CHAPTER V
THE TEACHERS COLLEGE REDEFINED; THE LIBERAL ARTS ANTICIPATED

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

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

Superior was ahead of the other teachers colleges in pushing for the privilege of offering a four-year liberal arts degree, having gone directly to the legislature through Arthur Lenroot, state assemblyman, to get a bill which would order the regents to establish a four-year college course at any teachers college "not within a radius of 275 usual traveled miles from any other state-supported institution of higher learning now offering a 4-year college course." The bill was watered down in the senate to merely permissive authority for the regents to implement such a course; but it was passed, over the veto of Governor Goodland, on September 6, 1946. Passed, but not implemented, for despite the pleas of President Jim Dan Hill of Superior for accommodation of war veterans, and the energetic pushing by Dr. George Sundquist, the Superior regent, the board of regents, dominated by Edward J. Dempsey, could not be moved. Though Superior did win its battle in April of 1947, under changed circumstances, the other colleges had to wait for a similar privilege until 1951.²

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

Postwar Enrollment at Eau Claire and the Housing Shortage

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

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

A Veterans Counseling Bureau was established at the college in 1945 in cooperation with the Veterans Administration to assist veterans from the 29 northern counties of the state in their readjustment to civilian life. Bjarne Ullsvik was initially in
charge of the veterans counseling. He left later that year to become associate professor of mathematics and assistant to the president at Illinois State Normal University. In 1947 Richard E. Hibbard, an alumnus, returned to Eau Claire as veterans counselor, hoping that a teaching position would open up for him in another year. Personnel of the veterans bureau advised on vocational and academic problems of veterans and the more personal concern of housing. Almost the only financial aid was that obtainable through the G.I. Bill.

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

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

Also out of the postwar building fund for the state teachers colleges, Eau Claire was able to acquire for $9,600 a lot adjoining the college property on the west on which there were a steel pre-fabricated house and garage. With removal of the buildings, the land, which was on the bank of the Chippewa River, became a very valuable addition to the campus.

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

**The “Morgan Report” of 1946**

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

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

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

Dr. Morgan in his pre-application survey of the college found no quarrel with the objectives, but he did make note of a number of weaknesses: inadequacy of library and laboratory space; the absence of a system of faculty rank; insufficiency of catalogue content, particularly in descriptions of courses in the liberal arts; and lack of concern for placing those who did not plan to teach upon graduation. The work of faculty committees, particularly curriculum,
he believed to be inadequate, and he could discover no clear departmental organization except in English. To the Morgan report criticism that too few faculty held the doctorate, Mr. Davies bravely made reply: “It would seem appropriate that public school teaching experience be considered in lieu of membership in learned societies, certain types of writing, or even the doctorate.”

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

The Haas Study: “The Academic Dean in American Teachers Colleges”

Leonard Haas, beginning graduate study at the School of Education, the University of Minnesota, in 1946, chose for his doctoral dissertation the topic “The Academic Dean in American Teachers Colleges,” which was also the study he was to make for North Central Association accreditation. Dean Wesley Peik presided over a graduate program in education that was highly regarded throughout the United States, and among the faculty were Professor Fred Englehardt, author of an excellent book on school business administration and budgeting, and Dr. Ruth Eckert, with whom Leonard Haas undertook his dissertation. The educationists at Minne-
sota were “very strong on statistics, trying to make a science out of education, and they thought they should have a statistical base for any science that might develop,” Eugene McPhee recalled in speaking of his own graduate work at the University of Minnesota, which he found of great value to him in public school work, in teaching and administration at Eau Claire, and in his later career as director of state colleges and universities.

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

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

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

Mr. Haas already had the advantage of administrative experience gained in carrying out many duties beyond his teaching in the history classroom. During Eugene McPhee’s leave of absence for service in World War II as commandant of the Yale University School of Military Government and as military governor of Sardinia, Brindisi, and Genoa, Leonard Haas was acting director of teacher training and placement. For the Army Air Forces Training Detachment, he drew up with Bjarne Ullsvik and Ruth Johnson the final report on the academic program. In 1946 he became registrar, a position which also included the duties of a director of admissions, and worked closely with A. J. Fox, dean of instruction. Beyond all these experiences, Mr. Haas was becoming a kind of right-hand-man to President Davies, who, in the words of another administrator, had an “uncanny ability to select good people and give them responsibility in decision-making.” Using his own experience and observation, Mr. Haas could probably have written a very interesting dissertation, but in the mode of the times he undertook an objective study of the role of the academic dean in teachers colleges.
With the advice of Dr. Eckert, Mr. Haas drew up a questionnaire to be sent to officers of the 182 degree-granting teachers colleges accredited by the American Association of Teachers Colleges. He submitted his proposal for the study to the Committee of Studies and Surveys of the Association in September 1946. The official endorsement of the study by the committee, which provided a cover letter for the distribution of the questionnaire, promoted a high percentage of return. In addition to reliance on answers to his questionnaire, Mr. Haas visited 15 teachers colleges in the Midwest to conduct personal interviews with deans and other administrative personnel; three of the colleges visited were Milwaukee, Stevens Point, and Superior in Wisconsin, and three were Minnesota institutions.14

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

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

Among the interesting data gleaned from the questionnaire which gave Mr. Haas material for thought was the fact that only 28 percent of the respondents had come to their colleges as deans; almost all had been members of their institutions’ faculties for 15 years or more. If the college had a system of academic rank, which existed in only one-third of the institutions surveyed, the academic dean held the rank of professor. He was considered the chief executive officer next to the president, and, indeed, 92 percent had been appointed by the president without faculty consultation, with subsequent confirmation by the governing board. The salary of the academic dean was $1,000 to $1,200 above that of a full professor, and the respondents indicated that they could look forward to an increase in salary within a short time.

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

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

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

One of the trends which came through strongly in the Haas study was the growing importance of the student personnel program in teachers colleges. The academic deans felt they had a role to play in student personnel. In many of the colleges the position of academic dean had evolved from that of registrar and director of admissions, and the role of counselor, though informal, became almost inherent as
students inquired about other aspects of their college experience. Thus the academic dean had a clear interest in the creation of the office of dean of students, or director of student personnel services, which was emerging on the teachers college scene.\textsuperscript{15}

**The Interests of a Postwar Student Body**

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

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

With the return of men to the campus, athletic competition revived. Basketball was continued throughout the war years, often with newly arrived freshmen comprising the team, but football was suspended in 1943 and 1944 for lack of players. Clifford Fagan was at Eau Claire from 1943 to 1946 to work with Bill Zorn in physical education, intramural sports, and varsity teams, and Vera Fagan carried on a modest program in women’s athletics. After the football season of 1946, Cliff Fagan left Eau Claire to take the position of executive director of the Wisconsin Interscholastic Athletic Association. “Ade” Olson, the very popular Eau Claire athlete of the 1920s, who had been coaching at Eau Claire Senior High School for fourteen years, accepted a call to his alma mater in 1947, on his return from service as athletic officer in the Air Intelligence School. Floyd Krause, who had joined the faculty during the Air Forces training period, became assistant football coach. The 1948 team won the conference championship, captained by Sam Young. “Link” Walker, later to be football coach at his alma mater, was a team member. At the annual football banquet, held in Christ Church Guildhall, “Ade” Washburn was announced as the unanimous choice of teammates for captain in 1949. In 1946 the basketball team swept the conference and received a bid to the NAIA tournament in Kansas City.\textsuperscript{18}

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

The minutes of the Eau Claire State Teachers College athletic committee indicate that the committee voted $500 from the athletic fund in January 1948 toward the fund of the Eau Claire State Fieldhouse Corporation. An army surplus hangar was procured for the cost of the freight, $20,000, and for several years it remained in crates on the riverbank. With the promise of a gymnasium as part of the complex to be constructed at Eau Claire from the postwar state building fund, apparently secured by
President Davies and an Eau Claire delegation when they visited with Governor Rennebohm for 45 minutes on April 12, 1948, the hangar project was abandoned.19

Dr. John S. Schneider was appointed chairman of the college’s athletic committee in 1942, succeeding Eugene McPhee. In earlier days F. W. Ackerman had held the post, which involved meeting with representatives of other schools in the conference, consulting about eligibility, advising the president, and taking charge of ticket sales for athletic events. In 1947, when minutes of the committee were first kept, the members of the athletic committee were Ade Olson, Bill Zorn, Floyd Krause, and Frank Klement. They spent a good deal of time on the determination of policy in the awarding of letters and sweaters to varsity players, in the giving out of passes to games, and in setting appropriate ticket charges. Dr. Schneider attended every varsity game and took full charge of ticket receipts, relishing having a policeman guard him as he took the money to the late deposit receptacle at the bank. The account rendered in March 1947 indicated receipts since July 1946 of $12,409 and disbursements of $9,466.20

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

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

An Alert Faculty: Participation in Professional Organizations

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

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

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

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

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

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

Miss Sutherland served as president of the Wisconsin Council for the Social Studies in 1947-48. Louis Slock was appointed secretary of the Northwestern Wisconsin Education Association in 1948, an office he held for the next twenty-five years; he was responsible for the arrangement and program of the convention, held every October in Eau Claire. Innumerable faculty participated in the roundtables discussing educational problems. Those Eau Claire faculty members who later served as NWEA president were Grace Walsh, in 1950-51, and Lawrence Wahlstrom, in 1957-58.24

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

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

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

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

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

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

Another timely development was the offering of extension courses, authorized for Eau Claire and the other teachers colleges in 1947. Public school teachers were especially eager for the opportunity to attend courses in their towns, and during the first year courses were arranged at Black River Falls, Cameron, Chippewa Falls, Cornell, Nellsville, Stanley, and the next year, in addition to those places, at Alma, Augusta, Bloomer, Greenwood, Ladysmith, Mondovi, New Auburn, Phillips, Rice Lake, and Withee. The instructors received compensation only through a revolving fund derived from the fees paid by the people enrolled. George Simpson was given responsibility for organizing the
extension classes and procuring instructors until Louis Slock took over the work in 1950. Describing the early days, Mr. Slock said:

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

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

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

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

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

The first Faculty Handbook, issued June 1, 1948, was edited by Leonard Haas. It listed the policy on class absence for both students and instructors, the academic advisers, the faculty committees "as recommended by the North Central Association manual of accreditation," the administrative committees, and the educational committees. Fifteen hours was the standard teaching load. It was explicitly stated that "all members of the faculty are expected to participate in all college functions."

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

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

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

The Divisions: Education, Humanities, Natural and Social Sciences

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

Division of Education and Psychology — Departments of Education and Psychology
Division of Humanities — Departments of Art, English Language and Literature, Foreign Languages (French, German, Spanish), Music, Speech
Division of Natural Sciences and Physical Education — Departments of Biology, Chemistry, Engineering Drawing, Geography, Home Economics, Mathematics, Physics, Health and Physical Education
Division of Social Sciences — Departments of Sociology, History, Economics, Geography, Political Science

In many "departments" there was only one instructor. The divisions elected a chairman every two years, but no reduction was made in teaching assignment for those taking a chairmanship and relatively little attention was paid to formal organization.30
The social sciences division at its first meeting in September 1948 elected Dr. John S. Schneider chairman and William Cochrane secretary. The chairman suggested that possible areas of study for the division might be problems in teaching, publications, materials and equipment, advising of social studies majors, and “needs outside the college.” The divisional objectives were idealistic:

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

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

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

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

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

The study of history should develop an appreciation of our social heritage, acquaint us with the evolution of our institutions and develop an understanding of contemporary problems. Since a nation does not live in isolation, its people must know their neighbors and the neighbor-nations’ policies and heritage. Our students should be prepared to teach that the experiences of a society in seeking its goals are the signposts of future action.

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

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

Stella Pedersen: Services to Students

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

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

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

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

Miss Pedersen did not drive a car but had no difficulty in enlisting a corps of willing students to drive her to high school career days and evening meetings in high school auditoriums. Often she took with her the Square Steppers, a group formed by Ida Hinz, director of women's activities in the physical education department from 1949, to show prospective students the lighter side of college life. Each year Dean Pedersen visited about 150 schools, and in addition she gave innumerable graduation speeches.

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

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

Miss Pedersen had general oversight, as dean of students, of the college's health service. Alice Matz, college nurse, maintained office hours and visited sick students in dormitories or in homes where they roomed. In case of serious illness, she called upon the part-time college physician. Mrs. Matz also inspected sanitary conditions in Memorial Hall and the men's barracks and in the cafeteria.
At the suggestion of the dean of instruction, the Student Personnel Committee directed its attention to the matter of counseling. In 1948 counseling was largely the province of the Veterans Administration office, staffed by Gordon Stien as counselor and Margaret O’Malley as psychometrist, and Mr. Stien, a member of the Student Personnel Committee, felt that the system was functioning in relation to the college without clear authority or support. The class advisory four-year plan adopted earlier in the decade still functioned, but Dean Pedersen advocated training for faculty assigned as academic advisers, a suggestion that was reinforced when the committee conferred with Dr. George Hill, coordinator for the North Central workshop at the University of Minnesota. In May of 1949 Dean Pedersen presented a counseling program for the next three-year period that would require full-time counselors, additional clerical help, rooms for counseling, and the beginning of centralized student files.

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

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

The Student Personnel Committee, and especially the chairman, Parker Clark, worked diligently on a new student government to replace the Student Life Committee, borrowing a “commonwealth” form used at the Milwaukee Teachers College, and drawing on the philosophies of the University of Chicago and the University of Minnesota. The first “executive” of the new student government was Cletus Howard, the vice executive was Edmund Nix, and the chief justice of the student court was Clarence Imislund. All happened to be, also, stars of Grace Walsh’s 1950 forensics squad, along with Ronald Allen, Margine Frye, Marylou Baker, Dick Donaldson, and Ivor Rogers.

Mr. McPhee Goes to Madison

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

The possibility of establishing a position of director of the state teachers colleges had been suggested for several years; one of the groups making such a proposal was the Association of Wisconsin Teachers
College Faculties, when Dr. John S. Schneider was vice president. As Mr. McPhee filled the acting appointment as secretary, the pressure for the director position grew and the board decided to establish such a post effective September 1, 1948, at a salary of $8,000 a year, comparable to the salary of the presidents of the colleges. Eugene McPhee was elected director with the functions of representing the board in legislation and in working with academic programs. At the same time he would carry on the duties of secretary at a salary of $1 a year.

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

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

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

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

Though Mr. McPhee remembered the University of Wisconsin as taking no position for or against the extension of liberal arts to the teachers colleges — “during that period they were swamped with G.I.s from World War II, so that they had their own problems” — there were a number of studies being made in Madison that raised the question of the coordination of aspects of higher education in Wisconsin: a 1947 report, “Junior College Needs in Wisconsin,” by John Guy Fowlkes and Henry Ahrensbrak; “State Institutions of Higher Learning,” 1948, by Kenneth Little, vice president of the University; and in the same year, publication of the recommendations of a committee on University of Wisconsin Functions and Policies chaired by Mark H. Ingraham, dean of the College of Letters and Science.49

A merger bill of 1949, 263S, excited faculty and alumni of Eau Claire State Teachers College, who voted to go on record against it. At the same time, according to minutes of the Alumni Association, it was decided to “support efforts of the faculty in keeping this a teacher training institution, to secure the right to offer liberal arts, and when it is expedient to offer a commercial course.”46

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

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

**Accreditation with the North Central Association**

Stella Pedersen remembered the reams and reams of reports that had to be collected in anticipation of the application for accreditation with North Central. Other faculty members had been engaged in preparation of “schedules,” and several, W. Parker Clark, Leonard Haas, and Earl Kjer, had attended the North Central workshops. By the spring of 1949 the work was finished and the application filed.
The examiners, Paul V. Sangren, president of Western Michigan College of Education, and Martin J. Nelson, dean at Iowa State Teachers College, made a two-day visit to the college on January 19 and 20, 1950. In their report to the Board of Review of the Commission on Colleges and Universities of the North Central Association they acknowledged that much progress had been made at Eau Claire State Teachers College since the 1946 evaluation by Dr. Morgan. Yet they were still somewhat critical:

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

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

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

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

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

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

A Select Group of Promising Graduates

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

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

Moving near and far into the academic world away from Eau Claire were: Ronald Allen, University of Wisconsin-Madison; Robert Anderson, UW-Stevens Point; Daniel Brown, UW-River Falls; Mildred Anderson and Frank Brown, Wisconsin Department of Public Instruction; Patricia Denker, Ball State University; Donald Duncanson, University of Idaho; Marvin Foster, San Francisco State College; H. Robert Huntley, Washington and Lee University; Eugene Koplitz, Colorado State College; Grace Lund, UW-Milwaukee; Lyle D. Olson, UW-River Falls; Norman Olson, University of Idaho; Roger Rickey, University of Guam; Thomas
Ritzinger, UW Center-Barron County; Walter Scheffer, University of Oklahoma; Ronald Schlive, UW-Whitewater; Roy E. Smith, UW-Platteville; William D. Thompson, Racine-Kenosha County Teachers College; Norman Tlachac, Marquette University; Donald Trueblood, State University College, Buffalo, New York; and William E. White, UW-Oshkosh, former staff member of the Coordinating Council for Higher Education, Wisconsin.

Many other graduates of Eau Claire in the post World War II period became lawyers, bank presidents, clergymen, government officials, and public servants. The Alumni Association has bestowed its Distinguished Alumni Service Award on two women graduates of the 1940s decade, Veda Wright Stone and Ruth Chickerling Clusen. Mrs. Stone, as community services consultant of the Division of Family Services, Wisconsin Department of Health and Social Services, became director of the Wisconsin Demonstration in Indian Education Opportunity. Adopted into the Bad River band of Lake Superior Chippewa Indians, she was given the Chippewa name meaning "Thunderbird Sky Woman." Mrs. Clusen, a volunteer, was elected president of the 160,000-member national League of Women Voters in May 1974 after eight years of service on the national board as vice president, chairman of the environmental affairs committee, and public relations director. She has been a delegate to international conferences by appointment of the president of the United States.

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

CHAPTER V — FOOTNOTES

1 Eugene McPhee, interview with Howard Fredricks, pp. 248-50, described William D. McIntyre as a veteran of World War I, graduate of the University of Minnesota in business administration, who came to Eau Claire from the Twin Cities as sales manager for an established bakery and later owner of his own bakery: "McIntyre was a doer. He was very heavily interested in civic affairs in Eau Claire in the form of city government. He was probably president of every civic group, Chamber of Commerce, etc., that came along just because he was the kind of a guy that if you wanted something done you gave it to McIntyre and he did it. He also became interested in Republican politics from the money-raising end and became interested in the finance committee and was appointed to the Board by Governor Goodland. . . . He not only acted as president of this Board, but he was also coordinator of the formation of the coordinating committee and served on that group both as chairman and co-chairman for a number of years. He had tremendous respect and influence from governors and legislators, just because they knew that this was a contribution that he was making, and there was nothing in it for him personally. He was one of the very strong influences in the rise of the state university system. A tremendous man." The reference to the "woodchoppers," interviews, p. 239.


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

The “Sands purchase,” Proceedings of the Board of Regents, 1945-46, Resolution 166. The right-of-way of Putnam Drive was reserved.

The generosity of Mr. Owen was remarked on by Hilda Belle Oxby and Mabel Chipman in notes furnished the authors. The Periscope of 1947, p. 20, stated that the acquisition was intended for a future athletic field, fieldhouse, and men’s dormitory.

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

Records on accreditation with the North Central Association of Colleges and Secondary Schools, Chancellor’s Office, UW-Eau Claire.

McPhee, interview with Fredricks, pp. 105-10.

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

Haas dissertation, p. 2 fn.

Haas biographical statement, Office of Public Information, UW-Eau Claire.

Lester Emans statement to authors, August 1974.

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

Haas dissertation, passim.

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

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

Periscope, 1946. The “Zornmen” on the team were Dennis Helixon, Bob Davies, Bill Babington, John Zeug, Merle Gulickson, and Fred Rockwell. At Kansas City they lost the initial game to West Texas State College.

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

Minutes of the Athletic Committee, 1947-48, Archives, UW-Eau Claire.


Sutherland, unpublished ms.

Ibid., also recollections of Hilda Belle Oxby and Lawrence Wahlstrom.

Records of the NWEA in files of Louis Slock.

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


“University Services to Area Documented,” Eau Claire Leader, October 1969.

Faculty Bulletins, September 1945-October 1949.

Faculty Handbook, June 1, 1948, Archives, UW-Eau Claire.


Minutes of the Social Sciences Division, 1948-50. These seem to be the only Division Minutes extant.

Interview with Stella Pedersen, on tape, January 1975.

Minutes of the Student Personnel Committee, January and May 1949, Archives, UW-Eau Claire.

Interview, Hilda Carter with W. Parker Clark, December 15, 1967.

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

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

McPhee, interview with Fredricks, pp. 238-40.

Ibid., pp. 241-47.


Minutes of the Eau Claire Alumni Association, March 19, 1949, in Archives, UW-Eau Claire.

McPhee, interview with Fredricks, pp. 255-56.


Recollection of Stella Pedersen.