Resources Building.

Long a leader in the wellness approach to health and lifestyles, students, faculty, and administration had made combined efforts to convince the legislature to provide funding for a physical education wellness recreation facility for several years, with little success. After a number of setbacks and delays, and with a student commitment to pay up to 30 percent of the cost, the legislature finally gave the green light for the project in 1987, and construction began in September of 1989. When Chancellor Marshall announced his intention to retire at the end of the fall semester, 1988-89, a decision was made

on campus to dedicate this planned new facility to him and his wife and partner, Helen, in a show of appreciation for his support for the project as well as the Marshalls' joint and enthusiastic support for both men's and women's sports. The dedication was announced at a special "going away" celebration held to commemorate the pending retirement.

With fiscal retrenchment and enrollment management, less effort was expended on program develop-



*Paper Science wing on the southwest corner of the Science Building.*

ment. Yet, several significant changes did occur during this period. A major in computer information systems was approved in 1983; programs in home economics were redirected into two new divisions of human development and nutritional sciences and fashion and interior design; a major in public administration and policy was begun as was a minor in women's studies.

In addition to the traditional academic programs, several new service programs were also initiated. Among these were programs for Gifted and Talented Education, Youth in College, College Days for Kids, and, the campus became the state center for the Odyssey of the Mind program.

In 1980, the campus was asked to work with the UW Center Campus at Baraboo to provide an educational program for the federal penitentiary at Oxford. As a result, UWSP became the degree-granting home for a limited number of students who sought a bachelor's degree while at that federal facility. Because of the travel involved and other limitations, the program was developed as an individually planned major with most of the courses offered in psychology, business administration, and sociology. The two-year Baraboo Center campus provided the basic courses for general education purposes.

An English Language Institute was established in 1983-84 in an effort to facilitate academic success among foreign students. The program, housed in the Student Life Division, provided basic English instruction for a number of students during the next 10 years. In 1993, the program was changed and placed under the jurisdiction of the English Department and renamed the English for Foreign Students program. The training of teachers to teach English as a second language continued within the Department of Foreign Languages.

A Weekend College with an associate degree program was established in 1982 in an attempt to attract and retain Native American students. The program, administratively housed in the Native American Center, provided basic college courses on Fridays and Saturdays for students from the state's



*Treehaven field station near Tomahawk while under construction.*

reservations. Later opened to other students as well, the program was moved to the Collins Classroom Center in 1989 and placed under the jurisdiction of the College of Letters and Science. Course work in general degree requirements was offered through the Weekend College, along with electives in natural resources, food and nutrition, business, and Native American studies. Although well received by those students who participated in the weekend program, growth remained considerably slower than anticipated, and the arrival of significant alternative educational and job opportunities for Native Americans (such as the College of the Menominee Nation) led to terminating Weekend College at the end of the 1993-94 academic year.

The opening of Weekend College as well as other efforts by the campus to broaden the educational opportunities for all Americans reflected the awareness of campus leaders of the need to diversify the campus. Even before the UW System's general "Design for Diversity" plan was inaugurated, UWSP was making significant efforts to enhance educational opportunities for minority populations. These efforts were an attempt to respond to genuine needs felt by the minority populations and to the need to show the majority population the need for and the justice of equal opportunity.

Several racial incidents marred life on the campus during the early 1980s, reinforcing the determina-



*Hmong students participate in a language development course.*

tion of the campus to provide equal access to minorities. The most difficult incident involved three Nigerian students who were beaten at a local night club in July, 1982, but other incidents, many of them verbal, also occurred. As a result of the beating of the Nigerian students and in recognition of the need to promote tolerance and diversity, a citizens group, the Minority Action Council, was formed later in 1982. A joint effort between campus and community, the members of the MAC were appointed by the chancellor and the mayor. The goals of the MAC were to investigate complaints and gather information, to educate the public, and to recommend action on problems involving racial connotations. After several meetings, the group established a procedure and a regular time for hearing complaints of a racial or discriminatory nature.

Although the number of minority students was small, the numbers did remain steady during the 1980s. Several other efforts were made by the university to meet the needs of the minority populations. A Native American Education and Developmental Center, actually established in 1978, continued to provide on-reservation training programs for tribal employees. A significant number of Native Americans were ultimately involved in training programs in self-assessment, goalsetting, management, and a wide range of similar programs. With help from a federal grant, a pilot project to train Native American archivists was begun in 1982. Several

programs for Native Americans in the fields of natural resources were developed. And, in 1988, a new position, that of Associate Vice Chancellor for Advancement of Cultural Diversity, was created in the Academic Affairs office. Loretta Webster, a lawyer by training, and a member of the Oneida tribe, was selected for the position. The new office was charged with the responsibility to provide essential services for Native Americans in Wisconsin both on and off of the campus.

In an effort to improve the educational opportunities for Hmong students, a summer program was established in 1987 to provide an eight-week intensive language development course. The goal of this program was to improve the oral and written communication skills of the Hmong students. Several Hmong students continued on at UWSP after successfully completing these programs.

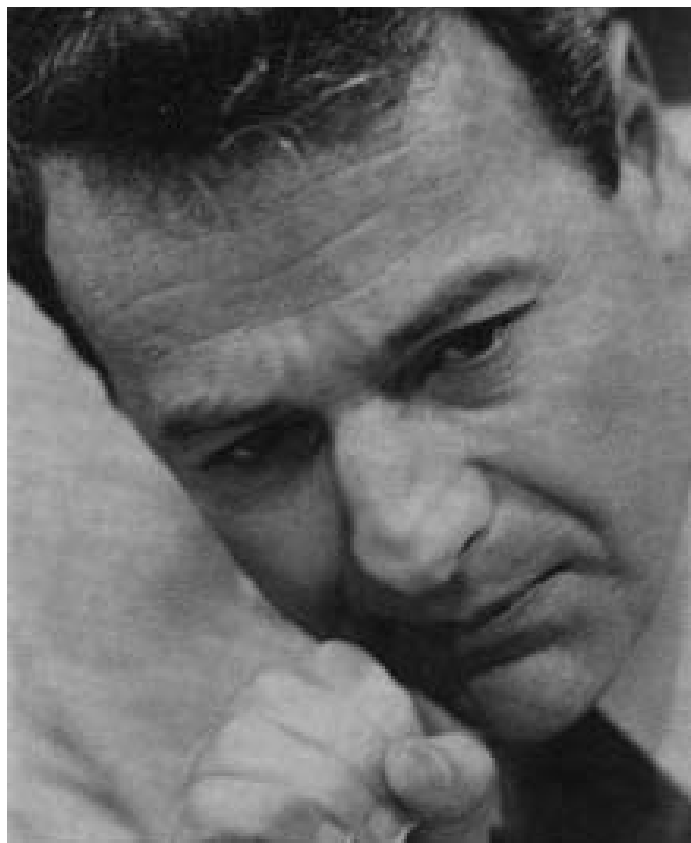
With the adoption of the UW System's "Design for Diversity" program in 1988, more systemwide effort and support followed, and as the campus approached its centennial year, significant progress had been made toward the goal of a diverse campus, although much remained to be done. Diversity among the faculty and staff on campus had been enhanced, but the number of minority students remained low. It was clear that this would be one of the major concerns for UWSP as it began its second century.



*Another goal scored for UWSP championship women's field hockey.*

Excitement and disappointment say it all for UWSP's athletics programs during the 1980s. The programs for both women and men reached new heights of success. The 1986 women's basketball team won the NCAA Division III national championship. Additional sports were added for women as the university attempted to improve its compliance with federal regulations such as Title IX. In 1980, softball and cross country were added, and in 1987, soccer attained varsity status. Immediate success came for the softball teams which won the WWIAC the first three years in which they competed. The women's cross country teams were very successful, reaching national competition on several occasions, while the volleyball team won the WWIAC conference championship in 1981 and reached playoff competition on three occasions during this period. The award for consistent excellence should be given to the field hockey team. Under Coach Nancy Page's leadership for the years from 1973-86, the team compiled a record of 179 wins, 75 losses, and 5 ties. The team dominated the WWIAC during the first half of the 1980s, and gained berths in regional or national playoffs in most of those years. Ironically, just after the team's best national finish ever, in 1985, the sport was dropped due to the difficulty of finding enough teams to play within a reasonable distance.

The men's teams were also successful. The basketball team, coached by Dick Bennett, gained national attention when the Pointers won their third successive conference championship in 1984 and advanced to the final game at the NAIA national tournament in Kansas City. Although ultimately losing in overtime to perennial small college power Fort Hays State by a typical Bennett score of 48 to 46, Pointer Terry Porter was named the tournament's most valuable player and caught the eye of numerous professional scouts. After almost making the 1984 Olympic team, and following another successful year with the Pointers, Porter was drafted by the National Basketball Association's Portland Trail Blazers in 1985. How did Porter happen to play for a Division III, non-scholarship basketball program? According to at least one local sports authority, it has been reported that Porter's high school team, Milwaukee South Division, was competing against a team with a player being watched as a possible recruit by Coach Bennett. It



*Basketball coach Dick Bennett.*



*Terry Porter (30) during his Pointer days.*



*Hockey action under the coaching of Mark Mazzoleni*

was his wife, Ann, who noticed the young man on the other team who could pass, handle the ball, and who had a very athletic body which would enable him to compete in an increasingly physical game of basketball. Major recruiters had not been interested in Porter, and when approached by the persuasive Bennett, he agreed to play for UWSP. The rest, as they say, is history.

Sports Illustrated featured Porter in its November, 1984 issue. The article noted how he had been the only Division III player invited to that year's Olympic tryouts in which he survived all but the final cut despite coming down with a case of chicken pox in the midst of the trials. One of the coaches for the Olympic team called Porter "the surprise of the trials. . . ." He suggested that the coaching staff "sat around and second-guessed ourselves a little after letting Terry go."

Named a first team All-American by the National Association of Basketball Coaches, Porter also played in two prestigious college all-star games. In his last year with the Pointers, he was again named conference player of the year, NAIA All-American, and led his team to another conference championship and a return trip to Kansas City. Upon completion of his Pointer playing career, Porter signed a contract with Portland and became a star at another level of the game. Selected in the first round of the draft, a rare

achievement for a Division III, non-scholarship player, Porter performed so well that he negotiated a new six-year contract in 1989 which made him one of the highest paid players in the NBA at that time.

Overall, the basketball team won a school record six consecutive conference championships during the period 1982-87, under Coach Bennett and, for the last two years, Coach Jay Eck who replaced Bennett when the latter decided to try his skill at coaching at the Division I level. Not again until 1991-92 and 1992-93 would the basketball team attract as much attention. Coach Bob Parker, who replaced Eck after only two years, faced a rebuilding challenge which did not result in another championship until 1992.

Bennett's departure in 1985 ended an era in Pointer basketball. During his nine years as head coach, Bennett's teams compiled a record of 174 wins and 79 losses, including an incredible record of 101 and 19 during his last four years. The record included four conference championships, and three NAIA District 14 titles. For the second place NAIA finish in 1984, Bennett earned the NAIA's national coach of the year honor.

Coach D. J. LeRoy's Pointer football team won back-to-back conference championships in 1986 and 1987. In the latter year, the team, ranked fourth in the National Association for Intercollegiate Athletics (NAIA) Division II rankings, and advanced through the playoff process to the national championship game in which it tied with Pacific Lutheran, 16 to 16. Since the NAIA did not provide for overtime in tied games, the teams were declared co-champions. UWSP's joy was short-lived, however, as evidence was discovered that two transfer students, playing for UWSP, had previously used up their eligibility. Thus, they were declared ineligible to participate and before the NAIA took action, Chancellor Marshall informed them that UWSP would voluntarily accept forfeitures of all games in which the ineligible players had participated, including the national championship game. While conference officials and those from the NAIA complimented UWSP for its prompt

and open confession and forfeiture, Coach LeRoy, apparently knowledgeable of the previous status of the two players in question, was relieved of his coaching duties on May 12, 1988.

LeRoy sued for damages from UWSP and the case was settled out of court. LeRoy contended that he was being made a scapegoat by the university, arguing that "I'm not responsible for eligibility. I'm responsible for coaching and taking care of the players." In reply, Chancellor Marshall responded, saying "I'd say that what has happened to him is a result of his actions and not anyone else's. Maybe to some extent he is a victim of players who used this institution, this team. But he was also a victim of his own desire not to lose anything." Marshall, an ardent Pointer fan, wistfully concluded that "It's hard to give up a national title."

Successes in hockey threatened to dwarf those in the other sports. The hockey program, first established as a varsity sport in 1974 but dropped in 1976, returned in 1981. After several years of rebuilding, a new era in Pointer hockey began in 1985 when Mark Mazzoleni was named head coach. An excellent recruiter and coach, Mazzoleni's goal was to develop a program that would compete with the best of the non-scholarship Division III schools. He quickly took a team that had shown little success and made it a contender in the WSUC and, after 1986, in the Northern Collegiate Hockey Association (NCHA). Mazzoleni's teams won NCAA Division III national championships for three successive years, 1989, 1990, and 1991. When he left to become an assistant coach at the University of Minnesota after the 1990-91 season, his assistant, Joe Baldarotta, was named head coach and picked up where Mazzoleni left off. A national championship eluded the Pointers in 1992 when they slipped to second, but the team rebounded to win it all again in 1993.

In addition to team successes, a number of individual successes also occurred on the Pointer athletic fields. Distance runner Arnie Schraeder's NCAA III championship in the 5,000 meter run in 1987 was one such example which was followed by a similar achievement by Tom Moris just one year later. Other standout athletes included Pointer women runners Carlene Wilikom and Carrie Enger, and high jumper Michelle Riedi who earned All American

status, as did Tim Naegeli and Sonja Sorensen in basketball. At the end of their eligibility, both Sorensen and Naegeli held the scoring records for their respective UWSP teams.

Athletic triumphs and disappointments, enrollment growth and enrollment management, higher costs and less state and federal support, and a continuous struggle over faculty compensation both within the UW System and with forces outside of the system provided the highlights for the decade of the 1980s. As the decade neared its end, it was time once again to take stock, to prepare for a successful decennial review by the accreditation team from the North Central Association. The NCA team reviewed the documentation prepared by many and put together by a committee headed by Associate Vice Chancellor Douglas Radtke, and spent several days on the campus visiting with faculty, students, and administrators. They were, apparently, quite satisfied with their findings, as UWSP scored well on the accreditation review. In renewing the university's full accreditation status in 1988, the NCA informed the institution that its accreditation team had found that UWSP "has shown an ability to deal constructively with concerns and is clearly organized and administered in such a way that the team has confidence that it can continue to deliver high quality academic programs. ..." The report went on to commend the strong "sense of community" which it found at UWSP, and noted that despite sincere faculty concern over workloads, many classes remained small and most credit hour loads were normal. The report also noted the number of outstanding, nationally prominent academic programs present on the campus. Their list included wellness and health promotion, natural resources, writing emphasis (supported by the Academic Achievement Center), exemplary student life programs, and strong ancillary programs such as the American Suzuki Institute and the National Wellness Institute.

In a sense, the successful North Central review was a tribute to a spirit of campus community that Chancellor Marshall had struggled to engender. He believed sincerely that a strong sense of community was critical to the quality of higher education. His efforts to enhance the life and morale of his faculty and staff through the improvement of compensation

was the most visible of his efforts to that end, but his desire to involve faculty and staff fully in the governance process on campus was also a significant contributor.

During his first year in office, Marshall named a special committee to consider a major academic and administrative restructuring for the campus. As a result of that effort, several major realignments were completed, and a chancellor's cabinet, complete with faculty and student members was created. The cabinet operated openly and worked to arrive at a consensus on the issues facing the campus. Although there were those who felt that faculty concerns were not given an adequate hearing, it seems clear that the role of faculty and of students in the process of institutional governance was greater during the years of the Marshall administration than it had been at any prior time since the trend toward greater involvement had begun during the Hansen and Albertson administrations.

Administration of the colleges changed during the Marshall years as well. David Staszak was named dean of the Graduate School in 1980 and Paul Palombo was named dean of the College of Fine Arts in 1982. Palombo's premature death in 1988 led to the appointment of Gerard McKenna as dean in 1989. Retirements led to the appoint-

ments of Joan North, College of Professional Studies, and Alan Haney, College of Natural Resources, as deans in 1985 and 1988 respectively. In the College of Letters and Science, Howard Thoyre was named dean in 1980 and he, in turn, was replaced by Justus Paul in 1986. James Schurter was appointed to the position of dean of Academic Support Services in 1985.

Early in his years as chancellor, Marshall expressed his views regarding the essential components of a high quality higher education. He stated that "the most important factor in improving the instruction of a given faculty . . . is the development of a sense of community and commitment. It is within such an atmosphere that enthusiastic teaching is commonly found...." He noted his firm belief in the primacy of teaching, suggesting that "Teaching leads to knowledge and skills which contribute, in the larger society, to what has come to be called the quality of life."

Marshall left the chancellorship in January, 1989. He returned, as agreed, to teach in the Department of Chemistry during the fall semesters of 1989, 1990, and 1991. He left still believing in the need for an institution to have a sense of purpose and a sense of community. And, he left believing that the North Central Association's accrediting team was correct in praising the campus for having developed that sense of community. Reflecting on his chancellorship, he noted that despite obstacles which included inadequate funding, UWSP fared as well as it did because it had a strong sense of community. This, he believed, helped UWSP to move forward in such areas as computing, writing, forestry, and other programs of high quality.

Although the campus honored Phil and Helen Marshall by dedicating the new Health Enhancement Center to them, it was not until March 11, 1989 that the Board of Regents passed a resolution honoring the Marshalls. The resolution noted that during the Marshall years UWSP "sustained and enhanced its reputation as a higher educational institution of excellent quality." Noting Marshall's "commitment to academic quality," the resolution also recognized his "commitment to shared governance within the university, for his special interest in student activities and for his



*Helen and Phil Marshall*



achievements in the area of community service.” Helen Marshall was cited as “an active and loyal partner in these endeavors ... [who] contributed much to the advancement” of the university.

Vice Chancellor Howard Thoyre was appointed by the Board of Regents to serve as acting chancellor until the search process produced a new chancellor. Thoyre, a math educator by training, professor and former department chair and dean of the College of Letters and Science, had arrived at UWSP in 1962. Widely respected by members of the faculty and staff, and knowledgeable of the

workings of the campus and the system, his selection insured a smooth transitional period between chancellors.

A search and screen committee, chaired by chemistry professor Eugene Johnson, proceeded with its task. After the usual several month process, the committee presented the Board of Regents with its list of acceptable finalists for the position. From that list, the board selected Keith R. Sanders, dean of Fine Arts and Communications at Southern Illinois University-Carbondale, as the next chief administrator for UWSP.

## Chapter 11

### Toward the Second Century: UWSP at 100 The Sanders Era, 1989-1994

Keith R. Sanders was selected as the eleventh chief executive officer (third chancellor) of UW-Stevens Point from more than 100 candidates who had applied or been nominated for the position. The Search and Screen Committee, chaired by Professor Eugene Johnson of chemistry, screened the applicants and submitted its slate of finalists to the Board of Regents which announced the appointment of Sanders in January of 1989.

Born in Benton, Illinois on July 31, 1939, Sanders graduated from Benton High School and went on to Southern Illinois University Carbondale where, in 1961 and 1962, he received bachelor's and master's degrees. He served as an assistant professor of speech and debate coach at George Washington University from 1962 to 1967, and returned to SIU-Carbondale in 1967 as a member of the Communications Department. He worked his way through the ranks and became a full professor in 1977. He received his Ph.D. degree in communication from the University of Pittsburgh in 1968. Sanders took time out from teaching to serve as the governmental relations officer for the Southern Illinois University System from 1980 until 1983, the year in which he was selected as dean of SIU's College of Communications and Fine Arts. He remained in that position until his selection as chancellor of UWSP, with the exception of a six-month leave in 1988 when he took on an assignment directing a statewide campaign to boost revenues for education in Illinois. He returned to his position as dean upon completion of that effort.

In the field of communications, Sanders' research interests were directed toward the emerging sub-field of political communications, an area which he



*Chancellor Keith R. Sanders, 1989-*

and others helped develop, and the area in which he felt he had made his most important professional contributions. Sanders and his collaborators created a new division in a professional association, a journal, a bibliographic series, two edited volumes helping to define and focus the new sub-field, and

a single volume reference work entitled *The Handbook of Political Communications*. Among Sanders' more significant scholarly works was a book that he coedited with others entitled *Mediated Politics in Two Cultures: Presidential Campaigning in the United States and France*, published after his arrival at UWSP.

Although his appointment as UWSP's chancellor was not scheduled to begin until June 1, Sanders did not wait to get started. In a statement to the press at the time he accepted the appointment as chancellor, he noted that his style was to serve as an "advocate for education," and as education's advocate, he pledged "to build the best and most compelling case and take it to those people who can make things better." He visited the campus on several occasions and worked closely with Acting Chancellor Howard Thoyre to lay the groundwork for his new administration. In subsequent statements to the press, Sanders appeared to take up where Philip Marshall left off on issues such as salary improvement for faculty and staff as he pledged his continued efforts to that cause, although he indicated early that his approach to the problem would be different from that taken by Marshall. He also noted the need for significant increases in private and corporate support for UWSP, and a parallel expansion of the campus's efforts in the area of grantsmanship. His interest and experience in the area of political communications implied that his approach to the problems of salary compression and adequate financial support would be different from that of his predecessor who had relied on persuasion by numbers rather than by the more delicate approach of political persuasion. Sanders also said that he was prepared to make substantial internal reallocations to salary if it became necessary to do so.

Keith R. Sanders officially assumed his duties as chancellor on June 1, 1989. In his address to the faculty and staff in September, 1989, at the start of his first semester on the campus, he spoke of undertaking an all-out planning effort to review the curriculum and all other facets of the campus in an attempt to prepare for the 1990s and beyond. The campus would, he said, develop a detailed planning guide for the years immediately ahead and in preparation for the twenty-first century.

Inaugural festivities were not scheduled until May of 1990, and during the period of time between his arrival and that event, the new chancellor was able to gain wide campus support for a strategic planning process. A large planning group, consisting of members of the Faculty Senate, major administrative leaders on campus, and several local citizens, began its work soon after the chancellor's call. The "gang of 90" (as the chancellor frequently referred to the planning group) gathered throughout the 1989-90 academic year to discuss goals and aspirations for the future. Their work was preceded by an outside "cultural audit" of the campus which resulted in a report which noted that UWSP "has the ability to become a national model of quality, caring and innovation." The report praised the faculty and staff and stated that "the [UWSP] community has every reason to feel good about itself, and even more importantly should be optimistic about achieving its goals in the coming decade."

In April, 1990, the first draft of the planning report, "An Action Agenda for the '90s," was distributed. In its vision statement, the report noted that the goal was to prepare the campus for the 1990s and beyond so that "by the year 2000, it will be clear to all informed observers that, in 1990, UWSP took the next logical step in its natural evolution." The stated hope of the authors of the report was that observers of UWSP would say that "it responded better than most other universities to the unique challenges and opportunities . . . and as it entered the new millennium, it found itself among the very front ranks of teaching universities."

Among the specific objectives set out by the planning group were the recruitment and retention of the most qualified faculty and students, and the determination of the most essential content, knowledge and skills needed by students and graduates of the 1990s and beyond. Indicating themes that would recur throughout the next few years, the report called for a culturally diverse campus "where equity for all is assured" by the year 2000, and for the further development of external partnerships both community wide and worldwide in nature. Agreeing with Sanders that the campus needed new and enhanced sources of funding, the planning report also urged a study of the feasibility of a major capital funds campaign. And, as a step toward all-round campus

enhancement, it called for making every reasonable effort to improve both the academic and physical images of the campus.

In his inaugural address given on May 6, 1990, Sanders spoke about the planning activities that he had initiated and overseen during his first months as chancellor. He noted that in preparation for its centennial and second century, the campus was engaged in the development of a vision for the future. He elaborated on the priorities which were emerging from the discussions and noted that these included commitments to increased educational efforts in the areas of internationalization and the environment, to improved collaboration with local schools for the improvement of educational opportunities at all levels, and to cooperation with local business and industry to provide services to those groups as well as to enhance the opportunities for UWSP's students within local businesses and industries. These efforts, he said, would be important steps toward broadening the institution's awareness of and its commitment to the development of students' comprehension of the interconnectedness between the education they received and the world in which they would live and work.

Sanders also spoke of the continuing need for "institutional relevance" as the university faced the decade of the '90s and beyond, and he called upon the faculty to take the lead in providing guidance in such areas as teaching an understanding of ethical behavior, communication skills, and environmental awareness. Reiterating the importance of diversity, he urged the university community to continue its efforts to diversify its faculty, staff, and student body. In a direct reference to the University of Wisconsin System's "Design for Diversity" program, he stated that one of the goals of higher education must be to insure that all persons would be brought into the mainstream of American life. This effort, he said, should work toward the provision of a hospitable campus and community climate for women and minorities.

Pointing to the projected retirements of a large number of faculty at UWSP during the upcoming decade, Sanders noted that the openings created would provide an opportunity to refine and redefine what it meant to be a faculty member at UWSP. Citing studies which suggested that the

market for quality faculty would become very competitive during the decade ahead, he urged the improvement of salaries, a review of faculty workload, and the establishment of a more attractive climate on the campus. In a direct reference to the previously published Carnegie report on teaching and research, he noted that the local definition of faculty research needed to be reviewed and redefined to include in its explication the scholarship of application and integration.

To those who questioned his vision of the future and its costs, Sanders stated that all change required sacrifice, and that UWSP was prepared "to review every academic and every non-academic program.... Some we will enhance, some we will maintain, and some we will reduce or eliminate, and put the dollars saved into higher priority programs." Anticipating the anguish of faculty and staff that often accompanied such proposals, he acknowledged that the process would, at times, be slow and painful, and he asked for the patience and support of faculty and staff. The results sought, he indicated, would provide the ultimate reward for the time and effort invested in the university's future, when, it was hoped, UWSP would "become the best undergraduate state university in Wisconsin."

Once the academic year began anew in the fall of 1990, renewed efforts were made to flesh out the plans drawn by the "gang of 90" during the previous academic year. In his address welcoming faculty and staff at the start of another academic year, Chancellor Sanders called for the appointment of a Curriculum Task Force. He noted that the role of the task force would be to draw the campus community into the national debate on "what ought to be taught at predominantly undergraduate universities." He directed the task force to review data from alumni, employers, and graduate schools attended by alumni of UWSP to help identify the most essential knowledge and skills that graduates of UWSP ought to obtain for successful lives and careers in the 1990s and beyond. Once again, Sanders suggested some of the topics that the task force should consider, including environmental awareness and education for ethical behavior.

Shortly thereafter, Robert Knowlton, historian and chair of the Faculty Senate, called for nominees to serve on a Curriculum Task Force.

Appointments were made and Jack Reed, the chair of the Department of Chemistry, was chosen to head the group which promptly began the task of articulating the skills and knowledge needed by graduates of UWSP.

In early October, the chancellor called for a review of all non-instructional programs on the campus. He asked for the creation of another task force to attempt to identify savings or consolidations that might yield support for internal reallocation to any new or enhanced programs which might be designated as a result of recommendations from either of the two task forces. Robert Baruch of the Department of Theatre and Dance was selected to chair the second task force which also began its duties promptly, and often held marathon, all-day Friday meetings.

As the task forces began their work, concern was voiced by a number of persons on the campus about the ultimate results of the process. Although such a reaction was not unexpected, Sanders made an effort to reduce those uncertainties by speaking to an informational meeting in January, 1991. He pointed out the long-standing need to improve salaries and to review and reduce faculty teaching loads on the campus. He acknowledged that making significant gains in these areas would necessitate that the campus become somewhat smaller, but he stated categorically that no one would be laid off as a result of this planning exercise, or any reallocations, program reductions or eliminations brought about as a result of that process. Despite these and other assurances, some doubts lingered, and when systemwide budgetary reductions through the Quality Reinvestment Program cast a shadow on the viability of the local planning effort, Sanders continued to reassure those who feared layoffs. He also told his cabinet that they must keep faith with the faculty and all those who had invested so much time and effort into the planning exercise and begin soon to implement as much of the plan as was possible in spite of system programs and requirements that at times seemed to be in conflict with local plans.

While UWSP was looking for ways to trim its budget in order to generate money for new or enhanced programs, the state legislature continued to react unenthusiastically to the budget requests from the University of Wisconsin System.

Subsequently, system officials announced a plan to further reduce access to the various campuses and to use the money saved by enrollment reductions for internal reallocation to the areas of greatest need, in particular but not solely faculty salaries. A March 1, 1991 memo from UW System President Kenneth Shaw noted a projected budgetary shortfall of about \$40 million, and proposed further downsizing as a possible alternative. This option, as he described it, would require the reduction of 1,400 more students across the system than had been planned in the continuing Enrollment Management Program. Such a reduction, the system president noted, would allow for the gradual elimination of about 700 faculty and staff positions, with the money saved to be reallocated internally to improve faculty salaries or otherwise directed to high priority needs. Reacting swiftly, Sanders asked his cabinet to set aside the expected \$400,000 campus share such a program would require. The cabinet responded promptly and did so. Since the campus had already planned to set aside about \$450,000, through the strategic planning process, there was little difficulty in finding the \$400,000 required by the system. But the question immediately asked was what would happen to the local planning effort if that money so designated were diverted to take care of the system mandate? The answer, given after extensive deliberation, was reflected in the statement of the chancellor noted earlier about keeping faith with those who had made the effort at the campus level, and to attempt to do as much of the local plan as circumstances would allow. Since both the system plan and the local plan focused on salary needs, substantial reallocations for salaries followed. Those parts of the local plan that were not in consonance with the system plan would have to be deferred or deleted.

The Curriculum Task Force worked steadily through most of the next two academic years, and arrived at a set of guidelines containing 14 competencies which included "essentially what the task force thinks students should be trained in beyond the particular requirements of a major." No mention was made of any specific course requirements or recommendations in this report which was presented to and approved by the Faculty Senate in May of 1993. Any modification of general education requirements or course content was left for later



*Assistant Chancellor Helen Godfrey*

consideration by the various departments and by the faculty through its regular committee processes.

Meanwhile, the Academic Support Programs Task Force (ASPRTF as it became known), essentially charged with reviewing all other aspects of campus life, presented its extensive report which grouped its recommendations concerning the programs studied into areas of immediate priority and action, short-term priority and action, and those items which could be reviewed down the road a bit. One of their recommendations, concerning the revamping of the Student Life Division, resulted in the elimination of Student Life as a separate division and its merging with University Relations and with Academic Affairs. Six of the units from Student Life were shifted to the renamed Student Development and University Relations Division, headed by Assistant Chancellor Helen Godfrey, and the remainder shifted to Academic Affairs headed by Vice Chancellor Howard Thoyre. Another significant change resulted when University Telecommunications was removed from the former University Relations Division and

placed administratively under Continuing Education and Outreach. Numerous other recommendations were also accepted and undertaken.

At the time of this writing, it was too early to assess fully the results of the strategic planning exercise which continue to be implemented through the adoption or modification of specific items contained in the reports from the two task forces, but a number of changes could be cited. In addition to those highly visible changes noted above, significant strides in salary upgrading were made, starting with the group most out of line with peer groups, the assistant professors. This improvement made it easier for the campus to compete for high quality new faculty in the national market. In addition to the improvement of salaries, computer access was enhanced and the campus began the move toward the second generation of personal computing during the 1993-1994 academic year; other new initiatives, both internal and external, also were undertaken. Suffice it to say that with systemwide budgetary pressures and an uncertain economy, not all of the goals expressed were attained as soon as had been anticipated, and it is likely that some never will be realized fully. But, the campus made many adjustments in the way in which it conducted its day to day business and, in the process, reviewed thoroughly nearly every instructional and non-instructional program on the campus. Clearly, the campus had begun its adjustment to the new political and economic pressures which faced higher education in the 1990s.

State and national budget uncertainties also continued to affect the way UWSP (and other institutions of higher education) were able to do business, and those uncertainties appeared likely to continue to have such an impact for some time to come. The resulting budgetary limitations did have an impact on the campus and its ability to meet the needs of students and faculty. In addition to frequent and usually unexpected or unplanned economic vacillations, other commitments continued to restrict the state's ability to fund fully the needs of higher education. Increased funding demands for prisons, medicaid, welfare, and the needs of local school districts all cut into the share of the state's resources available for funding institutions of higher education. Consequently, over a period of time, the state's level of support for the University of Wisconsin System



*“Classroom 2000” in the College of Professional Studies Building.*

declined. For example, at UWSP, as recently as 1973-74, the state provided 50 percent of the funding needed to run the institution. In the 1992-93 budget, the percentage of direct state assistance had dropped to 40 percent. As the state’s other commitments increased, the share of the state’s total general purpose revenue expenditures given to higher education also declined from about 14.5 percent to about 11 percent during the same time period. Given other societal needs, the competition for state support was understandable, but the outcome may, over the long haul, prove to have been most unfortunate for the state’s highly respected system of higher education. It may also have unforeseen financial consequences for the state, since recent studies have suggested a direct correlation between the tax revenues received by a state and the educational levels attained by its citizenry.

Enrollment management programs, begun in 1986, were implemented in an attempt to manage the university’s budget shortfalls by reducing the number of students admitted. For UWSP, the result was a planned but still rather dramatic overall drop in enrollment from a high of 9,555 in 1986 to 8,615 in

1993. Most of the decrease came by limiting the entrance of new freshmen and transfer students. Admission standards were raised to accomplish this result, and the new, higher standards were closely monitored. The size of each year’s freshman class was reduced and reached a target of about 1,375 for the fall of 1993, the smallest freshman class at UWSP in nearly 30 years. And, each year found the doors being closed earlier to new enrollees, with the “no vacancy” sign (except for students in the top 10 percent of their high school classes) out as early as February in 1993.

At UWSP, enrollment management along with some internal initiatives did raise the academic levels of incoming students. For example, for the fall semester of 1993, 17.8 percent of the new freshmen ranked in the top 10 percent of their high school graduating classes. Twenty-eight valedictorians enrolled for the fall of 1993 compared with only a very few just three or four years earlier. However, the management of enrollment produced some unintended although not unexpected results. Some previously qualified students were unable to gain admission or had their admission deferred for

a semester; a number of dormitory rooms went unfilled because of the decline in student admissions, particularly among freshmen and sophomores. Some part time adult students found the doors of the university more difficult to enter than before, although steps were taken later to ease this outcome of enrollment management.

Both the UW System's Quality Reinvestment Program, which called for the investment into faculty and staff salaries and other needs of approximately \$26.5 million of savings obtained by not filling vacant positions, and UWSP's own strategic planning effort did provide significant improvement in faculty and staff salaries. However, as expected, the changes required some costs and some pain. A number of academic departments were not allowed to fill vacant positions; summer session offerings were reduced; the summer theatre program was, at least temporarily, eliminated; the Carlsten Art Gallery curator's position was left unfilled after a resignation; several programs, including business, communication, elementary education, and biology were downsized; several administrative positions were eliminated or at least temporarily left vacant; campus funding for such outreach programs as the Rites of Writing was reduced or eliminated. System wide lateral reviews were conducted in the areas of professional programs to attempt to determine the need for or unnecessary duplication of such programs, resulting in 1993 in the elimination of some options within the programs of the College of Natural Resources. Similar, system wide processes also were undertaken to review programs in education, business, allied health fields, and most of the other professional training areas.

While the Curriculum Task Force was focusing its efforts on curricular development and reform through the strategic planning process, academic departments continued to work as before in the development and maintenance of their programs. One of the least understood aspects of faculty governance is the faculty's role in the continuous review and evaluation of its curriculum, an effort which takes up many hours each year, and results in a significant number of new and revised courses, options, minors, or even majors every year. Curricular planning by a faculty which is informed and current, is a never-ending process, at the depart-

ment or program level, and within the overall governance process on the campus. Many examples of such regular curricular changes might be cited. For example, the Board of Regents made permanent UWSP's major in computer information systems in 1990; a new major in exceptional education and new minors in tribal sovereignty and environmental education were approved in 1991; later, additional minors in rural and native American social work and in safety/health protection were added, as was a graduate program combining natural resources and work in the Peace Corps. New emphases in the forestry and water resources majors provided for the addition of courses and programs in wood utilization and marketing and aquatic toxicology. Name changes for departments which were part of the former School of Home Economics were approved. A grant of equipment from AT&T in 1991 provided the basic support for the Collaborative Science Laboratory computing proposal. Among the more innovative new courses or course sequences undertaken in the early 1990s, was the sequence in mathematics which provided for an actuarial science option within that major, a course on Native American treaty rights, and a Menominee language course which was offered during the spring and fall semesters in 1993.

"Growth by substitution," the euphemism for trading existing programs or courses for new ones, required UWSP to evaluate constantly what it was offering that might no longer be appropriate. System approaches, such as the lateral reviews of professional programs, offered specific suggestions for places to cut or reduce what appeared to be duplicative or overlapping programs between the campuses of the UW System. Locally, strategic planning and the demands of the Quality Reinvestment Program both required departments to review their curricular offerings with an eye to greater efficiencies and economies of scale. Other changes in such areas as the exploration of alternative modes of delivery of knowledge such as that involved in distance learning, a concept which evolved with the increased use of classroom technology, were also being explored. Even without these major efforts, however, UWSP's curriculum, like that of other successful colleges and universities, evolved steadily over time, as faculty interests grew and as societal needs changed. Even



without system and local strategic planning exercises, it is clear that many of these changes would have occurred, although perhaps in a less global manner.

Other, sometimes more subtle, programmatic changes continued. The early 1990s witnessed the development of several supplemental campus programs which further enhanced the reputation of the campus. These included the Wisconsin Center for Environmental Education, the National Information Center for Undergraduate Polymer Education, the Center for Economic Education, and several others. These additions, along with ongoing successful programs such as Odyssey of the Mind, the National Wellness Conference, the annual Suzuki summer encampments, and others, assisted the campus in meeting part of its strategic planning goals: enhancement of the image of the campus, locally, statewide and nationwide. These and other programs, along with a continuously evolving curriculum, projected a positive academic image for UWSP.

In addition, some further efforts in the area of internationalization, including such agreements as those with Magdeburg Technical University in Germany and East China Normal University, lent further credence to UWSP's claim to be an institution concerned with the preparation of students for living in the ever-smaller world of the twenty-first century. Along with continued overseas opportunities for its students through the various programs offered by the International Programs office, and a growing major in international studies, the campus continued to fulfill its commitment to international education, a commitment made as early as the 1950s and 1960s, and successfully enhanced during each succeeding decade.

In an attempt to further diversify the faculty and staff of the campus early in his tenure at UWSP, Chancellor Sanders announced the creation of a pool of five positions to be used specifically for the recruitment of culturally diverse faculty and staff. This action was in keeping with both the "Design for Diversity" program of the UW System, and of UWSP's own strategic plan. The designated positions were successfully filled, contributing to the further diversity of the faculty. At about the same time, the campus also renewed its commitment to a decision made earlier which determined that Native

Americans would be the primary target for UWSP in the diversification of its student body. To that end the campus had continued to support and develop the role of the Native American Center and had established the position of Associate Vice Chancellor for Cultural Diversity. Several other attempts to support the educational opportunities for Native American students and to promote increased diversity at UWSP followed, including cooperative agreements with Haskell Indian Junior College (Kansas) and with the newly-founded (1993) College of the Menominee Nation.

Also adding to the claim of excellence and to the image of UWSP as a high quality teaching university was the establishment of the first three distinguished professorships on campus, all in the College of Natural Resources, and all partially supported by both the UW System and by private gifts. The professorships, along with the increasing emphasis upon environmental education, helped further the push for expansion of the facilities for the College of Natural Resources, a movement that appeared to be headed toward the desired goal of a major addition to the building and facilities of the college. At the time of this writing, most of the necessary approvals were in hand for the project which would ultimately cost about \$11.7 million for the planned college facility enhancement.

For the most part, the early years of the 1990s saw campus renovations and updating rather than the building of new facilities. A UW System working paper entitled "Infrastructure for the 1990s," issued in May, 1990, stressed the problem faced by many of the nation's campuses in obtaining sufficient funds to maintain and modernize the buildings on those campuses. The UW System and UWSP were not exempt from this dilemma. While a program of laboratory modernization, which began in 1984-85, had provided some relief in the area of science and other laboratories, classroom facilities lagged behind until the extension of that program to include classrooms in 1992, an action which did begin to provide needed assistance in the upgrading of the classrooms on campus. Yet, heating plants, plumbing, carpeting, lighting, elevators, and other basics were often neglected, resulting in decaying physical facilities. Much of the "building" of the decade was, therefore, addressed to meet this situation. A program of dormitory remodeling was begun,



*Native American and other minority students have been served through Weekend College and other "Design for Diversity" programs.*

the food service centers were modernized, and discussions were begun concerning possible renovation of Nelson Hall, the second oldest building on campus. Approval for the upgrading of the older section of the Science Building, long under discussion, came in 1993. Plans were made for the construction of a new storage facility, additional parking, and new campus signage. Much of the credit for the success of the campus in obtaining the support needed for these improvements was due to the increased efforts put into both physical planning on campus and the improvement of governmental relations externally.

Supported by private contributions, the construction of the Wisconsin Conservation Hall of Fame at the Schmeckle Reserve Visitor Center was finished in 1991, completing plans that were formulated by those who developed the Hall of Fame idea during the 1980s. This, too, added to the statewide visibility and reputation of the campus. Among those inducted into the Hall were Senator Gaylord Nelson, the “father” of Earth Day. To this end, the “earth flag” now flies in front of Old Main, signifying the ongoing commitment of UWSP to conservation education and to the environmental movement.

Groundbreaking for the new Health Enhancement Center occurred in July, 1989, and by late fall of 1990, the facility was ready for occupancy. The building, which cost over \$7 million (with students agreeing to pay a fee of \$6 per semester until their share of the cost—about \$1,060,000 was paid off), contained classrooms, a multi-purpose area ringed by an indoor track, an Olympic-sized pool and a therapeutic pool. The facility provided much-needed indoor recreational areas for students and others, as well as a site for many athletic events, from high school conference tournaments to NCAA Division III national championship events.

The Health Enhancement Center, dedicated to Phil and Helen Marshall because of their support for the project and for athletics, provided a

major boost to athletic programs already known for their consistently high quality. For example, Coach Lynn “Red” Blair’s swimming team finished second in the National Association of Intercollegiate Athletics competition in 1992, and with the new facility, would continue to provide a quality program. Track programs for both men and women were made much more attractive to prospective participants with the addition of an indoor facility of such quality. Other sports also benefited, including football, tennis, softball, and baseball, all of which were able to schedule some of their practice sessions and workouts in the new facility.

Programs in athletics, which flourished during the 1980s, continued to do so as the 1990s progressed. Football provided excitement for Pointer fans, although the team did not quite equal its national tournament performance of 1987. Senior quarterback Kirk Baumgartner, who completed his UWSP career in 1989 and played in the Senior Bowl game in January, 1990, set some 59 NCAA III and NAIA passing and total offense records during his four years at UWSP. Included among his feats was an amazing string of 139 straight passes without an interception.

Men’s basketball, after a brief letdown following the string of six straight conference championships during the 1980s, returned to prominence with back-to-back Wisconsin State University Conference



*Gaylord Nelson at Schmeckle Reserve.*



*Health Enhancement Center and Quandt Gym at west end of the physical education facility.*

championships and trips to the NAIA national tournaments during the 1991-92 and 1992-93 seasons. Shortly after (but unrelated to) the 1993 trip, which ended with a disappointing first round defeat, it was announced that the basketball program would join the other WSUC schools in playing in the NCAA Division III championship series in the future, thus severing the last ties in a long basketball relationship with the NAIA.

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Hockey, coached by Mark Mazzoleni, successfully defended its NCAA III national championship of 1989 by repeating as national champions in 1990 and again in 1991. After three straight championship seasons, Mazzoleni, who only one year earlier had added the athletic director duties to his assignment, left the program to become an assistant coach at Division I University of Minnesota. He was succeeded as head coach by his assistant, Joe Baldarotta, who picked up right where Mazzoleni left off and guided the Pointers to another Northern Collegiate Hockey Association championship and a second place NCAA III finish in his first year, and then followed that feat with the Pointers' fifth consecutive NCHA conference championship, and their fourth NCAA Division III championship in five years, in 1993. Achieving an honor denied to his predecessor, Coach Baldarotta was named NCAA III hockey coach of the year in 1993.

With strong showings in the fall and winter sports, including their first conference wrestling championship since 1959, the Pointer men captured the WSUC all-sports championship for 1992-93, their first overall championship since the 1986-87 year. Other men's athletic teams and individuals continued to excel. The swimming team, led by Nino Pisciotta and Juan Cabrera, finished second in the NAIA national tournament in 1990. Wrestler Bob Berceau, who captured the first individual national championship won by a Pointer in that sport in 1989, finished third nationally in 1990.

Pointer women's athletic teams also remained highly competitive. Although several sports achieved high levels of success, the most notable during the early 1990s was the soccer team coached by Sheila Miech. Miech's teams won state titles in 1989, 1990, 1992, and again in 1993. The team's 19 and 2 record in the 1992 season was its best ever, but the team was disappointed by its failure to receive an invitation to the NCAA playoffs. With a tougher schedule and another WWIAC championship in 1993, the team did receive a play-off bid but lost in the final round of the western regionals, and ended the season with a record of 16-5-1.

Other noteworthy women's athletic activities during the early half of the 1990s included a WWIAC championship and play-off bid for the Lady Pointer softball team in 1990, a high finish in the NCAA III national cross country meet, and continued success in swimming, tennis, and in track and field. Track successes included NCAA III winning performances by Beth Mears in the indoors shot-put in 1990, and by Jessie Bushman in the outdoor 800 meter run in 1993. Although the pressure remained to provide equity between athletic opportunities for men and women, progress remained slow.

As in each of the previous eras, some problems dominated the early years of the 1990s. Budgetary limitations and enrollment management pressures and related problems have already been discussed. As the campus neared its centennial year, those and the other problems faced by and on the campus were often reflective of the society in which the institution and its people found themselves.

Sexual harassment charges, a factor of concern on many campuses and in other institutions during the 1990s, also appeared at UWSP. A series of charges were lodged against a number of campus officials late in the summer of 1991. The charges, including the accusation that key administrators knew of alleged problems and failed to take action, were studied by a committee on campus which concluded that the allegations were essentially unfounded. In reports to the faculty early in 1992, Vice Chancellor Howard Thoyre noted that the committee found insufficient evidence to support the charges against all except one former university employee. The committee also found no evidence that the institution had failed to respond promptly to the early allegations. Subsequent court actions in May and June, 1993, and findings by the State Personnel Commission resulted in dismissal of all formal charges, thus vindicating UWSP of the charges including the charge that high level administrators had known of the alleged problems and failed to take timely and appropriate action. Despite the university's "victory" in this situation, the episode caused distress and uneasiness on the campus, and detracted from planning efforts and other budgetary issues and concerns.

In commenting upon the successes and failures, joys and disappointments of his first years in office, Chancellor Sanders noted that this series of accusa-



*Recruitment and retention of minority students is one goal of "Design for Diversity."*

tions provided his greatest sense of frustration and disappointment during his early years on campus. He lamented the time and effort required to respond to the charges and to obtain the ultimately favorable results, and noted that the state was forced to spend substantial amounts of money on legal services to defend the university and its leaders against the unfounded allegations.

Other problems faced during the early years of the Sanders' administration included the restructuring of the Student Life Division. Although it was never suggested that any deliberate wrongdoing was involved, it was discovered that some student funds were being used inappropriately to support programs for which state funds should have been used and the campus was forced to review its entire operation in that area and to reallocate funds to replace those that had been diverted. Ultimately, following the review by the Academic Support Program Task Force, it was decided to eliminate the Student Life

Division by assigning major parts of the unit to Academic Affairs and to University Relations as noted previously.

Sanders summarized his view of progress toward meeting the plans drafted in the strategic planning exercise in his fifth opening address to the campus community in September of 1993. He posed the question: "How well have we kept the promises we made to ourselves?" His answers were mostly positive. He summarized the advances made in raising the salaries of faculty and teaching academic staff to the midpoint of the university cluster campuses, by the internal reallocation of more than \$1.2 million, and suggested that by the end of that current biennium the salary goals would be reached.

Insofar as goal two, improving the quality of the undergraduate student body at UWSP, the chancellor referred to statistics which clearly documented the success of that effort. He stated that in 1986, when the Enrollment Management Program began, 68.9 percent of UWSP's incoming freshman class came from the upper half of their high school graduating class, while in 1993, it was estimated that 90.1 percent would come from the upper half of their respective classes. Overall, the classes (1986 and 1993) ranked in the 61.6 and 71st percentile of their respective graduating classes. And, while the freshman class of 1986 had contained 13.2 percent of those who had finished within the top 10 percent of their high school classes, by 1993, that number rose to 17.2 percent.

Goal three, providing for the relevant curriculum for the 1990s and beyond was being addressed by the Curricular Task Force, the academic departments, and the university's regular governance process. The task force's recommendation of 14 knowledges and skills needed by UWSP's students was, at the time of this writing, on its way to review by the General Degree Requirements Subcommittee. Departments were assigned the job of reviewing how the courses in their major offerings met the goals set forward by the task force, and the task force and the General Degree Requirements Subcommittee were reviewing the role of general education courses therein as well.

In addition to the normal curricular processes, and that of the task force, other factors were also at work in the 1990s which would have an impact upon the

quality of the faculty and the curriculum. Outcomes assessment, one of society's newer demands placed on institutions of higher education, was mandated by both Board of Regents and by the regional accrediting agency, the North Central Association. Consequently, much effort was spent during the 1993-94 academic year developing policies and procedures to comply with those directives. New efforts to further refine post-tenure faculty review were also being undertaken, again in response to political demands for accountability.

Efforts to increase the external funding available to the campus were also beginning to bear fruit by the centennial year. The campus' endowment increased between 1988 and 1993 from about \$1 million to about \$2 million; the number of donors making contributions to the campus had been enlarged from about 4,400 to over 8,500 during the same time period. The launching of a \$5 million capital funds campaign in concert with the celebration of the centennial appeared certain of success. Likewise, campus efforts to secure grants and contracts from external forces had nearly doubled over the five-year period.

The record in the area of increased campus diversification was not as favorable, although Sanders noted that the campus was "one of few" to meet UW System "Design for Diversity" objectives regarding the recruitment of minority students, and the hiring of academic staff. Nonetheless, gains in minority enrollment (up to 3.6 percent of the student body in 1993) and in minority faculty (7 percent in 1993) were slower than had been desired, and Sanders promised additional efforts in this area noting the recent hiring of a new affirmative action officer to insure full compliance and greater efforts.

External partnerships continued to be sought as the campus completed its one hundredth year. Close ties with the local schools were strengthened; relationships with local businesses and industries were enhanced; and, the signing of articulation agreements with the technical colleges in the area and with the College of the Menominee Nation were outward signs of successful efforts in this direction.

Sanders noted the increased efforts that had been made to improve communication with the UW system, with the legislature, and with the general public, and he pledged continued progress in these



*Vice Chancellor Provost Howard Thoyre*

areas. He suggested that the success of the internal planning process on campus was directly responsible for the improved public response to the request from the campus for additional external support and cooperation.

Finally, in regard to the goal of image enhancement, the chancellor pointed to capital improvements under way and planned for the campus, and noted the renewed efforts to improve the physical appearance of the campus. He proclaimed that visible progress had been made toward reaching this goal, with many trees and flowers planted, with improved traffic patterns around the campus, better signs, and a general appearance of a fresh and vital campus. The campus was being prepared physically for its 100th birthday celebration.

Chancellor Sanders concluded his address to the faculty who were about to begin the 100th year of the institution in September, 1993, by suggesting several challenges which remained unfinished. He



*Old Main in it's 100th year.*

stated that he had instructed Vice Chancellor Thoyre to propose new reward system guidelines for faculty and staff and to clarify what was required for faculty to attain tenure and promotions at UWSP in the years to come. He called also for increased attention to faculty development through the internal reallocation of funds to programs which would enhance the development opportunities for faculty and teaching academic staff. And, emphasizing a theme which would likely become more pronounced as the campus entered its second century, Sanders pointed to

the improved technology available to faculty and staff and urged a greater effort to use that technology for more efficient instruction, and to make greater use of the knowledge obtained through technological means to reduce the time to graduation for students and to communicate with alumni and other campus constituencies.

As UWSP completed its first century, there was much to celebrate. Yet, with the challenges facing it and all of higher education, it was equally clear that the beginnings of the second century would require



continued vigilance, diligence, and commitment. “The world is ours” remained a vital and significant part of the life of UWSP, but as with so much of the rapidly changing world of the 1990s, to remain on top would require continued hard work during the

years to come. The first century should be judged to have been a positive and successful one. Time and future historians will have to judge the institution’s successes and failures in meeting the demands of its second century.



*Chancellor Sanders contemplates UWSP's second century.*

## Epilogue

As the campus completed its first century, it was clear that those early supporters of higher education in Stevens Point, if they were still around, would feel that their efforts to obtain a normal school for the community had been most worthwhile. The normal school they sought had survived and succeeded, despite two world wars, a major economic depression, and several changes in name and mission. As times and public needs changed, the campus' name and mission changed from normal school to teachers college, state college, state university and, finally in the early 1970s, to University of Wisconsin. And, as Wisconsin became one of the national leaders in the provision and maintenance of higher education, the Stevens Point community was able to share in that success.

A review of the historical and economic records reveals that the community and the region were well served by the placement of the campus in the city. The presence of the campus brought much to the community. An incalculable infusion of dollars, brought to the Stevens Point area by students and faculty, has had a major and lasting impact on the growth and development of the community. A university campus brings more than money to a community, however, as evidenced by the many cultural events and athletic activities provided to the citizens of the central Wisconsin region. Concerts, theatrical performances, championship hockey and basketball, the many and varied speakers brought to the campus, the political debates during the late 1960s and the 1970s, and other discussions and debates held on the campus, all helped provide unique experiences normally unavailable to communities which do not have a college or university nearby. The ability to work with the public schools of Stevens Point and the surrounding areas, and the external partnerships with local businesses and industries also provided a mutually beneficial part of the relationship between the region and the university. All considered, these contributions are so significant overall that their value is nearly incalculable. Put simply, central Wisconsin without the normal school, teachers college, state college/ university, and UW-Stevens Point would have developed very differently over the past century and

would be a very different place in which to live today.

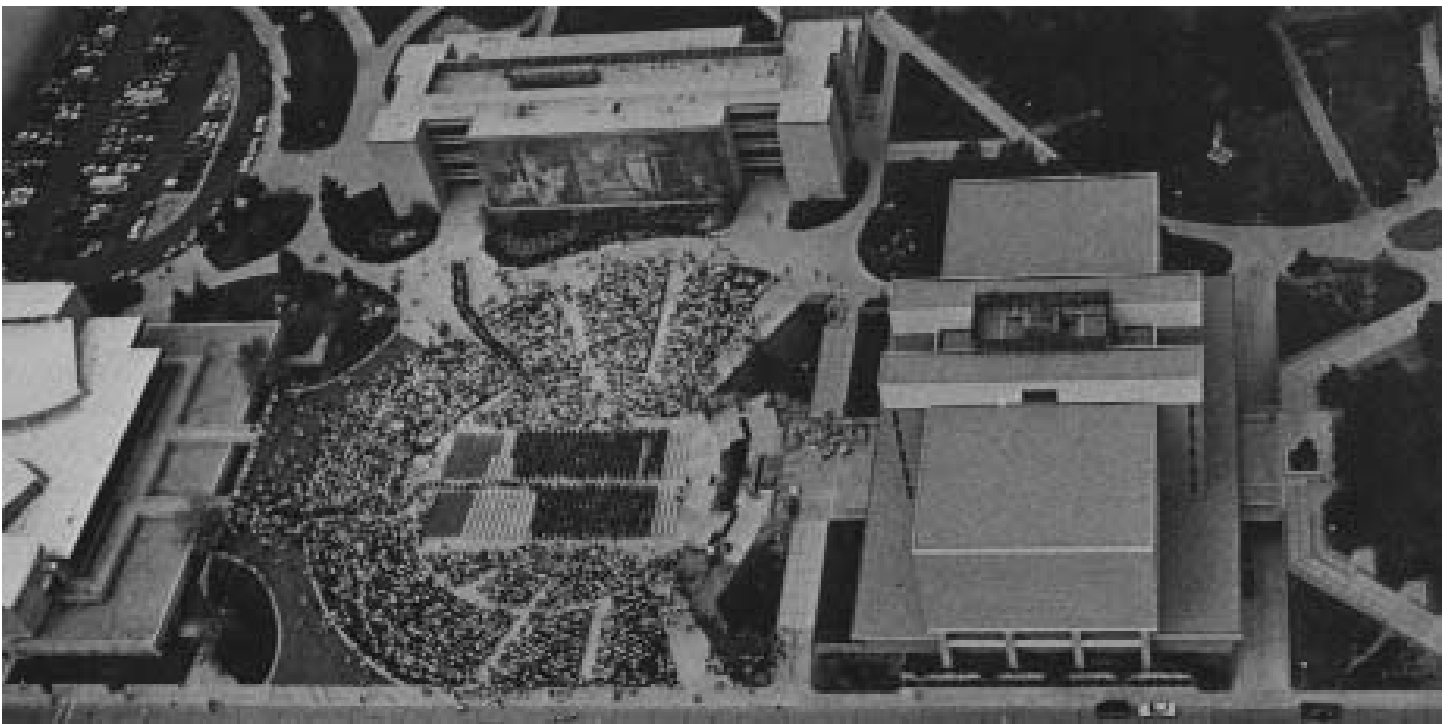
From those early, fierce jousts with neighboring Wausau over the location of the state's sixth normal school to a well-established and highly respected member of the University of Wisconsin System, the Stevens Point campus has traveled a great distance. From an enrollment of 366 (including preparatory students and students enrolled in the model/campus school) in that initial year, 1894, to an enrollment high of 9,555 in 1986, the campus under enrollment management restrictions ended its century with a student body of about 8,600. The faculty and staff, which numbered 13 in 1894, had grown to over 500 faculty and academic staff and almost 400 classified staff by 1993. This growth was reflected in the changed nature of the institution. Today, a high percentage of faculty members have Ph.D. or Ed.D., or other appropriate terminal degrees as compared with the early faculties in which the members sometimes held no degrees at all. The curriculum, originally aimed at a very limited audience of prospective or returning teachers, has been expanded, broadened, and fine-tuned to include a broad component of liberal arts and sciences, a large undergraduate program in natural resources, an outstanding program in the fine arts, and a group of professional programs, some of which have gained state or regional acclaim. Included in this latter grouping is a greatly expanded program of teacher training, far different from that envisioned by the founders of the Stevens Point Normal School back in 1894.

The faith and the efforts of those who made the decision to locate the school at Stevens Point have been well rewarded. A strong faculty, dedicated administrative leadership, and a continually improving student body all helped lead the campus successfully through its first 100 years and prepared it well as it set about to enter its second century. Strong faculty governance, particularly during the last quarter of the school's first century, and increasingly involved student government have also contributed to the growth and maturation of the institution. And, the significant community support, so vital at the very creation of UWSP, appeared stronger than ever as the centennial year

was celebrated throughout the campus and community. That community support has become even more significant over the years as the university has been forced to seek support beyond that provided by the state of Wisconsin.

“The world is ours” remains a viable and visible theme as the University of Wisconsin-Stevens Point concludes its first century. With numerous opportunities for overseas experiences readily available for students and faculty, with the

interconnection of nations and continents by electronic means, and by virtue of the efforts made to broaden the scope of higher education for its students throughout its first 100 years, UWSP awaits its second century of students and offers to them an ever more challenging commitment to the slogan of that fateful telegram. “The world is ours” remains the clarion call to students as the University of Wisconsin-Stevens Point begins its second 100 years.



*At commencement each May nearly 1,000 graduates say farewell to the world they knew at UWSP.*

## Bibliographic Note

Bibliographic sources for this study included both primary and secondary materials. Of great importance were materials held by the University Archives at the University of Wisconsin-Stevens Point. Archivist William G. Paul provided continued and invaluable support throughout the gathering of information. That support was essential in obtaining information for this book.

For the discussion of the overall development of higher education in Wisconsin (Chapter 1), a number of sources were used. Walker Woman's History of the Wisconsin State Universities (1968) was an extremely important place to begin. State histories, such as Robert Nesbit and William Thompson's Wisconsin: A History (2nd edition, 1989) also provided basic structural information. In addition, a number of histories of other campuses of the University of Wisconsin System were read and used as appropriate.

Numerous state and university reports were reviewed, including the report of the Kellett Commission ("A Forward Look: Final Report of the Governor's Commission on Education"), annual reports of the Department of Public Instruction, the State Superintendents, the Normal School Board of Regents (and later boards as well), and various reports and papers prepared by the presidents/chancellors of the campus. Many of these are available at the State Historical Society of Wisconsin's fine library, while some are also found in UWSP's archives. Newspapers were used as needed, with the greatest amount of information provided by the Stevens Point Journal and other local and regional papers, and the student newspaper, The Pointer. President William C. Hansen's typewritten account of the history of the campus through his period of service was also consulted.

In addition, several doctoral dissertations have extensively reviewed some aspects of the development of higher education in Wisconsin, particularly in regard to the merger of the two university systems in the 1970s. Two master's papers provided some of the basic information regarding athletics at UWSP.

Finally, personal reflections were provided by many persons. The archival holdings at UWSP include a series of videotaped "Centennial Interviews" prepared for the celebration of the

centennial. UWSP's archives also contains the papers of many individual faculty members and administrators, as well as the records of most campus committees and administrative offices. Several individuals spoke directly to the author or provided written recollections about various aspects of the university's past. Among the most detailed of these was Albert LaMere's accounts (see Chapter 7) of the experiences of those who served in the 97th CTD on campus during World War II.

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## Appendix A. Employees with 25 or More Years at UWSP

1967-	Ackley, Richard	1969-	Cincera, Marie
1969-	Allen, C.Y	1969-	Clark, Bonnie
1913-52	Allen, Bessie May	1968-	Clark, Eugene
1967-	Anderson, John	1969-	Clark, William
1966-	Anderson, Ray	1894-1937	Collins, Joseph
1953-85	Anderson, Robert T.	1964-	Conlon, Richard L.
1947-85	Anderson, Sidone	1964-	Copes, Frederick A.
1960-89	Andrews, Oliver A.	1962-90	Corneli, Helen M.
1969-	Aylesworth, Don	1947-82	Crow, Frank W.
1966-	Bailiff, John	1957-88	Counsell, Duame K.
1947-80	Bainter, Monica E.	1894-24	Culver, Garry
1962-	Baird, Mary Ann	1968-	Davidson, William
1956-86	Barnes, John W.	1952-77	Davis, Doris V.
1963-	Barnsdale, Patricia	1928-70	Davis, Mildred
1967-	Baruch, Robert	1940-65	DeBot, Elizabeth Pflffner
1966-93	Benz, Donald	1968-	Dehlinger, Patricia
1963-90	Biddlestone, Mary Lou	1968-	De Smet, Imogene
1966-	Billings, John	1923-54	Diehi, Leah L.
1965-	Blair, Lynn A. (Red)	1962-	Dorgan, Ruth E.
1959-89	Blocher, Allen F.	1962-	Doxtator, Richard W.
1968-	Bloom, Patricia A.	1969-	Drefcinski, Earl
1968-	Bloom, Tom	1962-93	Duberstein, Richard
1965-	Bodzislav, Julie	1950-83	Eagon, Burdette W.
1966-	Bowen, Robert	1968-	Eckholm, David
1956-83	Brodhagen, Eugene E.	1965-	Elsenrath, Dennis E.
1966-	Brown, Kenneth	1965-93	Engebretson, Lolita
1966-	Buggs, Mary Jo	1954-83	Engebretson, Melvin
1960-	Burling, Gerald	1946-72	Epple, Arol C.
1958-88	Burress, Lee A.	1920-47	Evans, Charles
1966-	Burroughs, Jane	1967-	Fabiano, Daniel
1920-58	Burroughs, Leland	1963-90	Face, Richard D.
1967-	Busch, Robert	1968-	Fang, Marcus
1962-	Cable, William J.	1967-	Farnsworth, Carl
1969-	Callicott, Baird	1935-85	Faust, Gilbert W. *
1969-	Canfield, James	1968-	Fink, Glen
1965-	Carlson, Ann D.	1964-	Fisher, Roger J.
1965-	Carlson, Stanley L.	1969-	Ford, Pat
1923-61	Carlsten, Edna	1968-	Freckmann, Robert
1964-	Carpenter, Donna	1967-	Galecki, Greg
1963-	Cates, Mark	1965-	Garski, Geraldine
1966-	Chander, Jagdish	1962-90	Geeseman, Gordon E.
1968-	Chander, Jyotsna	1968-	Gerzmehle, Shirley
1962-93	Chappell, Gerald E.	1969-	Gibbs, Lawrence
1968-	Chesebro, Judy	1957-85	Gibson, Guy J.
1968-	Chitharanjan, David		
1964-	Christie, Darrell A.		

\* Record length of employment

1958-92	Gillesby, John Douglas	1964-	Karg, Mel
1940-69	Glennon, Bertha	1966-	Kasson, Peter
1967-	Goan, Charles	1956-88	Keats, Norman E.
1965-	Godfrey, Helen R.	1969-	Kelley, William (Pete)
1966-	Gorell, Wayne	1965-	Kieliszewski, Linda
1946-71	Gotham, Raymond	1964-	Kilcoyne, Robert
1896-28	Gray, Nannie	1968-	Kirby, William
1967-	Greene, Donald	1963-	Kloiber, David
1968-	Gresens, Joan	1966-	Knopf, Garry
1962-88	Grubba, Gerald	1965-	Knowlton, Barbara
1966-	Gumz, Vern	1962-92	Knowlton, Robert J.
1948-80	Haase, Myron	1931-63	Knutzen, Norman E.
1966-	Hagen, Gary	1960-92	Konkol, Ray
1968-	Hall, Kent	1966-	Kortenkamp, Daniel
1920-53	Halsted, Gertie Hansoi	1962-	Korth, Irving
1965-91	Halverson, Wayne L.	1961-87	Koskenlinna, Hazel M.
1965-	Hamilton, Mary Kay	1963-	Kovalski, Madeline
1961-92	Harpstead, Milo I.	1963-90	Kraus, Wilbert
1941-75	Harris, Albert E.	1948-85	Kremple, Frederick A.
1965-92	Harris, Joseph B.	1962-87	Krueger, Robert H.
1968-	Harvath, Charlotte	1967-	Kubowski, Edward
1968-	Hasenohrl, Cheryl	1961-	Kulas, Gregory S.
1959-88	Hayes, Thomas J.	1969-	Kung, George
1967-	Heig, Vincent	1957-90	Kuse, Hildegard R.
1967-	Hekmat, Hamid	1964-	Lang, C. Marvin
1965-	Herman, Arthur L.	1964-	Larsen, John A.
1912-45	Herrick, Alfred	1966-	Lassa, Herman
1968-	Herrold, Judith	1965-91	Leafgren, Frederick F.
1967-	Hille, Robert	1966-	Lee, Chen Hui
1969-	Hintz, Raymond	1967-93	Lehman, Stanley
1967-	Hintz, Richard	1966-	Lerand, Wayne
1964-89	Hoff, Donald J.	1965-92	Lewis, Leon E.
1967-	Hoffbeck, Harlan	1942-76	Lewis, Robert S.
1964-89	Houlihan, Dan	1967-	Liebe, Ernest
1969-	Inch, Barbara	1969-94	Liebe, Myron
1946-82	Isaacson, Pauline H.	1965-	Ligman, Eleanor
1969-	Jacobsen, Cliff	1966-	Literski, Len
1934-72	Jenkins, Warren G.	1965-92	Littmann, Frederick F.
1958-86	Jensen, James E.	1961-	Liu, Matthew J.P.
1964-92	Johnson, Gerald R.	1964-	Lokken, Ronald A.
1965-90	Johnson, John H.	1966-	Long, Charles
1966-	Johnson, William	1965-	Mages, Gilbert G.
1926-51	Jonas, Frances	1926-57	Mansavage, Frank
1956-	Jones, Agnes A.	1911-42	Mansur, Lulu
1941-74	Kampenga, Nelis, R.	1965-91	Marion, Carol (Wick)
1962-93	Kapter, John D.	1952-82	Marquard, Patricia

1957-82	Marshall, Lambert	1967-	Reed, Jack
1930-69	Mason, Syble E.	1969-	Reinwand, Sr. Rosella
1966-93	McCaig, Thomas	1932-58	Reppen, Nels O.
1963-88	McKinney, William Mark	1956-84	Rice, Orville, M.
1969-	Mertz, Paul	1920-59	Rightsell, Raymond M.
1964-	Meshak, Germaine	1963-90	Rimnac, Vera
1920-52	Meston, Helen	1969-	Riske, Richard
1968-	Meyer, William	1914-56	Roach, May M.
1958-90	Mickelson, Joel C.	1968-	Roeder, Ted
1965-	Miller, Gordon L.	1968-	Rogers, Richard
1966-	Missey, James	1914-44	Rogers, Thomas
1966-	Montgomery, Richard	1966-	Rose, Mardee
1968-	Moore, John	1966-91	Rumsey, Charles
1968-	Moore, Nancy	1953-78	Runke, Henry M.
1969-	Morris, Robert	1967-	Rutkowski, Harold
1953-88	Morrison, Clifford A.	1946-77	Rybicki, Adam
1923-53	Mott, Joseph	1943-73	Samter, Mary S.
1969-	Myhre, Roger	1960-88	Sandmann, Herbert H.
1964-	Myhre, Ruth	1919-62	Sargis, Carolyn Rolfson
1967-92	Narron, Dawn	1923-59	Schmeeckle, Fred J.
1915-44	Neale, Oscar W.	1968-	Schmitz, Francis
1963-92	Nelson, Russell S.	1966-	Schoenecker, Richard
1961-86	Nieman, Clark	1962-88	Schneider, Richard
1967-	Neinke, Gerald	1957-	Schuler, Joseph L.
1964-89	Oliver, Russell L.	1969-	Seiler, Jan
1965-	Olski, Lorraine	1969-	Seiler, Mark
1966-	Olson, Duane	1968-	Shaw, Byron
1965-	Ortlieb, Suzanne	1965-91	Shumway, Mary
1962-92	Oster, John J.	1956-85	Simpson, Robert E.
1969-	Pankowski, Edith	1965-92	Singh, Bhola P.
1967-	Parry, Marshall	1969-	Skelton, Gail
1965-	Pattow, Donald J.	1969-	Skelton, William
1967-	Paul, Barbara	1967-	Smith, David Lyle
1966-	Paul, Justus	1909-38	Smith, Ernest T.
1969-	Paul, Patricia	1962-	Sommers, Raymond A.
1969-	Paul, William	1947-82	Specht, Raymond E.
1965-	Peplinski, David	1949-74	Spence, Vernon
1965-	Peplinski, Judith	1901-38	Spindler, Frank
1923-56	Pierce, Burton	1965-	Steffen, Ruth S.
1938-80	Pierson, Edgar F	1918-56	Steiner, Herbert
1968-	Pistono, Stephen	1968-	Steiner, Ronald
1967-	Pitt, Judith	1965-93	Stelmahoske, Isabelle
1969-	Post, Douglas	1969-	Stelzer, Diane
1956-85	Radke, Orland E.	1966-	Stewart, Max (Lynn)
1966-	>Radtke, Douglas	1926-54	Stien, George
1967-	Razdan, Kameshwar	1965-	Sullivan, Michael F.



1926-62	Swallow, Marie	1966-	Wallock, Barbara
1969-	Taft, Kathleen	1913-49	Watson, Charles Frank
1969-	Taft, Stephen	1961-90	Weaver, Robert H.
1965-	Taylor, Allen G.	1963-	Weiler, John F.
1965-	Temp, Marvin W.	1963-	Weir, Eugene
1965-	Thiesfeld, Virgil A.	1968-	Wells, Coralie
1963-92	Thomas, John	1966-93	White, Charlie
1967-	Thompson, Marilyn	1969-	Wick, Terry
1918-47	Thompson, Victor E.	1947-77	Wiesel, Bernard F.
1962-	Thoyre, H. Howard	1957-85	Wilde, Robert R
1966-	Thurmaier, Roland	1940-66	Williams, Mildrede L.
1960-85	Tielens, Mary Jane	1921-60	Wilson, Emily
1968-	Tierney, Dennis	1962-89	Witkowski, Betty
1965	Troyanowski, Roger	1966-92	Wood, Roger L.
1945-82	Trytten, Roland A.	1965-	Worzalla, Ernest
1958-89	Trzebiatowski, Clarence	1964-	Wrone, David R.
1967-	Thfts, LaRene	1969-	Wrycza, Kathy
1966-91	VanDreser, Roy J.	1963-90	Wypych, James
1965-	Van Prooyen, Helen Sigmund	1969-	Young, Alan
1969-	Varga, Karl	1966-92	Zawadsky, John
1969-	Varga, Martin	1962-93	Zimmerman, Gregory
1966-	Wachowiak, Nancy	1966-	Zorn, Suzanne
1965-	Walker, Hugh D.		

## Appendix B. Faculty and Faculty Senate Chairs

### Faculty Chairs

1936-37 Charles F. Watson  
1937-38 Charles F. Watson  
1938-39 Charles F. Watson  
1939-40 Charles R. Watson  
1940-41 Herbert R. Steiner  
1941-42 Herbert R. Steiner  
1942-43 Oscar W. Neale  
1943-44 Oscar W. Neale  
1944-45 Bessie May Allen  
1945-46 Warren G. Jenkins  
1946-47 Warren G. Jenkins  
1947-48 Warren G. Jenkins  
1948-49 Warren G. Jenkins  
1949-50 May M. Roach  
1950-51 May M. Roach  
1951-52 Leland M. Burroughs  
1952-53 Norman E. Knutzen  
1953-54 Norman E. Knutzen  
1954-55 Arthur S. Lyness  
1955-56 Arthur S. Lyness  
1956-57 Arthur S. Lyness  
1957-58 Edgar F. Pierson  
1958-59 Edgar F. Pierson  
1959-60 Roland A. ~ytten  
1960-61 Roland A. ~ytten  
1961-62 Albert E. Harris  
1962-63 Henry M. Runke  
1963-64 Henry M. Runke  
1964-65 Robert S. Lewis  
1965-66 Robert S. Lewis  
1966-67 Gilbert W. Faust  
1967-68 Gilbert W. Faust  
1968-69 Carol Marion  
1969-70 Richard C. Schneider  
1970-71 Richard C. Schneider  
1971-72 Frank W. Crow

### Faculty Senate Chairs

1972-73 Frank W. Crow  
1973-74 Robert S. Lewis  
1974-75 John P. Zawadsky  
1975-76 Virgil Thiesfeld  
1976-77 Myrvin Christopherson  
1977-78 Justus F. Paul  
1978-79 Justus R. Paul  
1979-80 Douglas D. Radtke  
1980-81 Douglas D. Radtke  
1981-82 Nancy N. Moore  
1982-83 Nancy N. Moore  
1983-84 Justus F. Paul  
1984-85 Justus F. Paul  
1985-86 Myrvin Christopherson  
1986-87 Eugene C. Johnson  
1987-88 Eugene C. Johnson  
1988-89 Donald Dietrich  
1989-90 Robert J. Knowlton  
1990-91 Robert J. Knowlton  
1991-92 Gary Alexander  
1992-93 Gary Alexander  
1993-94 Judith Pratt  
1994-95 Edward Miller

# Appendix C. Student Government Leaders

## Student Council Presidents

1960-61	Bob Kiefert
1961-62	Ron Johanknecht
1962-63	Bob Davis
1963-64	Dick Cline
1964-65	Judy Christiansen

## Student Senate Presidents

1965-66	Warren Kostroski
1966-67	Warren Kostroski
1967-68	Paul Schilling
1968-69	Paul Schilling
1969-70	Wally Thiel
1970-71	Scott Schultz
1970-71	Ray McMillion
1972-73	Joe' LaFleur
1973-74	James Hamilton
1974-75	Lyle Updike
1975-76	Bob Badzinski
1976-77	Jim Eagon
1977-78	Rick Tank
1978-79	Gail Gatton
1979-80	Robert Borski
1980-81	Linda Catterson
1981-82	Jack Buswell
1982-83	Scott West
1983-84	Scott West
1984-85	Alan Kesner
1985-86	Christopher Johnson
1986-87	Lisa Thiel
1987-88	Steve Cady
1988-89	Brenda Leahy
1989-90	Brenda Leahy
1990-91	Craig Schoenfeld
1991-92	Tamara Butts
1992-93	David Kunze
1993-94	David Kunze
1994-95	Alicia Ferriter

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