

A Practical School of Exceptional Merit

Chapter 1

When James Huff Stout took up residence in Menomonie in 1889 it was the start of a dynamic career. For the next twenty-one years, until his death, Stout would be involved in hundreds of projects as diverse as traveling art galleries and the establishment of an insane asylum. He would start several businesses and banks, play a key role in the establishment of at least four schools, serve as a state senator, and even help design the building for the Wisconsin Historical Society in Madison. Without a doubt, though, his most lasting contribution has been the founding of what was to become the University of Wisconsin – Stout.

At first glance it seems somewhat contradictory that someone who would have such a strong interest in education, as a young man chose to drop out of college and pursue a life in business. His father was, though, one of the founders of the Knapp, Stout & Co., Company, reputed to be the largest lumber companies in the world during the late Nineteenth Century. Even so, Stout later reported that he began as a laborer sorting lumber.¹ By the time of his first marriage at age twenty-three, the local paper (Dubuque Daily Times, Sept. 29, 1871), stated; “The easy circumstances of his life have in no degree enervated his mind. His course from early boyhood has been marked by unremitting diligence. Of generous purposes and strict application to business, he enters upon a career for himself, already assured of competency.” The marriage would only last eight years, but the “unremitting diligence” would remain with him the rest of his life.

As part of his duties for the Knapp, Stout & Co., Company, Stout was assigned to work in the company’s offices in St. Louis. It was during his service in that city that the St. Louis Manual Training School was established in 1879. The origins of manual training can be traced back to the 1860s in Russia, Germany, and the Eastern United States, but it was from St. Louis that Stout obtained many of the ideas that would later be applied to his school in Menomonie. According to the St. Louis School:



Knapp, Stout & Co. Company
Menomonie, WI

“The Manual Training School owes its existence to the conviction, on the part of its founders, that the interests of St. Louis demand for young men a system of education which shall fit them for the actual duties of life, in a more direct and positive manner than is done in the ordinary American School. . . . We see in the future an increasing demand for thoroughly trained men to take positions in manufacturing establishments as superintendents, as foremen, and as skilled workmen.”²

Stout first heard about manual training when he financed the education of several children at that St. Louis School:

“Because of this personal connection, Mr. Stout observed the methods and results of this new idea in education with more than casual attention, and his interest was aroused. He made a number of visits to the Manual Training School, studying the equipment and the courses of study with great care.”³

There is no doubt that Stout was moved by what he experienced in St. Louis, but he decided to take the manual training concept further by studying its applications for girls as well as boys. Such a school has already been created in Toledo, Ohio. Stout visited the Toledo Manual Training School and was impressed with the curriculum as well as with the staff; several of whom he would subsequently hire when he began his own experiment in education.

One of the traits that Stout exhibited early in his study of education was his ability to pick and choose from several different theories on education; and at that time there were many different theories on how education should change to reflect the changes that were occurring in society. The United States was rapidly becoming more industrialized. New immigrants and former farm workers were crowding the cities to assume their places in the workforce. Many were finding that a traditional education which often included Greek and Latin was no longer applicable in a factory. It was believed that public education should be changed to train people for the new realities of the workforce. Many believed that the answer to this problem would be the introduction of manual training to the public school system.

To complicate matters further, there were several theories as to what constituted manual training and how it could most actively be integrated into the classroom. In addition to what he had learned in St. Louis and Toledo, the views that most closely influenced Stout’s thinking were those of Dr. Henry H. Belfield (who subsequently presented his theories in Menomonie at Stout’s expense in 1890) of the Chicago Manual Training School. During his inaugural address Belfield Stated;

“ The distinctive feature of the manual training school in the education of the mind, and of the hand as agent of the mind. The time of the pupil in school is about equally divided between the study of books and the study of things; between the academic work on the one hand, and the drawing and shop-work on the other. Observe, I did not say school-work and shop-work, for the shop is as much a school as in any other part of the establishment. Nor do I mean that the shop gives an education of the hand alone, and the classroom an education of the brain; but I mean the shop educates **HAND AND BRAIN.**”



James Huff Stout

By the time of his arrival in Menomonie, Stout had assimilated the ideas of the leaders of the St. Louis, Toledo, Chicago and similar manual training schools. In addition, he brought several other important capabilities to his conception of how to further education; flexibility, open-mindedness, and the financial capability to carry his ideas through.

1. Almost all of what we know about Senator Stout's early career comes from the **HISTORY OF THE CHIPPEWA VALLEY**, edited by George Forrester, A. Warner Publisher, 1892.
2. **THE MANUAL TRAINING SCHOOL**, By C.M. Woodward, D.C. Heath & Co. Publishers, Boston, 1887 p. 289.
3. **LEADERS IN INDUSTRIAL EDUCATION**, by William T. Bawden, Bruce Publishing Company, Milwaukee, 1950 p. 99.
4. **MANUAL TRAINING THE UNION OF SOCIAL AND INDUSTRIAL PROBLEMS** by Charles H. Ham, Harper & Brother, New York, 1886 p. 341.

Chapter Two

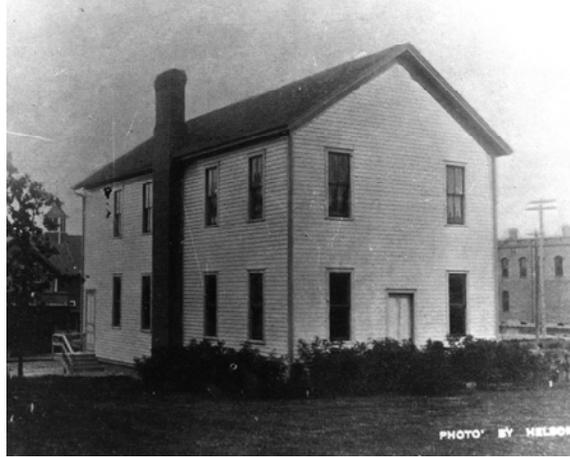
As a newcomer, James Huff Stout understood that he would need allies if he were to successfully introduce his ideas on education to the Menomonie School System. One such alliance was formed with R.B. Dudgeon. Richard Dudgeon was born in 1853 in Minnesota. He moved from Hudson, Wisconsin to Menomonie in 1887 when he was hired to replace John Ingalls (well known as a local educator and Civil War Hero) as the principal of the Menomonie schools. For Dudgeon, an ambitious educator, who would end his career as the superintendent of Madison, Wisconsin public schools, the interest and money that Stout brought to the city exposed him to many of the leading educators of his day. In addition to advancing his career, the whirlwind of activities Dudgeon would experience may have helped him handle the grief of the recent death of his daughter.¹

Dudgeon and Stout worked well together to gain support for the teaching of manual training in the Menomonie public school. In a tactic that he would use again and again, Stout offered to provide the bulk of the money for the new educational undertaking, if the City and other citizens would contribute additional funds. In addition, Stout provided the capital needed to finance trips to other manual training schools as well as to bring leaders in education to address local audiences. In turn, Dudgeon used his expertise to advance the cause of manual training through a series of articles that he wrote for local papers. Shortly after the school was proposed Dudgeon stated;

“The Manual Training department is not to be a substitute for, but to be a part of, the regular High School. It is believed that the high school can exact close and thoughtful study with books, and at the same time give valuable instruction in drawing, tool work and domestic economy. In this way it is believed that our pupils may secure a more liberal, intellectual and moral development—a more symmetrical education.”²

Within a short period of time, community support for the school led Stout to release funds for the construction of a building. Frank Pease, a local carpenter, received a contract to build a 24x40 feet two-story frame-building. (Senator Stout subsequently gave the building to the Dunn County School of Agriculture—it was later destroyed to make room for the construction of Fryklund Hall.) Stout was able to equip much of the building by transferring work benches, ranges, sewing machines, chairs, tools and so forth from the Knapp, Stout & Co. Company warehouse.³ As construction of the building was continuing Stout commenced to hire three teachers from Toledo to staff the school while Dudgeon continued to write articles in the local papers in support of the school. In these articles, Dudgeon takes an extremely broad view as to the aims and advantages of manual training. In one issue of the Dunn County News he states that the primary aim of the program is “mental discipline.” Two weeks later he suggests;

“The person who wishes to rise in the social scale instead of entering one of the so-called genteel professions, can do much better by seeking to become an intelligent and skilled workman in his own calling. We believe that one of the best results of the Manual Training school will be to give our boys and girls a truer estimate of manual labor. It will teach them that in the various trades there is just as wide a field for the exercise of intellectual qualities of ingenuity and knowledge, as in medicine, law or theology.”⁴



First Manual Training Building

On January 5, 1891, the Manual Training School opened its doors for business. Three instructors, under the leadership of principal Dudgeon, were the first teachers at Stout. All three were graduates of the Toledo Manual training school: Lillian Goldsmith taught cooking and drawing; Mabel Wilson was in charge of sewing and dress-making; and C. F. Friedman taught the boys in carpentry and woodworking. Boy's classes were held on the first floor of the manual training building and girl's classes were on the second. Each of the classes held approximately 20 students and were held for one hour each day.⁵ According to the instructors, the equipment was as good as and often times better than the equipment used at the Toledo and Chicago Manual Training Schools. A reporter for a local paper stated that Mr. Stout implied; "...that if the training school was a success and met with the approbation of the public, he would do more and aid in enlarging and perfecting the institution."⁶

Reaction towards the new method of training was both immediate and positive. One of the more interesting reactions was from the "ladies of Menomonie" who asked that they be allowed to take cooking classes. ⁷ A course of 12 lessons were immediately set up for the "elder members of the community" at a cost of fifty cents per lesson. Recognizing the popularity of the new program, Stout and Dudgeon left in March for a tour of the manual training school facilities in other cities. Upon their return, Stout set up a Manual Training School Fund to enable Dudgeon, as principal, to have "full power to purchase necessary materials for the Manual Training School." Everything appeared to be going smoothly with Stout's experiment in education, but then the first of several crises that would strike the school in its early years occurred—Principal Dudgeon resigned.

1. DUNN COUNTY NEWS, April 20, 1888.
2. Ibid October 31, 1890.

3. Dunn Series 83 Stout Manual Training School Equipment, 1891. (All manuscript collections cited are housed in the University Archives/Area Research Center of the University of Wisconsin – Stout.
4. Dunn County News, December 19, 1890.
5. MENOMONIE TIMES, January 8, 1891.
6. Ibid
7. Ibid February 12, 1891.

Chapter 3

Dudgeon had been a strong supporter of Stout's views on education. He had provided a measure of professional credibility that made those views more acceptable to the people of Menomonie. His loss must have been a blow to Stout, but a replacement was found who would help to guide this institution through its first twelve formative years. The new principal would also set an example in leadership and sacrifice that will often be emulated by members of the faculty in the years to come.

Judson E. Hoyt was born in Rubicon, Wisconsin in 1854. He worked on his family's farm during his early years before taking a "practical course in drawing, carpentry, cabinet work, and painting."¹ He subsequently went on to attend the Wisconsin State University, graduating in 1880. Hoyt worked as a teacher and principal at several schools in Wisconsin before coming to Menomonie in 1891. His new job included being the "superintendent of schools, principal of the high school and the Stout manual training school and clerk of the board of education."



J.F. Hoyt

Shortly after Hoyt's arrival, plans began to celebrate the first anniversary of the manual training school. The usual dignitaries that one would expect for such an occasion were on the program, but perhaps more interesting is that one of the presentations was made by Page Bunker who spoke on "Manual Training from the Student's standpoint."² It can be assumed that Bunker must have been a superior student to have been on the program, but he also must have been typical of the kind of student who attended the school at that time. Page was born in 1875, the son of a carpenter/contractor.³ After graduating from the Menomonie High School, he went on to become a teacher at the North School in town and later worked for U.S. forestry department in Texas. Like many of the other students

who attended the manual training school at the time, Page came from a working class background. Just how much of an effect manual training had on his overall educational experience is not known, but he obviously placed a great value on its contribution.

Following the celebration of the school's first anniversary, it was apparent to Stout that the manual training school was both a success and welcomed by the people of Menomonie. Stout decided that it was time to take the school to the next level. As before, Stout did not proceed until he had the town's people behind him. In May of 1892 the Common Council passed the following resolution that guaranteed the immediate future of the school:

“ WHEREAS Mr. J.H. Stout, of the city of Menomonie, has and does make to said city the following very generous offer, to wit: To build and equip a manual training school at a cost of several thousand dollars, for the use and benefit of said city, provided the city furnish a site for said school building and pay the operating expenses thereof for three years next after completion thereof; be it therefore

RESOLVED. By the common council of the city, that we do hereby tender to said J.H. Stout, as a site for said building, any location on the Central school grounds which he may choose therefore, and that the city approves of and assumes the responsibility of providing the necessary funds for the operating expenses of the same for the above term of years. Provided the title to said building and equipment shall remain in said J.H. Stout...”⁴

Planning for a new building began immediately. The three-story structure (plus a full basement), had dimensions of 58x112 feet. It was located at the present site of Bowman Hall. As in the past, Stout solicited the help of Menomonie residents to raise money for a “Town Clock” to be placed on the manual training building. Well over 100 people donated amounts varying from \$1 to \$250 to have the tower constructed.⁵ The 125’ clock tower soon became a symbol of the school and reflected the cooperative efforts of Stout and the community. The cost of the building and equipment was said to have exceeded \$50,000. When the building was completed in March, 1893, it became the “Pride of Menomonie.” Many nationally known educators attended the dedication of the building the following June. According to one of the local papers; “...scholars and educators of wide reputation were delighted with the edifice and its equipment, averring that Menomonie now possesses educational advantages excelled by no other city in the west, and that in educational circles it is already the best known in the state.”⁶

Second Manual Training School



In 1894, the first catalog for the Stout Manual Training School was published. It provides photographs and descriptions of the four departments that were now part of the school; mechanic arts, domestic arts, art, and science. Three of the departments were located in the manual training building, while, the fourth, was housed in the adjacent high school. According to the catalog; “The Manual Training School is organized as a branch of the City’s Public School, its courses being superadded to those existing in the High School and Lower Grades. Its aim is to compliment the usual disciplinary and information branches, by supplying carefully graded exercises throughout the school period, involving the use of the materials, tools, machines, apparatus and other appliances of several of the practical arts for the purpose, first and fundamentally, of intellectual and moral education, and, second, of industrial training.” The catalog goes on to explain that the school aims to “...giving larger acquisitions through the thinking that is stimulated by doing in contact with things, at making knowledge significant through power acquired in its application, at cultivating respect for useful labor of whatever kind, and a bent towards industry.”

The year 1894 is also important in that it saw the beginning of two programs that would flourish for many years; disappear, and later return as two equally important majors; kindergarten and art.

Kate Murphy arrived on the Stout campus in 1894. Murphy is not only important in that she helped to make art a viable part of the manual training curriculum, but because she was the first of hundreds of Stout faculty who would devote a good portion of their careers to this institution. Murphy attended the St. Louis School of fine arts from 1887-1889. It was probably at that time that Stout came in contact with her.⁷ She also studied in New York and taught in Missouri and Chicago before coming to Stout (replacing Nellie Berkey). During her nineteen years on campus Murphy served as director of art for the manual training school as well as the Menomonie schools. In addition to curriculum development, she worked with Stout to create an art museum that was housed in what was to become Bowman Hall.

The roots of early childhood training at Stout can be traced to when May McCullough of the public school of St. Louis was brought to Menomonie to address the “principles, aims and methods of kindergarten.” J.H. Hoyt, with financial assistance from Stout, arranged the lecture and stated; “Good and sufficient equipment and intelligent instruction by a trained and experienced kindergartner will be provided if the enterprise is carried out.”⁸ Support for the new program grew and Anna Harbaugh, of St. Louis was hired to organize the first local kindergartens as buildings were constructed near the Codington school and in North Menomonie. With the introduction of the kindergarten schools, it would only be a matter of time before the need for trained staff would become apparent.

The expansion and recognition of the Stout Manual Training Schools received an unexpected boost when Stout was elected to the Wisconsin Senate in 1894. Stout’s new responsibilities often took him away from the manual training school and his other endeavors; however, it gave the school greater exposure in the state and brought the senator into contact with many of the leading educators in Wisconsin. In late December

of 1894, a Stout Manual Training exhibit was held at the state's capital during the annual meeting of the State Teachers Association. Stout helped to pay for twenty-five teachers from Menomonie to attend the meeting. A Madison newspaper reported; "The Manual training exhibit has attracted much attention and Madisonians hope it may lead to the establishment of such a school in this city."⁹ In what many consider a typical Madisonian manner, the paper concluded; "It is unfortunate that Mr. Stout's enterprise did not hit upon a bigger city."



Senator Stout
July 4, 1899

The next two years led to further distinction for the school and more opportunities for Senator Stout to learn about education. Several leading national educators visited the manual training school, always leaving behind their praises. In turn, Stout, along with Hoyt, the state superintendent of school, and others interested in education, visited schools in other states, often at Stout's expense. The manual training school appeared well on its way to becoming a fixture in the City of Menomonie. It had an excellent staff, reputation, and facilities. Enrollment during the 1896-1897 year was almost double that of the previous year.¹⁰ Senator Stout must have felt a great sense of accomplishment in having developed one of the best manual training schools in the nation. It must have been a terrible blow when Stout received the following telegram on February 2, 1897; "Manual training school on fire. No show of saving it."¹¹

1. Dunn County News, May 1, 1903
2. Ibid. January 8, 1892
3. HISTORY OF DUNN COUNTY, compiled by F. Curtiss-Wedge, H.C. Cooper, Jr. & Co., Minneapolis, Minnesota, p 306.
4. Dunn Series 33 Resolutions of the Common Council, May, 1892.
5. Stout Small Collection 132 Mary Ramsey Collection

6. Dunn County News, June 16, 1893
7. WOMEN AT STOUT A CENTENNIAL RETROSPECTIVE, compiled by Beatrice A. Bigony, 1991 page 35.
8. Dunn County News, March 23, 1894
9. MADISON JOURNAL as reported in the Dunn County News, March 23, 1894.
10. Dunn Series 85, City of Menomonie Superintendent of Schools, Annual Reports of the Manual Training Department to the State Superintendent.
11. Stout Series 24 Chancellor's Office Subject & Correspondence File, Box 86, Folder 9, Stout History

Chapter 4

The fire was a terrible blow to the Menomonie community. In addition to the manual training school, the adjacent high school had also been destroyed. Uninsured losses to the manual training building alone were \$60,000.¹ The fire, believed to have been caused by a faulty furnace, resulted in classes being suspended for a month while other facilities were located in the city.

In the past, Senator Stout had to move slowly to gain support and participation from the community in his experiment in education. After the fire, it was the community that gave immediate support and enthusiasm for the senator to continue his educational endeavors. Within a few days, a petition, signed by the mayor and other city officials, as well as over three-hundred citizens of Menomonie, called for Senator Stout to rebuild the school. The petition states that they regarded the school “not only as a valuable adjunct to the public schools, but also as an important factor in the attraction and growth of the city. The few years in which the school has been in operation have been sufficient to attract wide spread attention. We confidently believe a re-establishment of the school would not only be a direct benefit to our city, but would also be an impetus to similar work in other cities. We trust that you may feel there has been no want of appreciation on our part in the past. Our hope is that the Manual Training School will be re-established. Be assured you may rely upon the hearty support and co-operation of us, your fellow citizens, in whatever plan may commend itself to your judgement.”²

Of course Stout agreed to rebuild the school. In return, Menomonie agreed to replace the high school adjacent to the new manual training building. The actual financial arrangements for the new building are somewhat convoluted: for the high school T.B. Wilson (another wealthy resident of Menomonie) donated half a city block, Stout donated \$5000 and the Menomonie City Council contributed \$57,750; the manual training building was to be paid for by Stout except for \$2500 that was to be raised by subscription for a clock in the tower of the new building. ³

Before the buildings were completed, war broke out between the United States and Spain. Perhaps the earliest manual training school student (the first of hundreds over the coming century) to place school on hold and go fight was Benjamin Packer. Packer, along with a fellow student, Julius Lanckton, were awarded high school diplomas by Senator Stout in spite of being absent due to their service.⁴ (Packer survived the war and became a lawyer.)

Third Manual Training School Building
(Bowman Hall) & the Central School



When the new manual training building was completed in late 1898 one of the local reporters may have gone a little bit overboard when he compared it favorably with the Taj Mahal of India. He continued;

“The Manual Training school aims to develop nascent forces. It aims to cultivate eye and ear and brain. It enables a boy to see new beauties in the world around him. It more finely attunes the ear so that he hears music never listened to before. It clarifies mental vision and enlarges brain areas, so that in the vast sweeps of being the boy sees avenues hitherto undiscovered, rich in opportunities and possibility.” 5

Even if we recognize the extreme hyperbole of the times, the building was and continues to be very impressive. (The building was renamed Bowman Hall for Clyde A. Bowman in 1952.) The basement and first floor of the building were used by the mechanics art department. The second floor was reserved for domestic science and the floor above that for art. The top floor had a basketball court and rooms for storage. The North-east corner of the building had a 140 feet clock tower with a weather vane surmounted by a lightning rod. The tower contained Johnson Electric Service clock with a bell weighing 7,000 pounds. Sixty feet away from the building was the new high school, connected to the manual training building by a bridge. Perhaps just as impressive as the building was the equipment that was placed inside of it. It was said, upon its completion, that this was the best equipped manual training building in the country—if not the world. Senator Stout was reluctant to state how much money he paid for the building and its contents, but following his death their value was placed at \$159,000.

Clearly Senator Stout required such a fine building for something more than an adjunct to the high school to provide manual training. What his precise plans were can never be known, but one of his earliest actions was to introduce teacher training to the Menomonic school system in 1899. This may have been on his mind for some time because this change began in the area of kindergarten training—a concept in education that he introduced to the Menomonic School System five years earlier. In 1898, Mrs. Martha Logsdon-Coull was hired as the creator and in 1899 the first director of the Kindergarten Training School.

Martha Logsdon Coull graduated from Indianapolis High School in 1888. She continued on with her education at a number of schools including the Indiana Kindergarten and Primary Normal Training School. She taught at several schools, working in Washington D.C. immediately prior to coming to Menomonic.⁶ She would remain as the head of kindergarten training here until her marriage to John Greenlee in Chicago in 1906.

What was to become the Menomonic Kindergarten and Primary Training School began with a class of six students. To be admitted, a candidate had to be at least seventeen years old, “and must be possessed of good health and physical energy; of natural fitness for the work, refinement and good character.”⁷ The prospective teacher also needed to possess a high school diploma and some proficiency in music. In addition to Coull, the faculty included Kate Murphy for Art and the teachers at the two local kindergarten schools; Louise Rowe Atchison and Katherine Shepherd. After an experimental first year

(leading to a certificate), a second year was added (leading to a diploma). Curriculum for the program included classes in child psychology, history of education, kindergarten theory, voice cultivation, drawing, and practical work. Tuition was \$36 for the year with books and materials costing extra. Room and board could be acquired from local residents.

The success of the new program combined with its predecessor, the Stout Manual Training School, began to attract greater attention to Menomonie as a center of education. The MILWAUKEE SENTINEL, in its Century Edition of August, 1900, ran an extensive article including photographs of the school. It concluded the article with a portion of a speech presented by President Charles Kendall Adams of the State University at a recent meeting of the Wisconsin State Teachers Association;

“We have in this state the best manual training school in the country and probably the best in the world. At the Menomonie School, boys and girls are taken from the grammar school and High school into the Manual Training department for an hour a day without in any way detracting from the amount or quality of their lessons in the regular program. The testimony is uniform that the pupils all look forward to the hour with pleasure, and it is hard to see how anyone can observe what they accomplish without perceiving that the hour must be profitable and pleasurable. “8

The initiation of teacher training at the manual training school probably helped when the City of Menomonie and Senator Stout worked with the state superintendent of schools to petition the state for a normal school. The superintendent, L.D. Harvey, had been associated with Stout on several different educational projects in Madison. Under a proposal sponsored by the state legislature; “The state will give \$1,250 to Dunn county providing the county will contribute \$2,500 for establishing a county normal school for the special instruction of teachers in the rural districts of the county. Rooms would be provided in the Central and Manual Training buildings, also apparatus.”⁹ With substantial financial support from Stout and others, the Dunn County Normal School (with the addition of an agricultural school two years later) was established in 1899. The main building was located at the current site of Fryklund Hall. (Senator Stout also donated to the school the original manual training building in 1903.) Although this school never became a part of what was to become the Stout Institute, it is important for several reasons. It certainly advanced the prestige that the City of Menomonie was receiving for higher education, and that reflected on the manual training school. The normal school also kept alive the concept of teacher training that had begun with the kindergarten school. Perhaps most important is that it more closely brought the association of Stout and Harvey together; an association that would become very important for the future of this institution.



Dunn County Normal School

As the manual training school entered the Twentieth Century it had already become a center of education. Looking at the Stout Manual Training School Visitors Registers for 1900 reads like a directory of leading educators for the Midwest and beyond. President's and faculty from several colleges and manual training school came from places such as Chicago, Denver, Road Island, New York, Canada, and the Massachusetts Institute of Technology.¹⁰ Conversely, Senator Stout paid for the travel of manual training faculty to attend conferences and to improve their education—the most dramatic example of which is when he sent Kate Murphy to Japan for the entire summer of 1900 to study and purchase Japanese art.

At first glance, Stout's interest in physical education would appear to be a bit unusual, compared to what he had expressed an interest in before, but it does fit in with the "hands on" experience of manual training, kindergarten and art work. Characteristic of Senator Stout, when he decided to become involved in physical fitness, he decided to do so in a big way. As a center to his new School of Physical Culture, planning began in 1900 for a gymnasium natatorium building. The building, located near the north side of the current vocational rehabilitation building, was divided into two parts. The western portion of the building housed the gymnasium. This included a basketball court, running track, trapeze, rings, ropes, and several different kinds of gym equipment. The natatorium consisted of a 30x80 feet "plunge bath" that varied in depth from 3.5 to 8 feet deep, dressing rooms, and showers. The building also housed a Turkish bath and meeting rooms. The total cost of the building and its equipment are said to have exceeded \$80,000. When not in use by students, the building was open to the people of Menomonie. A fee of \$3.00 a term (roughly a semester) was charged to use the facilities (the showers appear to have been especially popular, because there was an additional cost and time limit for their use.) Women had access to the facilities Monday and Thursday evenings and Tuesday and Friday were reserved for men.¹¹



Gymnasium Natatorium Building

To supervise the School of Physical Culture, Stout hired N.J. MacArthur who had been director of physical training in the normal school at St. Cloud, Minnesota. MacArthur integrated physical training into the curriculum of the manual training and Menomonie schools. In addition, he coached many of the athletic teams. Just before MacArthur left the Menomonie schools to enter the lumber business, he recorded some of the accomplishments that had been accomplished in physical education. “The fourteen year old Menomonie boy can grip 10.8 lbs. more than the normal American boy; the boy of fifteen grips 9.4 lbs. more; the boy of sixteen is just normal; the boy of seventeen grips 6.3 lbs. and the boy of eighteen years 15.8 more than the normal.”¹² He did not explain why the sixteen year old Menomonie boy is only “normal.”

Judson E. Hoyt could look back at his first decade as head of the Menomonie and Stout Manual Training Schools. The number of teachers in the manual training school had tripled, the physical facilities had increased in number and quality, new programs and classes had been added, and the number of students using the school had also increased dramatically.¹³ Because of these accomplishments, it is somewhat surprising that his retirement was announced in 1903—especially when the man who was being hired to replace him, was six years older. While the entire story as to Hoyt’s retirement can never be known, it would appear that he was willing to step down, because Senator Stout wanted to take the school to the next level and it required the reputation of a better known educator to take it there. Certainly some sort of a financial agreement was made between Hoyt and Stout. That there was no animosity between the two men would seem to be indicated by the fact that they continued to go to educational conferences together. After his death, Hoyt’s widow, Edith, (also an educator who stayed with the Menomonie School System three years after her husband retired) stated that Stout and her husband were very closely associated.¹⁴ At the time of his retirement the *MENOMONIE TIMES* reported;

“It is owing largely to Supt. Hoyt’s instrumentality that our present system of manual training work is unexcelled the world over, it is also due to him that the buildings, necessitated by the fire which destroyed the old ones, are models of perfection in every detail, and from point of arrangement the best that has been or will be conceived for years to come. While the cost of conducting the schools has been a grave point for the consideration of taxpayers, it must be admitted that so far as it remained within Supt. Hoyt’s power. The schools have been conducted with the greatest economy possible

considering the results attained. Our schools in their detailed perfection stand as a monument to his painstaking course and in good condition for his able successor to take up the work where he leaves off.” 15 His successor was L.D. Harvey.

1. Dunn County News, February 5, 1897.
2. Stout Series 191 Petition to James Huff Stout, 1987.
3. Dunn County News, June 25, 1897.
4. Ibid.
5. Ibid. December 30, 1898.
6. Stout Training Schools Circular of Information, 1904-1905.
7. Announcement of the Menomonie Kindergarten and Training School, Stout Institute Bulletin volume 2, number 4.
8. MILWAUKEE SENTINEL, August, 1900.
9. Dunn County News, September 1, 1899.
10. Stout Series 14, Stout Manual Training School Visitor's Register.
11. Menomonie Times, October 1, 1903.
12. Bulletin of the Stout Manual Training Schools, 1908-1909,p. 59.
13. Dunn Series 85, Annual Reports of the Manual Training Department to the State Superintendent, 1903.
14. MEMOIRS OF MARY D. BRADFORD, Antes Press, Evansville, Wisconsin, 1932, p.306
15. Menomonie Times, April 30, 1903.

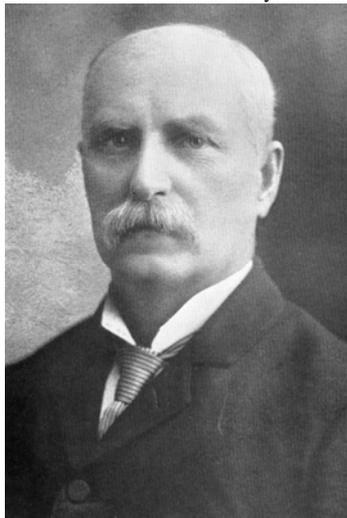
Chapter 5

Lorenzo Dow Harvey, the third head of the manual training schools, was born in New Hampshire in 1848. At an early age his family moved to Wisconsin. Harvey worked as a school teacher before graduating from Milton College with an undergraduate degree in 1872. Four years later he received a master's degree from the same institution and a Doctor of Philosophy from there as well in 1890 (honorary). He worked as the principal of Mazomanie High School, was elected city superintendent at Sheboygan, and later served as a professor of political economy and civics at the Oshkosh State Normal School. Beginning in 1898 he served two, two-year terms as state superintendent of public instruction in Wisconsin. His accomplishments in that office made him into a nationally known educator. Some of his accomplishments include: more efficient supervision of rural schools; better trained teachers; consolidation of rural schools; reorganization of the state normal schools; reorganization of the laws for the certification of teachers; and stimulation of public interest in education.¹ Many of his reforms were controversial and resulted in his not being elected for a third term. It was during his capacity as state superintendent that he met and worked with Senator Stout.

While he was superintendent, Harvey and Stout collaborated on several projects related to education in Menomonie. It was through their combined efforts that the normal school was established here and it is believed that Harvey helped to convince Stout to begin the program for training kindergarten teachers. Before it was announced by Stout there were several indications that Harvey would be appointed as the head of the manual training school and as the Menomonie school superintendent. He presented several speeches to the people of Menomonie in early 1903—the most telling being when he and Senator Stout advocated the establishment of a normal school in town for the training of teachers in manual training and domestic science.² Less than a month later it was announced that Harvey had been elected to his new position by the Menomonie Board of Education. He was to:

“...enlarge the usefulness and extend the prestige of the schools. He will superintend the immediate establishment of two normal branches of the city school system—one for preparing teachers of manual training work and the other for fitting teachers for domestic science.”³

Lorenzo Dow Harvey



The school board, during the next five critical years in the development of this institution, consisted of Senator Stout, John R. Matthews, Otto G. Anderson, and Alfred Pillsbury. Matthews, Anderson and Pillsbury were prominent men in their own right, and did more than simply rubber stamp the decisions made by Stout. Matthews, a successful lawyer and democratic politician, served on the school board for twenty-nine years and as mayor of Menomonie for another sixteen. Alfred Pillsbury was one of the wealthiest residents of Dunn County. The scion of an east coast family, Pillsbury was president of the Boston Drug Company. He served on the school board for nine years. Otto Anderson, who served on the board of education for fifteen years, became one of Menomonie's most successful businessmen by owning and operating a cigar company. These men, along with Harvey, would provide the leadership that would prepare the way for the creation of the Stout Institute.

The doors of the Stout Training Schools for the preparation of Teachers of Manual Training and Teachers of Domestic Science opened for the first time on September 14th, 1903. During that first year fifty-nine students paid the \$100 to attend the Training Schools. The staff consisted of nine instructors. Course work was expected to take two years with a total of 1,440 hours of work in shop, classroom, and laboratory. 4 As early as the first year opening of the schools, emphasis was placed in the areas of hands on training through practice teaching and the all but guaranteed placement of graduates.

The hard work on behalf of the schools must have paid off. In March, 1904 the schools received international attention when THE WORLD'S WORK published an article on "A little city of 5,600 people in Wisconsin with the best public schools in the world. 5 One of the interesting aspects of the article, written by Adele Marie Shaw, is that her earlier articles were highly critical of education in other cities—it wasn't until she visited Menomonie that her views on education in the United States were favorable.6 She went on to describe Menomonie by saying; "It contains within a few hundred acres the most varied, the most complete object-lesson in public education that exists anywhere today." In the article, which also contains many photos of the campus, Shaw extols the virtues of Senator Stout, the schools, and the people of Menomonie. Her conclusion of Stout is; "He is one of the few born in any generation. With a mind to conceive the things, that should be, he has the knowledge of affairs and the patience to make the conceptions possible."

It was shortly after Ms. Shaw's stay that the Stout Training Schools were visited by one of the most famous politicians of that day, William Jennings Bryan. Bryan, who had been defeated as the democratic candidate for President of the United States in 1896 and 1900, and would be again in 1908, was warmly welcomed and had many kind words for the city and its schools.

It was also in 1904 that the Stout Manual Training School won one of its greatest honors when its exhibit was awarded the grand prize in the elementary educational group at the St. Louis World's fair. This was the only school in this category to receive such an award at the fair. A gold medal was also awarded to the Stout training school for

teachers for its exhibit in the secondary education group. In addition to the awarded honors, worldwide exposure was given to the Menomonie schools. According to the Dunn County News; “The call for catalogues of the schools has been world wide. Hundreds of requests have come from Alaska, the Philippines, European and Asiatic countries and many places in the United States.”⁷



Stout Exhibit at St. Louis World's Fair

The increasing international fame of the Stout training schools attracted writers from all over the United States to investigate and report on the schools. One of the more insightful of these visitors was an A.P. Wilder of the Madison State Journal. Wilder spent a considerable amount of time with Senator Stout who he believed to be “a silent man—certainly one who shuns publicity and keeps his own counsel.”⁸ Wilder concluded that “although himself (Stout) the son of a rich man, his own training was practical,” and that the “idea of the dignity of labor has taken possession of him.” This fame was also one of the reasons that Menomonie was the host for the committee of the National Education Association on industrial education for rural communication in schools for rural communities. This meeting also brought some of the leading educators in the country to the Stout training schools.

With the successful introduction of the new schools and the international acclaim won at the St. Louis World's Fair, 1904 was the most successful year in the young institution's life to date. Due to this success, Stout decided to add two more departments to the school; pottery and practical laundry work. The new laundry was located in the basement of the manual training building and the pottery kiln was installed in the south end of the building. The very success of the efforts of Stout and Harvey led to an unexpected crisis the following year when both were asked to seek higher political offices.

Senator Stout, “the silent man of Menomonie,” had gained a reputation as an “Eminently efficient and honest senator.” His successes, not only in education, but in traveling libraries and model roads, had made his name a household word in Wisconsin. Because of his accomplishments and spotless character, many people called for him to run for governor. He certainly must have been complimented by the grass roots support, but for reasons unknown, he chose to concentrate on his current activities. One possibility may

be that he was experiencing some financial setbacks. The Senator's wife, in secret, wrote to his brother, Frank that "I do believe that James is in a condition physically to stand much more worry about his business, and if things are in such a bad state as he says, he might better give up now and try to save what he can, if there is anything left to change." Frank Stout reassured her about their financial woes, but in a letter a few days later to his Menomonie attorney, Charles Freeman, Frank expressed his disillusionment with his brother's business acumen; "What James needs, to use the Kentucky horse-gentleman parlance, is, 'a little ginger under his tail to make him step, act and show'"

Harvey was also almost lost to this institution due to an election; in his case it was more of a near-run thing. Two years earlier, Harvey had lost his bid to retain his position as state superintendent of schools. In early 1905, many people were asking him to stand for the office again. In a long letter to Stout, Harvey asked the Senator's views on this. He stated; "...that I can perhaps be of more use in doing the very things you want done, if I understand your position, in the way of producing the largest results, if I were in the office of state superintendent, that I can to remain here." He goes on to explain that "I believe further that with your support, even though the entire forces of the administration were put in operation against me, I could still win in spite of them."⁹ Either Senator Stout convinced him or he decided on his own that if he ran politics would become more important than ability and that the office should "be free from political bias or control."¹⁰

With the election scares over, Senator Stout turned to address an issue that originated with the opening of the first kindergarten school—finding housing for the teaching students in the manual training schools. As early as 1902 one of the local papers reported; "Inquiries for houses to rent are coming from people living in Duluth and Eau Claire who are anxious to take advantage of our fine schools."¹¹ Stout visited several other campuses to view their dormitories. He also wanted to combine the usefulness of a dorm with training in domestic science. Stout's temporary solution was to purchase the property (about four acres) from Mrs. Bertha Tainter on Broadway. An existing structure on the property was repaired and modified. After spending close to \$5,000 for furniture and supplies the dorm, which opened in 1906, was able to provide housing needs for twelve women. ¹² The building was appropriately called Bertha Tainter Hall. Senator Stout informed a reporter of the *MENOMONIE TIMES* that he disliked the word "dormitory" and that that building and any future building on the site would be named for Mrs Tainter. The following year, the "annex," a small brick structure south of the hall, was built that helped to bring the total dorm capacity up to 32. (The women who lived in the Bertha Tainter Annex called it "Barney Castle" because it had been a barn transformed into a beautiful castle.)

In 1906, in response to requests from teachers and others, the first summer session was offered at the Stout Training Schools. The classes were intended for: teachers of manual training and domestic arts; superintendents and principals of public schools; teachers in graded schools; training school students; and persons wishing to gain practical experience in various forms of crafts work.¹³ The first summer session attracted 11 students in manual training and nine in domestic science.

The following year further expansion of the physical facilities occurred when two more buildings were added to the growing campus. Just northeast of the Gymnasium Senator Stout purchased two buildings that were extensively repaired, remodeled and decorated by the manual training and domestic science students. The first building which would become known as the “Yellow Lodge” housed the administrative offices and the original on-campus library of the campus. The adjacent building became the first Homemaker’s Cottage—the predecessor to the home management houses. 14

The Homemaker’s Cottage was needed to support a new program that had been added to the curriculum; the Stout Training School for Home Makers. The first bulletin for the new school explained why it was created.

“Four year’s experience in the administration of the Training School has disclosed the fact that there are many young women who do not wish to take the technical and professional training necessary to fit them for teaching, but who would be glad to avail themselves of the opportunity for the acquisition of the practical knowledge and training, which a high grade school for home makers should offer.”¹⁵

The rapid expansion of Senator Stout’s schools had a profound and positive impact on the City of Menomonie. There are some obvious tangibles such as employment and the use of the school’s facilities—especially the swimming pool and club rooms. One newspaper believed that the schools brought as much as \$100,000 into the community.¹⁶ After Stout had an interview with President Theodore Roosevelt the Menomonie Times reported; “As one result of the interview Menomonie has been getting much free advertising throughout the press of the country, and there is hope that in the future there will be some chance of the traveler reaching here instead of Menomonee, Michigan.”¹⁷

Publicity and the quality of the staff and curriculum are important, but even at this early date in Stout’s history the primary measure of success was the placement of the students. According to the Dunn County News; “Stout Graduates are Placed Quick.” A listing of the 1907 the graduates of the Stout Training School for Teachers for Domestic Science show them as being placed in nine states as teachers, dieticians, hall matrons, and demonstrators.¹⁸

The high placement rate led to increased enrollment (146 at the start of 1907-1908). The addition of large numbers of new students led to the creation of new programs/schools at the rate of close to one a year (graduate courses were offered in 1906). As Dwight Agnew states in his History of Stout State University:

“By 1908, Senator Stout’s philanthropy and the town’s own educational programs had given Menomonie an interesting, if somewhat unwieldy, complex of schools, including a central high school and elementary school and three outlying kindergarten and elementary schools. In addition, the Board controlled the several schools built, equipped and staffed by Senator Stout,—the Stout Manual Training School, the Kindergarten Training School, the Training School for Manual Training Teachers, the Training School

for Domestic Science Teachers, the School of Physical Culture, and the Homemaker's School."19

The relationship between publicly financed Menomonie schools and those financed by Stout were becoming more complex. This was especially so given the proximity of the buildings and how students, from grade school on up, shuffled from one building to another. It was not always easy to determine who was in charge of what. As long as Stout continued to pay for costs that ran in the red, the problem was manageable, but clearly something would have to be done to simplify the governance of schools in Menomonie.

On March 20, 1908 the Articles of Incorporation of the Stout Institute were signed by James Huff Stout, Lorenzo Dow Harvey, and William C. Ribenack. (Ribenack was hired as Stout's private secretary in 1905. He had been a cashier at the local First National Bank and moved to Little Rock, Arkansas following the death of Stout..) The articles called for a separation of Stout's schools from those of Menomonie, although; "For cooperation with the public school officials of Menomonie, Wisconsin and of other cities for the purpose of investigating and determining the values of different phases of manual training, domestic science and art, and other lines of industrial education; their place as subjects of instruction in the public schools; and their feasible and appropriate coordination with other subjects in the public school curriculum." 20 Among the goals of the corporation was: "To provide facilities in the way of buildings, equipment, and teachers, through which young people of both sexes may secure such instruction and training in industrial and related lines of educational effort as will enable them to become efficient, industrial, social, and economic units within our environment."

ARTICLES OF INCORPORATION OF
STOUT INSTITUTE

We, James H. Stout, Lorenzo D. Harvey, William C. Ribenack, adult persons, residents of the state of Wisconsin, do make, sign, and acknowledge these written articles of incorporation, pursuant to and in conformity with chapters eighty-five and eighty-six of the statutes of the state of Wisconsin for the year 1898, and all amendments thereto, for the purpose of forming a corporation under said statutes; and we, for ourselves and for such other persons as shall become associated with us, do declare the formation, the business and purposes of such corporation as follows:

For the first time the schools/school had a name that would be used to identify a unique institution. For close to half of a century the name Stout Institute would be recognized the world over for excellence in education.

1. Bawden, William T. p.96
2. Dunn County News April 3, 1903
3. Ibid. May 1, 1903
4. Stout Training Schools Bulletin, 1904.
5. Stout Series 24, History File, WORLD'S WORK, March 1904
6. THE TRANSFORMATION OF THE SCHOOL, by Lawrence A Cremin, Alfred A. Knopf, 1968, p. 142-143.
7. Dunn County News October 21, 1904.
8. Ibid. December 2, 1904.
9. Stout Series 303 L.D. Harvey Personal Papers. Letter from Harvey to Stout, January 24, 1905.
10. Reprinted from MILWAUKEE SENTINEL. Dunn County News, February 24, 1905.
11. Dunn County News, February 7, 1902.
12. Stout Series 31 Building Construction and Maintenance File, Box 6, Bertha Tainter Hall.
13. Bulletin of the Stout Training School, Vol. 1, No. 2.
14. Journal of Education, May 21, 1908 p. 567-568.
15. Stout Training School for Homemakers, Circular of Information, 1907-1908.
16. MILWAUKEE FREE PRESS, August 5, 1906.
17. Menomonie Times, January 26, 1906.
18. Bulletin of the Stout Training Schools, Vol. 2, No.4 November 1906.
19. . HISTORY OF THE WISCONSIN STATE UNIVERSITIES, edited by Walker Wyman, 1968.
20. Stout Series 24, Articles of Incorporation

Chapter 6

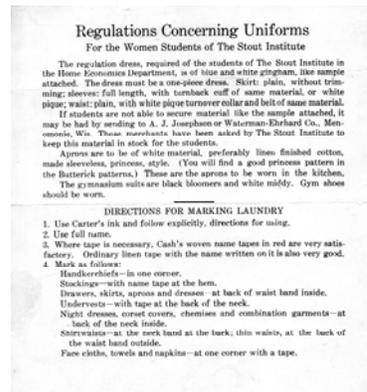
One of the first students to enroll in the new Stout Institute was Alice Chase.¹ Chase, a graduate of South Side High School in Minneapolis, entered Stout in the fall of 1908 at the age of 19. She wrote to her father; “Talk about being rushed, well I never saw anything like it.” She goes on to explain that from 8-4:10 during the day she has the following classes; psychology, model sewing/mechanical drawing, cooking, chemistry, and food study. She also took swimming and gymnasium lessons two evenings a week which were electives. She goes on to explain that Mr. (President Lorenzo Dow) Harvey is “splendid” but that mechanical drawing is rather “hard on the eyes.” Like many a Stout dorm dweller after her, Chase was not always happy with her roommate; “We get along alright but she gets on my nerves terribly sometimes, so ever lasting inquisitive and tactless.”

As busy as her schedule was, though, Chase early on enjoyed a very active social life. She recorded that the first festivity was a reception given by Mr. Stout in the gym which included an orchestra and dancing “with some of those crazy manual training fellows.” She also enjoyed going to dances and canoeing with some of the local boys. Going to a dance was an elaborate affair. Everyone gathered around the balconies in Bertha Tainter Hall and watched to see who would be going out with whom. “Then as your escort is announced you have to go down and run the gauntlet of everyone. After the dance we all went to the Monte Cristo familiarly known about town as the ‘Monte’ and weren’t able to finish eating and had to run all the way home to get in on time.” Chase presumably continued to have a good time at the Stout Institute until she received her two-year diploma, June 9, 1910.

Men had similar social experiences. They also had a more comprehensive program in competitive athletics. As part of the Menomonie Schools, early manual training school students were members of the local high school team. They played on base ball and similar teams, but it was not until the introduction of the School of Physical Culture that an emphasis was placed on gymnastics and track. N.J. MacArthur, head of the old School of Physical Culture, continued to lead physical education at Stout as well as being in charge of the high school athletic teams. MacArthur was opposed to football and wanted American schools to switch to soccer.² Given this attitude it is interesting to note that football was one of the first inter-school competitive team, organized in 1906. The “Manuals” played their first two games against the Menomonie high school, losing one and tying the second. During the second game, Arthur Osen was knocked unconscious and carried from the field. Osen recovered from his injuries and graduated in 1908, but that injury put an end to football at Stout until the program was reinstated in 1911. The Manuals were more successful with their basketball (1906) and baseball teams (1907). A Manuals track and field team was organized a year later. In 1906, an athletic association was formed at the school for the support and promotion of athletics. “Meetings are held regularly during the year, and at the close of the school year, an official letter ‘S’ is presented to every athlete who has represented this institution in a championship contest with another school.”³ Intramural sports were also popular with both boys and girls with teams in such sports as basketball and water polo.

There were a number of other activities and organizations that provided entertainment for early Stout Institute students. These included hiking clubs, German clubs, various kinds of musical groups and the YWCA. In 1909, the student produced their first ANNUAL—soon to be known as the TOWER. It was dedicated: “To Hon. J. H. Stout, founder of Stout Institute, and president of the board of trustees, our friend and helper, whose interests are for the promotion of learning, skill, industry and honor, this volume is dedicated by the Class of 1909.”

One of the more interesting aspects of student life at the genesis of the new school was the requirement for female students to make and wear uniforms. It was suggested that each student should have three or four of these ‘convict suits.’ “The regulation dress, required of the students in The STOUT INSTITUTE in the Home Economics Department, is of blue and white gingham.”⁴ In addition, for physical education they were required to wear gymnasium suits of “black bloomers and white middy.”



As the students learned to adjust to the classes and social life of the new school, President Harvey and Senator Stout were planning the future for that school. The new governing body of the Stout Institute included: Stout as president; Harvey as Vice President; Stout's secretary, W.C. Ribenack as secretary/treasurer; with board members George R. Peck, a successful attorney from Chicago; and a friend of Stout's, Senator W.H. Hatten of New London.

One of the first decisions of the new board was to create a Trade School (1908) as a part of the Institute. The trades that were to be initially taught were plumbing and brick laying. Proponents for the new school believed that teaching a trade was superior to the apprentice system:

“Under the apprentice system one usually gets only such information as he may gather from his own observation of what others do with practically no knowledge of the underlying principles of his trade and no training in accounting, mechanical drawing, arithmetic or business forms and correspondence. While in the school, not only is the practical side well learned but also a knowledge of the fundamental principles and training in the special studies just mentioned may be acquired.”⁵

It was estimated that a person being taught a trade would earn \$1,075 more in earnings over a three year period than someone in apprenticeship.⁶

The continued rapid growth of the Stout Institute created a need for a library on campus. At the start of the Manual Training Schools, the library in the Mabel Tainter Memorial met the needs of the students, but by 1908 it was apparent that the campus would need its own library. Grace R. Darling, an English teacher at the school, was hired to organize a collection that was housed in the Yellow Lodge. The following year Katherine A. Hahn would become the first full time librarian of the Stout Institute. The library remained in the Yellow Lodge for six years before being moved to the gymnasium-natatorium building. Two years after that it became a part of the newly constructed home economics building (Harvey Hall).



Yellow Lodge
The First Library and Administration Building

Even as the Stout Institute expanded and experienced an enhanced reputation, so did that of its founders. Senator Stout was a guest at a special conference called by President Teddy Roosevelt on the conservation of natural resources and Harvey was elected the head of the National Education Association. After visiting the institute and meeting Stout and Harvey, W.J. Warten, superintendent of the schools in Winnipeg, Canada stated; “Everywhere I have been I have heard loud praises for the Menomonie School. It is a school which must, as years go by, play a large part in the educational world and to which teachers far and near will turn for inspiration and to fit themselves for the progress that must come.”⁷

The creation of the Stout Institute separated Senator Stout’s schools from other schools in the locality. However, cooperation between the schools remained a high priority for Senator Stout and local education officials. High school students continued to cross the bridge to take classes in the manual training building. Senator Stout also purchased and

used manual training students to remodel the old Barwise property on Sixth Street to be used as a dorm by the Dunn County Agricultural School—making this the only agricultural school in the state to provide a dorm for its students. 8 This property would later return to the Stout Institute and be known as the Michaels/Home Management House. The property adjacent to it on Fifth Street would be known as the Amon House/Home Management House/Infirmary.

It came as quite a shock to many when the Stout Institute dropped the kindergarten training school. There were two main official reasons given for this action. One is that there were similar schools in Milwaukee and Superior that offered this kind of training. The second was that the domestic science and manual training schools needed room to expand. The closing of the school created a good deal of antagonism towards Harvey from former teachers of the school—not for closing the school but due to “his lack of frankness with those concerned.”9

A more positive curriculum development was when the new physical education director, O.C. Mauthe, introduced a “Normal gymnastics course.” The course “includes instruction in the theory and nomenclature of gymnastics, with certain practical exercises which may be adapted by teachers of classes of boys.”10 The real purpose of the course was to enhance the marketability of Stout students seeking teaching jobs by giving them additional skills. This concept of increasing skills and marketability would play an ever increasing role at the Institute.

The enrollment at the Stout Institute continued to increase at a record pace. During summer school of 1909 there were 150 students attending the school from thirty states and two foreign countries (Canada and Cuba). That fall the enrollment increased by almost 50% to 318. (One of the new students who enrolled in the bricklaying school that year was James Stout Jr.) Housing became an increasing problem and a call went out to all “householders willing to receive roomers.” Several new faculty were added to the staff. In an effort to show appreciation for the Institute faculty, as well as the other faculty in the State of Wisconsin, Stout introduced a bill to establish a special retirement fund for Wisconsin teachers.

Early in 1910, Senator Stout and the Common Council of Menomonie addressed an issue that should have been resolved years earlier. Some of the buildings of the Institute, the cost of whose construction was paid by Senator Stout, were actually sitting on city owned land. To complicate things further, the heating plant that was owned by Senator Stout was designed for both the Manual Training Building and the high school. Until that point, a sort of a “gentlemen’s agreement” had been in effect that was beneficial both to the Menomonie Schools and the Stout Institute. It was recognized, though, that if Senator Stout was no longer in the picture, this agreement would fall apart. A special committee was created by the common council to work with the governing board of the Stout Institute and they reached an agreement that severed this last legal tie between the Institute and the Menomonie Schools on March 31, 1910. .

It was well that this agreement came about because Senator Stout was taken seriously ill the following May. Returning from a trip Stout collapsed on a train near Hudson. His illness, later diagnosed as some sort of blood poisoning, led to convulsions and severe pain. Expert physicians from Eau Claire and St. Paul were called in to treat the Senator. He survived the first attack, but he remained ill for several more months. During this time he took trips to California and private cabins for relaxation and recuperation as well as fulfilling some public commitments. He decided he could no longer perform his duties as senator and chose not to run for another term. At the time of his retirement from the senate it was recorded;

“Among the laws which he was in great measure instrumental in having enacted are those pertaining to the free library system and the establishment of traveling libraries; those authorizing the establishment of county training schools for teachers and county agricultural schools, the improvement of the district schools providing for teachers’ pension funds and many others calculated to raise the standard of education for the people. In addition to these he has shown a deep and active interest in legislation for good roads, for agricultural development and the conservation of resources. He has been a force in various lines of advancement that will make his sixteen years of service long remembered by the state at large.”

With Senator Stout convalescing, the leadership of the Institute rested largely on the shoulders of Lorenzo Dow Harvey. In addition to continuing to be in charge of the day to day functions of the school, Harvey took on the more symbolic duties of such things as hosting the new student reception and encouraging the formation of “The Stout Dancing Cub.” It is well that Harvey had this experience when times were relatively quiet at the Institute and Senator Stout was at least available for advice. Harvey needed the experience of heading the Stout Institute and the confidence that came with it, because he was about to be in the fight of his life. Senator James Huff Stout died on December 8, 1910 of Bright ’s disease (a form of kidney ailment) at age 62.



The last known photo of Senator Stout taken in 1910.

As can be imagined, there was an overwhelming sense of loss in the City of Menomonie with the passing of Stout. There were enough testimonials given following his death to fill several book length manuscripts. What may be most impressive, though, is that he lived in a time of massive litigation. Lawyers were cheap and rich men were natural targets whether they deserved it or not. The Knapp, Stout & Co. Company as well as its principle owners who lived in Dunn County faced literally hundreds of lawsuits. Not a single lawsuit was filed against James Huff Stout by any of his neighbors in Dunn County; not even by a person who was bored or who had a grudge. Some descriptions of Stout say that he was a quiet, reticent man. It may be that he was not reticent so much as he had an aura that prevented others from becoming close to him. Fred L. Holmes, author of *BADGER SAINTS AND SINNERS* summed up Stout by writing;

“Stout instinctively turned toward the morning of life. The past did not awe him; the future alone lighted his path. He wrought a new venture in schooling that paved the way for vocational education. He did more to bring the joys of reading to the lonely masses of Wisconsin than any man in his generation. He had a nobility of spirit that saw far down through the years.”¹²

1. Stout Series 203, Alice Chase Papers, 1908.
2. Dunn County News, December 29, 1905
3. Bulletin of the Stout Training Schools, September, 1907.
4. Stout Series 24 Box 98, Uniforms.
5. Dunn County News August 13, 1908.
6. Announcement of the Trade School for the Practical Teaching of Plumbing and Bricklaying, ca. 1909.
7. Dunn County News, July 20, 1908.
8. Ibid. August 15, 1908.
9. Mary Bradford, p. 328.
10. Dunn County News, October 28, 1909.
11. Ibid. July 21, 1910.
12. *BADGER SAINTS AND SINNERS*, Fred L. Holmes, E.M. Hale and Company, 1939, p. 428.

Chapter Seven

With the possible exception of Lorenzo Dow Harvey, probably no one had any knowledge of what great consequences lay in store for the Institute following the death of Senator Stout. Many people from Menomonie and the school had become complacent as far as funding for the Institute was concerned. If equipment, teachers or even a new building was required, the problem was presented to Senator Stout and the problem was immediately resolved one way or another. There was neither an effective governing board nor politicians that had to be consulted. This emphasis, that allowed educators to concentrate on education rather than politics, is why the Stout Institute was the leading school in manual training in the world. The Institute was in the unique position where by money was not a chief concern of the school. For example, during the 1908-1909 academic year the total operating costs for the Institute was \$52,664. Tuition, fees, and dormitory costs covered much of these costs, but Senator Stout provided \$19,669 to cover the deficit between spending and income.¹ Harvey, who had experience with politics, and had, in fact, suffered libel at the hands of politicians, was well aware of how lucky the school was. In addition to what he had already done, at the time of his death, Senator Stout had been planning a new trades building and contemplating more dorms.

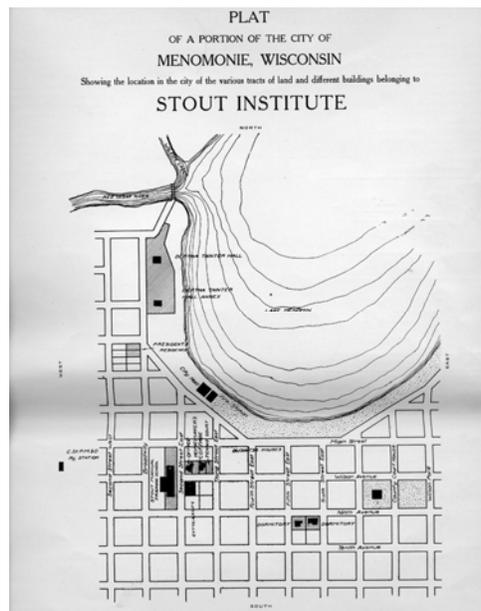
For reasons that are not known, Senator Stout did not leave a will. Following probate, his estate valued at over \$2.3 million was left to his wife and two sons². There were no provisions for the Stout Institute. Why he did not do so is largely a matter of conjecture, but in the months before Stout's death, Harvey often mentioned the benefits that the school brought to the City of Menomonie and that the size of the Institute and its rapid expansion made it apparent that it soon would be beyond the ability of just one person to maintain it.³ Knowing this, Stout may have been hoping that the City of Menomonie or perhaps the State of Wisconsin would play a roll in subsidizing the Institute. Why his wife chose not to continue to subsidize the Institute following his death is also a matter of conjecture. One report suggests that the Senator's wife did, in fact, make some sort of a fiscal offer but that it proved to be too little.⁴ (Angeline Stout did later offer the Stout home to the Institute, but due to some unexpected problems, it reverted back to the family.) Angeline, did, however, agree to the Stout Institute's Board of Trustees proposal to transfer the physical property of the Institute to the State, if in return the State would maintain the Institute.

Harvey, along with local legislators George Scott and William Millar, lobbied hard to get what was known as the Stout Institute Bill through both houses of the legislature. In May of 1911, a special committee from the legislature viewed the campus. What they saw could not fail to have impressed them. The Institute had an excellent faculty and a growing enrollment. The physical facilities included the manual training and domestic arts building, the gymnasium-natorium, Bertha Tainter Hall, Bertha Tainter Annex, the office building, homemakers' laboratory, two homemakers' dorm buildings, and the president's house. The commission valued the real estate, buildings and their contents at close to \$389,000.⁵ They made an unanimous recommendation that the State take over ownership of the Institute.

At the same time as the fate of the Stout Institute was up in the air, the legislators were wrestling with the creation of a state board of industrial education. A commission created by the legislature:

“...had submitted its report recommending that the enactment of laws for the establishment of industrial and continuation schools with state aid, and also recommended the establishment of a school for the preparation of teachers for the new schools. The work of the Stout Institute in preparing teachers of manual training and domestic science was so closely allied to the work that would be demanded of the school recommended by the Commission, that it seemed to many as though the opportunity to take over a school well equipped, thoroughly established and well known for its work was one that should not be neglected.”⁶

The offer was not neglected and the State of Wisconsin, through the Board of Industrial Education, became the owners of the Stout Institute in 1911. The board consisted of: state supervisor of schools, C.P. Gary; the dean of the extension department of the University of Wisconsin, L.E. Reber; dean of the college of engineering, F.E. Turneure; H.E. Miles of Racine; A.S. Lindemann of Milwaukee; E.E. Winch of Marshfield; W.H. Miller of Eau Claire; Murt Malone of Oshkosh; and Donna Dines of Milwaukee. Miles was chosen president and Reber was selected as secretary. One of the first actions of the Board was to name Harvey President of the Stout Institute. Through the efforts of Harvey and that of others, the Stout Institute was preserved.



1911 Map of the Stout Institute

Amazingly, although the future of the school was in limbo for a year, the enrollment continued to climb. The one-hundred fifty-nine students who participated in the 1911 commencement exercises was up to that time the largest graduating class in Stout's history. The following fall the Institute was filled to capacity (474; 88-men and 386-women) and over one-hundred students had to be turned away. The number of faculty also grew to a record high of twenty-seven.

The large female to male ratio of enrollment was due in part to the programs offered at Stout, as well as the rarity of such institutions of higher education for women, but it is also because President Harvey placed a high degree of importance on education for women. In 1912 he published; *THE EDUCATION OF THE GIRL: The necessity of Fitting Her Education to Her Life*. In this bulletin, he puts aside the old question of the ability of a woman to compete with men by stating; “The opening of the doors of these institutions to women on the same basis as to men, and the success of the girls in them is sufficient indication to that question.”⁷

In January, 1913, the rapidly increasing enrollment caused Harvey to make an impassioned plea to the State Legislature to increase the physical facilities at the Stout Institute. He explained that the original buildings were meant for a student population of 200 and that at the time of his death, Senator Stout had been planning to set aside \$200,000 to build a domestic science building. Harvey went on to explain that some of the current classes were being held in the basement and attic of the adjacent Central School. The lack of an auditorium and a library that could only accommodate twenty students at a time was another reason to consider expansion. Harvey summed up the problem by stating; “The buildings and equipment are adequate for the accommodation of 200 students. The present Board is confronted with the problem of trying to care for two and a half times that number while many who are seeking admission are turned away each year.”⁸

With Harvey’s urgings, the Trustees of the Stout Institute petitioned the legislature for \$265,000 for the purchase of additional ground and more buildings. There was certainly some strong opposition. For example, an effort was attempted to move the Stout School to Eau Claire. There was, though, greater support from many parts of the state. The Milwaukee Evening Wisconsin newspaper reported the following in support of the Stout appropriations bill:

“There is an over-supply of graduates from educational institutions who are looking for position in which they will not come into contact with the realities of life and will contribute nothing to the development of the country’s material resources. It is high time to restore the educational equilibrium by qualifying members of the producing class for a high standard of efficiency in industrial occupations. This would place America in line with Germany, where technical training for the rising generation is accorded rightful place in the scheme of education.”⁹

The importance of the appropriations bill was readily apparent to the people of Menomonie—it was the lead story in the local newspaper for weeks. The passage of the Stout bill of 1911 ensured that the school would survive, but the new appropriations bill would help to guarantee that the Stout Institute and Menomonie would remain in the forefront of education in the United States. The Stout Institute was also important to the city because of the number of jobs and the money students and faculty brought to the community. Harvey, along with local assemblyman J.D. Millar and other politicians lobbied hard in Madison to get the bill passed. The *DUNN COUNTY NEWS* reported;

“The passage of the Stout appropriations bill means the end for all time of the agitation for the removal of the institution from Menomonie. It also means that with over half a million dollars worth of property here the state will look after the interests of the institution in the future and its development and the future of Menomonie is assured.”¹⁰ Because of the importance of the Bill, the NEWS arranged to be notified immediately when it was passed. The paper would then have the Oscillating Sleigh company alert the community through a series of short blasts from its big whistle. The whistle began blowing in April of 1913 when the bill was passed by the Senate 27-2 and by the Assembly 84-2. The special appropriation was in three sections, the first appropriated \$65,000 on July 1, 1913, the second for \$75,000 to be paid March 1, 1914 and the remainder four months later.

President Harvey’s return to Menomonie following the passage of the bill set off the greatest celebration Menomonie had ever seen.¹¹ Over 4000 people were on hand to greet Harvey’s train when he returned from Madison. Harvey and his wife were placed in a carriage and pulled through the streets of Menomonie by the 500 Stout Institute students. Bands played as the Manual Training Building bell rang and fireworks were going off in the background. A huge bonfire was lighted near the main campus of the Institute turned night into day. The celebration was, of course, because the students and people of Menomonie knew that the future of the Stout Institute was ensured for decades to come. It was also a great thank you to President Harvey for the tireless work he had done to make sure that this day would come. Needless to say he was asked to make a speech.

“This has been a great day for Stout Institute and for Menomonie. I wish you all could have been in Madison this morning and heard the many fine tributes paid to our school, to her students, and to the work we have accomplished and are accomplishing. The records of our students were complimented in the very highest terms but let me say right here that we don’t expect to turn out any better students in the future, nor to have students do any better work than is being done by the students of the Stout Institute today. But with our new buildings and equipment we will expect to have the students of the future do as good work as you who are here are now doing.”

1. Stout Series 24, Box 30, Folder 7, Budget Materials, 1908-1920.
2. Dunn County Register in Probate
3. Dunn County News, April 21, 1910
4. History of Wisconsin State Universities, p. 249.
5. Description of the Stout Institute May 16, 1911.
6. Stout Institute Bulletin, June-September, 1911.
7. The Education of the Girl by L.D. Harvey, 1912.

8. Statement of the Growth and Development of Work in the Stout Institute, June, 1913.
9. MILWAUKEE EVENING WISCONSIN, as reported in the Dunn County News, March 4, 1913.
10. Dunn County News, April 25, 1913.
11. Ibid. April 29, 1913.

Chapter 8

With the approval of the appropriations bill, the Stout Institute entered a brief golden age where money was plentiful, the number of students and staff were growing, and the physical facilities were expanding. The overall economic health of the state and country was good and improving. There was war clouds that were about to burst, but that was an ocean away. In a lot of ways it was a time of innocence, but it was also a great opportunity for growth and fun.

One of the stories that best reflects the Stout Institute at that time is that of J. Edgar Ray. Ray was hired as a brick layer for the Trades Building that was being constructed at that time. President Harvey was impressed by his work and asked Ray's supervisor what he could do to keep Ray at Stout. The supervisor told Harvey that Ray loved to dance and Harvey arranged for him to attend one at the armory, sponsored by the Stout students. As luck would have it, a young lady by the name of Virginia Burdick was at the dance and they hit it off. The next day Harvey offered Ray a job as a teacher at the Institute as a brick layer. Ray attempted to decline due to lack of a high school education. Harvey said his lack of an education would be addressed in the future. To make an even longer story short; Ray married Burdick in 1916, received his PhD during the course of his 44 years as a faculty member at Stout, and the building he helped to construct was named for him at the time of his retirement.¹



Trades Building
(Later Ray Hall)

Not all of the Stout stories have such a happy ending, but for the 578 students (161 men and 417 women) enrolled during the 1913-1914 academic year was a special time with no shortage of things to do. For those who had an interest in “literary work” there were the Gavelers for the men and the Philomathean Society for women. There was both an orchestra and a band for those who were musically inclined. The YWCA, YMCA and the Bible class offered spiritual leadership while a tennis and a hiking club helped to answer physical needs. The Stout Social Club was responsible for organizing numerous dances throughout the year and a “Fu-lo-che” Club (fun, love & cheer) organized other forms of recreation. There were more clubs and organizations that could appeal to the needs of Stout’s students as well as informal groups that would sponsor events such as a home talent play. There was even a fledgling attempt at student government through the Manual Training Student Council. Stout reflected the growing importance of suffrage in the nation when it elected Agnes McCarty as the first president of the senior class. The school took a less liberal stance when O.C. Mauthe was selected as the first school dance “censor.” It was his job to “...determine the appropriateness of dances indulged in and positions assumed in dancing.”

On March 17, 1915, the first student newspaper was published. A contest was held to come up with a name for the newspaper. Suggestions included; Pi and Pies, Stout Weekly, and the Stoutonia. The STOUTONIA was selected by a ballot vote of the printing class. In 1968 Stout alumnus Maurice J. Nelson claimed credit for having submitted the name.

Athletics provided an outlet for many of the students at Stout. Gymnastics was offered for both sexes but the traditional team sports; baseball, basketball, and football were confined to men. (In 1914 the girls hiking club asked that they be awarded the coveted athletic “S” in recognition of their accomplishments, but apparently little came from this.) A Stout Athletic Board, consisting of two students, two faculty members, the coach and an alumnus, maintained control over athletics at Stout. One of the more successful athletic events coordinated at Stout was the annual Northwestern Interscholastic Basketball Tournament that was held in Menomonie each year under the auspices of the Northwestern Wisconsin Athletic Association. Teams that participated in this contest came from all over northwestern Wisconsin.

One of the more enterprising local entrepreneurs who took advantage of Stout’s rapid growth was Walther A. Clark who built a privately owned dormitory on Wilson Avenue in 1913. The new building, originally called the Clark dormitory, was constructed to hold 64 students. It contained 32 rooms on two floors (10 by 18 feet), a large kitchen and eating area, as well as an equally large reception area. Clark paid \$16,000 for its construction. He sold it to the Stout Institute in 1923 for \$40,000.²

The Institute was less successful with its dorms when Bertha Tainter Annex was all but destroyed by a fire in the late spring of 1913. Luckily the building had been empty due to extensive cleaning prior to summer school. Damages were estimated at close to \$25,000. The building was rebuilt within the year.

The new trades building was ready on time for the winter semester of 1914. Chiseled into the building were the words; drafting, carpentry, finishing, mill work, building trades, joinery, plumbing, heating, cement work, and brick laying. The 175 foot long rectangular building was constructed south of Bowman Hall (now part of the historic corridor). The building had five main sections, but what was one of its most unusual features was a large entrance on Ninth Avenue to the carpentry shop. In future years many buildings were constructed in the carpentry shop and then moved through that door. The buildings were then sold to residents of Menomonie. This tradition of training students by having them actually construct a usable structure probably began in early 1913 when a group of students, as part of their training, built a little cottage just east of the old Dunn County News building (now a parking lot east of Fryklund, behind the heating plant). The building was rented by a woman from Minneapolis who opened a tea room.³

Construction of the domestic science/administrative building (now Harvey Hall) began with the loss of two old campus friends, the yellow lodge and the first home makers cottage. To make room for the new building the two older ones were sold to and removed by a Charles Lotwin. Construction of the new building was delayed by the Board of Industrial Education. It was only after suit was filed by the Board of Trustees of the Stout Institute that a contract for construction of the new building was awarded in the last week of 1914.

The expansion of the physical plant allowed the Institute to add additional courses. During the regular school year classes in Manual Training were allowed to offer a course in lettering and sign painting as well as table instruction for seniors. During summer school, courses in institutional management and athletic coaching were offered. The former was created to teach women how to operate their own restaurant and the latter was to aid manual training school students in finding jobs with dual requirements. It was also during the summer session of 1914 that Thomas Googerty taught elementary forging, agricultural forging, and art smithing.⁴ Googerty went on to achieve national fame as a manual training teacher and artist.

In addition to Googerty, Stout had many people visit the Institute as either teachers or guests of the lyceum program prior to the First World War. One of the most famous visitors was Helen Keller who appeared thanks to the Stout Institute YWCA. One listener who was present at her appearance recorded; “The short address given by Miss Keller was, perhaps the most unusual and interesting lecture ever heard.”⁵

Another interesting person on campus at that time was a student rather than a visitor, Raymond Bradshaw. Although there had been students enrolled at Stout from many foreign countries, Bradshaw was the first African-American. “Brad” came from Topeka, Kansas, enrolling at Stout in 1914. Before receiving his diploma, he played clarinet in the school band, was a member of the glee club, appeared in local theatre productions, and received an “S” for playing football. From all accounts he appears to have been a typical Stout student for the time. Why it would be close to two more decades before large numbers of racial minorities would attend Stout is unknown (two exceptions—Robert Hall a Black Veteran enrolled in 1919 and in 1921 Henry Abiko, a Japanese

national became a student), but it may have had to do with the rise of the Ku Klux Klan in Western Wisconsin a few years later. It may also have to do with a somewhat harsher cynicism that came to the country following World War I. For example, in 1916, following an accident in the chemistry laboratory, many students volunteered to submit to skin grafts to help Charlotte Museus who had been severely burned in the face and arms by nitric acid. (Charlotte went on to graduate and was married in 1918). It is a little more difficult to imagine students making such sacrifices for others during the "Roaring Twenties." Other firsts for Stout that occurred in 1916, include the first exercises for winter commencement and the first time Stout students used "living models" to showcase their clothing creations.

The most notable faculty member to leave the Institute at this time was O.C. Mauthe, physical director of the Stout Institute. Gymnastic and Kirmess demonstrations by Mauthe and his classes had become very popular with the community. (During one performance on the parallel bars in 1915, Mauthe broke his arm.) He was succeeded by George F. Miller. Miller was a graduate of Menomonie and had been an athletic director of a high school in Evansville, Indiana.

The new home economics building (Harvey Hall) was first opened for student use during spring commencement in 1916. The first classes were held in the building during the following summer session. It was because the building was so impressive and because it helped represent the permanence of the institution, that it was decided to have an official dedication of the building in March of 1917. To make it even a greater cherished occasion, it was decided to hold it in conjunction with the school's first home coming. Ceremonies began with the formal dedication of the building. A chorus of fifteen people greeted the dignitaries and alumni while a ten-piece band provided the music. Short speeches were given by H.E. Miles, President of the State Board of Industrial Education; Stout alumnus and assistant professor of domestic arts Columbia University, Wilhelmina Spohr; and Lorenzo Dow Harvey.



Alumni and visitors were then given tours of the facilities and shown exhibits demonstrating the kinds of work being conducted in each of the departments. In addition there were Vaudeville stunts, student and alumni mixers, concerts, and luncheons. It was estimated that over 100 alumni attended this first ever Stout Institute homecoming. They formed a strong alumni association with a central committee formed from alumni living in the Menomonie area. The Stoutonia declared that; "The Home Coming and the Dedication of the Home Economics building last week proved to be a success far beyond the expectations of the students."⁶ This was certainly one of the high points of the Stout Institute. The exhilaration felt by the students, alumni and faculty was short lived. One

day after the celebration President Woodrow Wilson asked Congress to declare war on Germany—the United States was about to enter World War I.

1. Letter to President William Micheels from alumnus Paul L. Roise, October 24, 1968.
2. Stout Series 31 Box 45 Folder 3, Lynwood Hall.
3. Dunn County News, January 10, 1913.
4. Summer Session Bulletin, 1914.
5. STOUTONIA, January 26, 1916.
6. Ibid. April 4, 1917.

Chapter 9

The outbreak of World War I was largely ignored by the students of the Stout Institute. In 1914, shortly after the German invasion of Belgium, the students did sew garments for children from that country, but overall, the war did not affect most of the students. At Stout, and in Wisconsin in general, with its large German population, it was difficult to determine which side was in the right. Probably the only former Stout student who did not have a dilemma in choosing who was right in the early stages of the war was Arthur Schwing.

Schwing, a native of Lyons, France attended school in Holland, Switzerland, and Belgium as well as his native country before coming to the United States. It was while he attended Pillsbury Academy in Owatonna, Minnesota that he first heard about the Stout Institute. As a student here from 1914-1915, "Frenchie" was active in theatre and fencing. During the first year of the war, three of Schwing's brothers, along with the entire family of one of the brothers, were killed by the Germans. The decision faced by Schwing must have held enormous pressures—to return to the land of his birth to seek revenge for his family or to go on with his life in his adopted country. Schwing made a compromise of sorts. He joined the military forces in Mexico where he was selected to serve as an officer in the United States aviation corps.¹ (Following the Mexican campaign he served in the United States infantry.)

Marvin Thompson was also interested in the theatre when he was a Stout student. He was born in 1896 in Menomonie and was noted as a gifted athlete. When he was only 17, he became a member of the local National Guard unit. Thompson was forced to withdraw from Stout when his unit was activated to chase after Pancho Villa. Following the deactivation of his unit, Thompson returned to Stout. He remained for a short period of time before again being activated for the Great War. (In August of 1917, the Institute awarded Thompson a two-year diploma in spite of his necessitated absences.) On July 15, 1918, Thompson was killed by a German artillery barrage. He was the first Stout alumnus killed in action in this or any war.²

Peter Krogstad, a 1911 graduate of the Stout Institute, was familiar with this school from an early age. His father was a janitor in the industrial arts building. Krogstad was one of the earliest of American doughboys to be sent over seas. He was initially assigned to a machine gun battalion, an extremely dangerous job. As luck would have it, and because he had received a diploma from Stout, he became an officer. The diary he recorded during his service depicts some of the horrors of war, but it also reflects much of the humor that helped to keep soldiers sane.³ When the war ended, Krogstad went to the University of Lyons, the same institution in France that Frenchie Schwing had attended six years earlier. He subsequently returned to Stout to earn a four-year degree and later became one of the first presidents of the Stout Alumni Association.

The three men described above were among the close to 120 Stout Institute students and alumni who served in the military in World War I. Five of those lost their lives; Palmer Husby, Emil Koenig, Robert Kendall, Ole Anshus, and Marvin Thompson. Two of the

other veterans, would go on to play important leadership roles at Stout; Clyde Bowman and Verne Fryklund.

Back at home, there was an immediate patriotic response on the Stout Institute campus following the declaration of war against Germany. One of the most vociferous proponents of the war was President Lorenzo Dow Harvey. Following a loyalty parade in Menomonie that attracted 6,000 people, Harvey addressed the crowd by saying; “There can be in the United States today but two classes of citizens. The one, loyal citizen, willing to give whatever he may have to offer, even life itself, for the preservation of the national Honor and the national flag and what it symbolizes. The other class is the traitor. There is no middle ground.”⁴ Later, when addressing the Stout Institute, Harvey “made a strong plea to the summer school students and faculty to instill into the minds of their students, wherever they are teaching, a deep feeling of loyalty to their country and a desire to give it support in all its undertakings.”



Parade on Main Street
Menomonie Circa 1918

The forceful patriotism expressed by Harvey was reflected by many of his students. The Stout Institute Auxiliary of the local chapter of the American Red Cross garnered 150 dues paying members after only one meeting. The organization on campus was initiated by a faculty member, Louise Williams. They immediately began working on gauze surgical dressings and later created convalescent robes for hospital patients. The concept spread when Red Cross sewing became one-half of the requirements for the freshmen sewing class.⁵

The Household Arts Department also made a concerted effort to contribute towards the war. They believed; “It is the aim of The Stout Institute to be of the utmost service through its faculty and students, in teaching other women how to modify their living

during the times of the war.”⁶ The department placed a great emphasis on food conservation and the use of substitutes. In cooperation with the Council of Defense, they created a “War Kitchen” on campus to help area women in preserving foods.

Harvey, as President of the Stout Institute and as an active member of the County Council and the Council of Defense, coordinated the activities of the Stout members affiliated with the Dunn County Chapter of the American Red Cross. The Stout Glee Club, gymnasium classes, and other groups provided entertainment in return for financial donations to the local Red Cross group. In addition to their activities, Stout faculty and students raised or subscribed to thousands of dollars to the war effort. Following the war, Margaret Sawyer, director of dietetic service for the American Red Cross reported; “According to official records Stout Institute furnished more girls as dieticians for the government during the war than any other school and expert opinion is that these girls did better work than the graduates of any other school who were engaged in this service.”⁷

The reputation of the war work of the students and staff must have earned the school a national reputation. One “Lonely Sammy from camp Greene, Charlotte, North Carolina, who had no connection to either the school or community, told the editor of the Dunn County News that he; “Would be pleased to hear from some young lady, especially from the Stout Institute.”

Although the war continued to rage in Europe and it was beginning to consume many of the Institute’s young men and the financial and emotional resources of the remaining staff and students, life continued to go on at the campus. Surprisingly, the Stout Athletic Association was able to field a football team. One reporter gave the team tepid support by writing; “While there may be followers of the gridiron game who will lament the dearth of football material at Stout this year, yet it is well to remember that these conditions are general all over the country and that in spite of this handicap practice has already begun”⁸ To attract more people to the games two changes were made; games were held on campus rather than the traditional fair grounds and the games were switched from Saturday to Friday. Due to the training and training equipment supplied by the football coach, “Czar George Miller, the cruelest man next to the Kaiser,” there were no serious injuries on the team that year. Stout was also able to form a basketball team during the first year of the war.

Although the women did not have intercollegiate athletic teams, they suffered considerably more injuries than their male counterparts. This was largely because coasting on bobsleds was the newest campus craze. The worst accident during the war years was when a bobsled with fifteen girls collided with a farmer’s sleigh. Many of the girls were injured and two had to be hospitalized.

One action that the Board of Trustees initiated in early 1918 that made a lot of students happy (and would make a lot happier today) was to drop tuition at the Stout Institute for Wisconsin residents. Out of state students would continue to be required to pay \$100 a year. According to President Harvey, tuition was dropped; “...to do away with tuition for students living in the state on the fact that conditions brought about by the war had

reduced the enrollment of both men and women for financial and other reasons; also that with the large equipment and the overhead expense at hand it was thought advisable to keep the school in operation to the utmost capacity under existing circumstances; and the board could see why tuition should be charged at one state institution and not at others.”⁹ (At that time normal schools did not charge tuition in the State of Wisconsin.)

As Harvey suggested; the war did have a definite negative impact on enrollment at Stout. In part, this was due to the number of men who left for military service. Another part was played by the high paying jobs that emerged as a result of the war, causing many students to pursue war work for financial and patriotic reasons. It may have also hurt enrollment (or perhaps because of the drop in enrollment that this happened) that George Fred Buxton quit at Stout to study at Columbia University and subsequently go on to Indiana to develop Industrial Teacher Training at Indiana University. For thirteen years Buxton had been the head of the manual training school and the director of summer session; a position roughly equivalent to being provost today. He was nationally known for his views on education and was “one of the best known educators in the field of manual arts in the west.”

To counter this enrollment drop, the Stout Institute experimented with several new programs. In early 1918, forty high school students from several states were brought to the Institute for intensive work in manual training. They were given accelerated instruction in mechanical drawing and woodwork to aid them in becoming teachers in manual training. The reason for this accelerated training was to replace many of the manual arts teachers who had been called up because of the war. Their respective high schools agreed to accept this coursework in place of the normal curriculum required for their high school degrees.

Another avenue used to attract student was the creation of three new departments; sheet metal work, electrical work, and gas engine and automobile construction/repair and maintenance. New courses were also offered during the summer session for directors and teachers of vocational education.

One enrollment enhancer that came out of the blue was when Stout became a participant in an early version of Reserve Officer Training in 1918. The Great War had seen a rapid expansion of the army from a few thousand men to over two million soldiers in France, two more million in training and an unknown number of more soldiers that were expected to have to serve in the years ahead if Germany was to be defeated. To command this great expansion of the military also called for a similar expansion in the officer corps. The War Department notified President Harvey that the Stout Institute would have a student officer training camp. The Students’ Army Training Corps was created so that while students could go to college and study what they wished, they would also spend time in military training. The program was limited to male students eighteen years of age or older. They were to be issued military uniforms and equipment and receive a minimum of ten hours of special training each week. Following graduation these student would later attend officer training camps that would enable them to earn a commission before entering active service.

The program was undoubtedly a great opportunity for the young men. It was a patriotic time and a popular war, so many of the young men would have planned to enlist anyway. The program offered them \$30 a month and free room and board (tuition was also free by that time). The initial enrollment included ninety-six students; including twenty-two from Menomonie. There were quartered in Lynwood Hall and the Stori House (Crescent Avenue). The cafeteria in the basement of the Home Economics Building served as their mess hall. Their schedule of classes included; auto work, machine shop, mathematics, machine drawing, war aims and French. Following classes from 2:30-4:30 was drill with an additional hour of athletics or games. The main purpose of the program, of course, was negated following the armistice. The army chose to continue the program until June, 1919. The purpose, though had changed; "...the elemental basis and the cause for existence of the S.A.T.C. is changed and will change even more greatly from the primary objective of the production of officers to the production of responsible and trained educated citizens of the United States." The unit did little to shorten the war, but it did help to bring the war home to students and faculty on the Stout campus. Fifty years later, when a reunion was being organized in 1968, Ken Jones wrote to Donald Goodrich, to talk about their S.A.T.C. service together. "We sure had a lot to learn that was brought home to us in the first medical and regular army inspections. I think that all that we learned there at Stout gave us all a chance to become better citizens. We also had fun."¹⁰

World War I came to an end on November 11, 1918. It had provided both tragedy and opportunity for the Stout Institute. Perhaps the most important event that happened during the First World War on the Stout campus had more to do with alumni than bombs or draft boards. In recent years, many Stout graduates were having difficulties in receiving promotions in their jobs. More and more parts of the country were requiring four-year degrees rather than two-year diplomas. For example, a Stout domestic science graduate required two additional years of education before she could teach in many schools in Minnesota. "At a meeting of the Board of Trustees of the Stout Institute held in January (1917), the President of the Stout Institute made a request that the Board take action to secure the passage of a law that would provide for offering-four-year courses in the Institute and for granting of appropriate degrees upon the completion of these courses."¹¹ The bill, introduced to the state legislature, also called for a \$5,000 appropriation for equipment and an additional \$5,000 for salaries. The bill was approved shortly after the United States entered the Great War. Course outlines were immediately modified and the new degree was offered the following fall. In June, 1918, the first three Stout students received their four-year degrees: Beth Bailey in Household Arts; and Joseph V. Lynn and John O. Steendahl in Industrial Arts. They, along with the new four-year college were heading into an unknown future with confidence.

1. Dunn County News June 29, 1916.
2. Stoutonia, August 21, 1918.
3. Stout Series 348 Peter Krogstad Journal, 1917-1919.

4. Dunn County News, May 10, 1917.
5. Stoutonia, May 22, 1918.
6. Ibid.
7. Dunn County News, September 25, 1919.
8. Ibid. September 20, 1917.
9. Ibid. February 28, 1918.
10. Stout Small Series 5 Letter from Ken Jones to Donald Goodrich, December 15, 1968.
11. Stout Series 24 Box 22, folder 3. Board of Trustees, 1913-1921.

Chapter 10

On January 12, 1917, a group of women at the Stout Institute met in the library to form a new group to continue a struggle that dated back for decades. The original members of the Dunn County Suffrage Party were all directly connected to the school. Katherine Hahn and Christine Halseth both worked in the home economics building library. Mrs. W.P.Hillix was married to the business manager of the Institute. Mary Burt Messer, a member of the home and social economics department, had been on the Stout faculty for two years. The person who was the driving force behind the new club and who had roots in similar groups prior to this (the Dunn County Equality League had been formed in 1912), was Gladys Harvey.¹

As the daughter of Stout Institute President Lorenzo Dow Harvey, Gladys had been familiar with the school long before she joined the faculty. She was educated at the University of Wisconsin and the Art Institute in Chicago. She taught summer sessions at Stout and worked at the Handicraft School of Design and Normal Art in Minneapolis before joining the Stout faculty full time as an instructor in interior design. Shortly after the Dunn County group formed, Harvey helped to organize a similar group in the Stout Institute. Amy Cesander and Helen Redford were selected as the new organization's first officers. The duties of the new group included the making of a Stout Suffrage Banner, raising money for the cause, and organizing meetings. Ms. Harvey organized similar groups at the County Normal School and High School. Most of these groups remained active until the nineteenth amendment giving women the right to vote was adopted in 1920. Harvey, by the way stayed on the Stout faculty until 1923 when she went to work with the League of Women Voters in Illinois.

President Harvey, like his daughter, continued to be an effective leader for the Stout Institute. He was, though, in his seventieth year when the war ended in 1918. Harvey was lucky to have found two accomplished leaders in Clyde Bowman and Daisy Kugel to head the two main divisions on campus; home economics and industrial arts.

Clyde Bowman was born in Prescott, Wisconsin in 1887. As the son of Garlen Bowman, the man who would head the Dunn County Normal School for eighteen years, Clyde was well aware at an early age of the value of education. Bowman attended and graduated from both the River Falls Normal School and the Stout Institute. After teaching high school for several years Bowman attended summer sessions at Stout, the University of Wisconsin, and the Columbia Teachers College in New York City. He taught at Columbia prior to entering the army shortly after the United States entered World War I. During the war he served as a first lieutenant of engineers. Following an honorable discharge, he returned to Columbia before coming to the Stout Institute as Director of Industrial Arts School.

Daisy Kugel was born in 1878 and subsequently graduated from Sandusky Ohio High School in 1895. She graduated A.B. from the University of Michigan in 1900 and later

completed a post graduate work at the same university. She also studied in Chicago and later graduated from Columbia University. She began teaching at Stout in 1909 and was promoted to the Director of Household Arts two years later. Kugel was considered a capable administrator and popular with many of her students. 2

In addition to his two chief administrators, Harvey turned to an early form of faculty governance. Several committees were formed with either faculty and students or just faculty to aid in the administration of the Institute. The committees included; credits, lyceum, student organizations, student social affairs, student welfare, and faculty social. Committee membership was taken quite seriously. For example, the lyceum committee was a very self-sustaining account. If expenditures exceeded deposits, it was the faculty who were liable for the deficit.³

The First World War resulted in a dramatic decline in enrollment at Stout. From a high of 578 in 1914, the enrollment dropped by more than half to 221 in the last year of the war. Within three years, enrollment returned to pre-war statistics, but for the first time, the number of men nearly equaled the number of women. (Prior to this female enrollment was three to four times that of men.) One of the reasons for this was the passage of the Nye Law by the Wisconsin Legislature. Under this law Wisconsin soldiers, sailors, marines and nurses were given \$30 a month for up to four years to attend the school of their choice. Seventy two people initially applied at Stout under this law.⁴ Stout also received several applications to attend through the Rehabilitation Act under the Federal Board of Vocational Education. Among the students who enrolled under this program was Stout's second African American student, Robert Hall of Dallas, Texas.

In addition to the financial aid from the state and federal governments, the Stout Institute received an unexpected windfall in 1920. Mary J. Eichelberger, from Horicon, Wisconsin, left a bequest of \$20,000 in her will to the Stout Institute. President Harvey wrote; "The bequest is, of course, a complete surprise to us. I only regret that I had not known of Mrs. Eichelberger's intention before her demise so that we might have expressed to her our very high appreciation of her consideration."⁵ Why Mrs. Eichelberger donated such a large fund to Stout was never determined; although she left similar amounts of money to other schools in Wisconsin. One story is that her lawyer made a mistake. According to this; she left her money to private colleges and her lawyer believed that the Stout Institute was one such college. The fund was to prove a great boon to the university in the troubled economic times. One of the first uses that was made with the money was to establish a student loan fund in 1922.

Looking at photographs, yearbooks, and the student newspaper, it doesn't appear like there would have been much need for a student loan fund at Stout at the start of the "Roaring Twenties." On the surface at least, the students appear to be "well-heeled" with much more confident attitudes than their predecessors. The STOUTONIA devoted close to one-third of its space to advertising for restaurants, clothing and movies. Perhaps the war, prohibition, suffrage, more disposable income, or some other factor played an influence on their approach towards life. The innocence that had been there before World War I appears to have been replaced by a more cynical 'what's in it for me'

attitude. One obvious example is that the number of religious clubs on campus was on the decline while those of a social or professional nature were on the rise. On the positive side, there were many more employment opportunities for women. The STOUTONIA reported: "War conditions have greatly extended the field of work for young women who have been graduated from the Institute courses in Household Arts. They are in demand not only as teachers, but as dieticians in hospital and in government service, in Y.M.C.A. work, in institutional housekeeping, in food emergency work, in demonstration work, in extension work of various kinds, and as teachers in continuation and vocational schools. This does not mean that all graduates are qualified to do all these lines of work, but it offers a larger opportunity to meet the aptitudes of a greater number of people than ever before."⁶

In many respects, however, student life was similar following the First World War. Dances remained as the most popular indoor activity while canoeing in the summer and sledding in the winter were the most popular outside activities. There were many clubs that provided social activities both for the students and the public—the annual spring performance of the Girl's Glee Club was popular with the entire community. Without a doubt, though, athletics attracted more people to the campus than any other activity.

At the start of the 1921 football season Coach Miller introduced a special pre-training camp for football players. Many of the football players reported to "training camp" a week before classes began. The training camp consisted of a pair of large army tents pitched near the banks of the Red Cedar River. All week long the team camped and practiced football. Cooking was done in a special tent by two local women. Their cooking must have been outstanding because all of the players reported gaining weight during that week. The camp and the cooking must have paid off because; "More than a thousand wild, rabid fans witnessed the greatest game ever put on by a Stout team, watched them battle the visitors on even terms and then come out winners by a hairs breadth 13-12." That win over Superior clinched the Northern Championship for the football team. The team was undefeated in seven games and was the first conference championship for the Stout Institute in football.

There was strong belief that that year's basketball team would be able to emulate the gridiron players. Several of the players had played on the team that had won the American Legion Championship, and three others had played for the Menomonie High School team that participated in the state championship. Their hopes were fulfilled. "Playing wonderful basketball from start to finish Stout defeated River Falls in their final clash of the 1922 season by a score of 20-19." The game, won in overtime, provided Stout with its first dual championship in basketball and football—a feat that would not be equaled for decades. (To add to the celebrations, the Stout Gymnastics Team took first place at Northwest Gymnastic meet held that April at the University of Minnesota.)

Stout was in the forefront of the newest craze that was hitting the country; wireless radio. In April, 1921, Stout faculty members F.E. Tustison and Ray Kranzusch. They constructed an antenna that stretched from the clock tower to the roof of the home economics building, The radio itself, the "first wireless telegraph and telephone

equipment ever constructed in Menomonic,” was housed in the third floor of the Manual Training Building. On several occasions it was able to pick up radio broadcasts from as far as 700 miles away. Within a year, Stout created its own equipment for broadcasting. Due to the avalanching popularity of radio and the inability of manufacturers to keep up with demand for equipment, Stout remained the first and only such radio station in Western Wisconsin for some time.

The Stout Institute was offered a great opportunity in 1922 when it was given the gift of the founder’s house⁷. The Stout Home, now known as the Wilson Place Museum (West of the Louis Smith Tainter Building & Tainter Hall) was offered to the Institute by Senator Stout’s widow, Angeline. In addition to the mansion, approximately twenty acres accompanied the building. At first, the Board of Trustees were reluctant to accept the gift. This was because the property came with the following restrictions; the state must pay for the future maintenance of the building and that during the lifetime of Mrs. Stout and her son, the home was to be used as a dormitory for women teachers and girls. Opposition was soon overcome, in part due to a financial donation from Mrs. Stout for immediate repairs, and the Stout home became a part of the Institute.



Senator Stout’s Home

The building became a favorite for student activities. The expansive lawn was ideal for concerts and games while the ballroom provided ample room for dances. The porches that surrounded the three floors of the building (the old Stout home was roughly twice the size of the current Wilson Place Museum), were especially popular. Unfortunately, two years after the initial gift, the home reverted to the Stout family. Mrs. Stout did not believe that the building and grounds were being properly cared for (among other things, the building had been broken into) and the state legislature did little to rectify the situation. As a result, the home of the founder, adjacent to the Institution he created, did not remain a part of the Institute. From a financial viewpoint the greater loss was the 20 acres of land surrounding the building in the heart of Menomonic.

During the early '20s, President Lorenzo Dow Harvey received honor after honor. He was the guest speaker for commencements, dedications, and ceremonies for educational programs across the country. Every year on the occasion of his birthday, massive parties were held for him at the president's house or the home economics building. A very special honor was bestowed on Harvey when he was asked to sit for a portrait by artist Christian Abramson. The portrait, to be hung in state superintendent's office in Madison, was in recognition of his outstanding public service in education. When the portrait was completed, there was a general demand for a similar portrait by the same artist to be placed in the Stout Institute. The senior class at the Institute took it upon themselves to raise the money for such a portrait. They created a trust fund and solicited funds from the student body, faculty, and alumni. Initially contributions were not solicited from the general public, but; "Later a movement will be started to present the subject to the public and the committee entertains no doubt but that their cherished idea will receive the hearty support of the thousands who knew and loved the institute's great president."⁸

President Lorenzo Dow Harvey was in the midst of planning for spring commencement when he died of heart disease June 1, 1922. His health had been failing for a year, but he continued to maintain a normal work schedule. The commencement that he had been planning was to become his eulogy. A private memorial service was held by the family prior to a public funeral on the Stout Institute campus. "The Stout auditorium was completely filled by friends and admirers of Dr. Harvey, women, men and children, all walks of life being represented in the great audience which was called together by a common impulse, that of paying tribute to a great and useful life."⁹ There were several well known speakers at Harvey's funeral who had a lot to say about his career, life, and contributions to education and the Stout Institute. Perhaps a local Menomonie reporter captured the essence of the occasion when he simply wrote; "If the city has lost its foremost citizen the cause of education has lost one of its main supports."



President Harvey with friend Florence Delaney

Harvey's contributions to Stout were immense. It had a great deal to do with his efforts and prestige that the Institute survived the death of Senator Stout and was even able to thrive with massive enrollment increases and the rapid expansion of the faculty and the physical plant. It was certainly due to his efforts that the school became a four-year degree granting institution. By all accounts, though, he was a very severe man. Less than five months before his death he dismissed a number of students "because of a failure to abide by the rules governing all students attending Stout Institute." Mary Bradford, a member of his teaching staff who was "cognizant of his faults," stated; "Of the two types of leadership, the militaristic and the shepherd type, he was distinctly the former. His followers and adherents recognized in him a bold, purposeful, clear-headed commander and they fell in line, even though sometimes rebellious at heart."¹⁰ Perhaps, though, given all of the struggles that the Institute experienced with the politicians who attempted to destroy the school, this was precisely the kind of leader the Stout Institute needed. Bradford later concluded about Harvey: "She thinks now she was distinctly benefited by her association with him in spite of what she suffered. She needed more of the militaristic quality in her professional life; and the observation of his manner of handling questions, and the necessity on her part of 'doing combat' for self-preservation developed what was useful to her in her future administrative efforts."

James Huff Stout and Lorenzo Dow Harvey made the Stout Institute into one of the best schools of its kind in the world. The Institute had achieved a national and even international reputation. In the coming years the school would drift away from what its founder intended; becoming a unique but in many ways a somewhat traditional normal school. Only in dietetics and some other areas of home economics would it continue to turn out highly trained graduates to enter into the business world. It would take over three decades for the Stout Institute to return to its roots and many more years beyond that before its reputation was restored.

1. Stout Small Collection 38, Dunn County Suffrage Party.
2. The Daisy Kugel Incident, Carolyn Barnhart, 1991.
3. Stout Series 24, Box 45, Report of the Lyceum Committee, 1922-1923.
4. Stoutonia, September 25, 1919.
5. Stout Series 24, Box 41, Eichelberger Fund, Letter from L.D. Harvey to Charles A. Christensen, March 22, 1921.
6. Stoutonia, May 8, 1918.
7. Stout Series 24, Box 22, State Board of Vocational Education, January 23, 1922.
8. Stoutonia, August 18, 1922.
9. Dunn County News, June 8, 1922.

10. Bradford, p. 328.

Chapter 11

When Lorenzo Dow Harvey died the Stout Institute lost an internationally known educator. It is doubtful that anyone believed that the school could attract someone of that caliber to replace him. What must have taken people by surprise, though, were the difficulties involved in getting anyone to take the job. The first person offered the position, R.L. Cooley, director of the Continuation Schools in Milwaukee, turned the job down. The state superintendent of schools, John Callahan, “due to a most unusual combination of circumstances,” also declined the appointment. Following the second refusal, the Board of Trustees vowed to “search for the biggest man available.” Reflecting some sort of desperation the DUNN COUNTY NEWS ran a special issue honoring the accomplishments of Harvey and Senator Stout and extolling the accomplishments and attractions of the Institute. 1 Among the list of accomplishments:

Stout Institute is the only school in the country with an enrollment of a large normal school focused on two lines of work, Industrial Arts and Household Arts.

Last year 85 Stout graduates were teaching Home Economics in part time and evening vocational schools in Wisconsin—more than from all other normal schools and colleges combined.

The Stout Institute was the first school in the country to introduce a study of “The Family” as an academic course.

Stout graduates have taught in every state in the union, except three, and in Canada, Puerto Rico, the Hawaiian Islands, the Philippines and China.

Other accomplishments listed included such things as the size of the indoor swimming pool and the championship athletic teams. The article concludes that at the present time, until a new president is chosen, Clyde A. Bowman and Daisy A. Kugel “are carrying on the work.” Given the sexist nature of the times, it was considered only natural that Bowman would be given the title of “acting president” and was the one to represent the Institute at meetings and so forth, but there can be little doubt that the two of them did work well together.

Clyde Bowman



Daisy Kugel



One of their first innovations was a reorganization of the Art Department. “Everyone is very much interested in the new Art department. Each class is taking an individual problem in order that its members may have practical as well as theoretical work.”² Gladys Harvey completely overhauled the curriculum. “The bright colored smocks, which are to be worn during class work, are not only attractive, but very practical since they protect the wearer from paint or varnish stains. Due to Miss Harvey’s splendid organization of the course, the girls are obtaining much knowledge as well as pleasure from their work.” (By the way, in addition to smocks in the art department, uniforms were still in vogue. The 1922 Bulletin states that women are required to wear uniforms during the daily sessions and men are required to wear white overalls and jumpers in the woodworking shops, and brown overalls and working shirts in the metal shops.)

Under their dual leadership the Institute also experienced record enrollments in both the summer (407 students) and fall semesters (589 students). With two exceptions, the school was able to run smoothly during the absence of a new president. One of the exceptions involved “misconduct and violations in the club rooms” by the Menomin Club. This problem was resolved peacefully following a reorganization of the group and reinstatement by a special committee formed of Stout faculty and students. The second exception was much more serious. Perceiving the Institute to be in weak position without a president, some politicians in Madison proposed a bill that would have destroyed the State Board of Vocational Education and placed it under a Central Board of Education.³ Through the combined efforts of Bowman, local politicians, and educators, the bill was finally squashed, but it showed the need for the school to have a permanent powerful head.

That need was finally addressed when the State Board of Vocational Education met on April 3, 1923 and selected Burton E. Nelson as the next head of the Stout Institute. It is interesting to note that at a faculty meeting at the Stout Institute, less than two weeks prior to Nelson’s appointment, a resolution was sent to the Board of Trustees that Bowman be considered a candidate for the presidency of the Stout Institute. Bowman, however, declined to be a candidate.⁴ It is also interesting to speculate what may have been the future of Stout over the next two turbulent decades with Bowman at the helm rather than Nelson.

Burton E. Nelson was born July 30, 1867 in Cessna, Pennsylvania. As a child he was sent to the Pennsylvania and later to the Pennsylvania Normal School. Several years later he received a B.S. Degree and Masters Degree from the Western Normal School at Bushnell, Illinois. He spent several years as a teacher in schools in Pennsylvania and Illinois before being appointed superintendent of schools at Racine, Wisconsin. He retained that position for fourteen years before becoming a district sales manager for the Keystone View Company. While he was at Racine, he established a vocational education school. He also served as president of the Southern Wisconsin Teachers Association, the Superintendents’ and Principals’ Association of Wisconsin, and the Wisconsin Teachers’ Association.

It is interesting to note that Nelson did not have a doctorate and had been out of education for some period of time. (It is also interesting to note that the selection was made in Milwaukee rather than Menomonie and by men who did not live in or anywhere near the city.) Nelson certainly received a very hearty welcome at Stout. Bowman informed the local newspaper that he had; "...a three hour conference with Mr. Nelson and is convinced that the advent of the president-elect will create a very comfortable feeling in the school and that affairs of the Institute will progress without interruption. Other educators in the city who know Mr. Nelson speak highly of him and citizens who he met during a business visit which he made here some time ago were well impressed with his personality."5



Burton Nelson

During his inaugural address to the student body, Nelson said that being president of the Stout Institute was the only position that would have brought him back into education. He pointed out that Stout was a unique institution and that the students should recognize the quality of education they were receiving there. "The thing I feel you are all awake to is the importance of Stout Institute and the necessity of being loyal to its interests. Its work, its organization and its physical equipment are all so good that there will be in you an inherent pride in the institution. I feel there is nothing I would rather have you take precedence over than a personal pride in being able to say 'I am a graduate of Stout' as you would say, 'I am a graduate of Oxford.'"6

From the point of view of the students, Nelson (introduced by the local newspaper as the Prexy) may have been the most popular head of the Stout Institute. Early on he made it clear that he was "on their side". One of the first actions that Nelson took upon becoming president of the Institute was to create a Stout Student Association. The purpose of the new group was "to create a feeling of unity on the part of the student body in the support of school activities" and "to provide a plan whereby the finances of the various activities may be placed on a consolidated budget basis." A student activity fee of \$7 was charged

for a yearly membership. In return the students would have free access to many of the activities sponsored by the group. The governing component of the group consisted of both students and faculty.

Nelson became equally as popular with alumni. It had actually been Clyde Bowman who had approved the first football related homecoming celebration at Stout in 1922, but it was Nelson who turned the idea into a longstanding tradition. Homecoming events included a snake dance, alumni breakfast, pep rally, homecoming play, dance, parade, and bonfire. (As would often be the case in the future, the first bonfire of 1923 was burned by “some sneak.”) Most of the events were planned and coordinated to be equally entertaining to both students and alumni.

One of the main purposes of homecoming was to get alumni more involved with the Stout Institute. This proved to be so successful that in March, 1926 the first STOUT INSTITUTE ALUMNUS was published. The editor explained why the new magazine was published. “You alumni have seemed to be a loyal body, hopelessly groping for union without any adhesive aid such as this published organ hopes to be. Our first attempt, then, will be to draw you together into an organization of mutual benefit, of closer acquaintanceship, and of greater loyalty to the institution which gave you your start.”⁷

The popularity that the new Stout Institute president achieved with the students and alumni appears not to have been reciprocated by the entire staff. Adelin Macauley, registrar and appointment secretary of the Stout Institute, along with her assistant, Elizabeth Clark, resigned their positions shortly after Nelson was hired. When asked why they resigned, Macauley stated; “the work has become too heavy.”⁸ Neither had determined what their plans were for the future. The real reason for their leaving can never be known for certain, but too heavy of a workload appears to have been more of a political answer than the correct one. Several months later Macauley helped Clark find a job with the American Legion Auxiliary. Macauley herself went on to become national president of the Auxiliary for the American Legion. “Mrs. Macauley is the second Menomonie citizen to receive national distinction; the late L.D. Harvey bringing national honors to Menomonie by his election to the presidency of the National Educational Association.”⁹ In interviews conducted after these events, Macauley often talks about L.D. Harvey and the Stout Institute—Nelson’s name, on the other hand, is not mentioned at such times. It should be stated in Nelson’s defense, however, that although there was a consistently large faculty turn over at the Institute, much of it had to do with the low salaries paid to the staff and the lack of raises.

A major problem that Nelson began addressing early on in his administration was the future of the Institute’s degree program. The foundation of Stout’s teacher education program was the two year course. It was found, though, that it was becoming increasingly difficult to place students with two year diplomas. In 1925 this was changed to a three year course that was offered along side the four years course leading to a college degree. After less than a year of experimentation, the three year course was dropped. “Experience has proven that that there is not any definite classification in

college vernacular for a three-year course. It is neither a normal school course nor a college course; and we find further that the demand for a three-year course is so small that there does not really seem to be any good reason for attempting to keep it.”¹⁰ This change that saw the demise of the two and three year programs led to profound changes in the curriculum offered at the school. As the Institute moved in the direction of being more of a teacher’s college, a greater emphasis had to be placed upon academic subjects. “While the importance of industrial training is being magnified rather than minimized, nothing is being taken out of the industrial courses, but much is being added to the better known college subjects. As a result of this change in character the character of the school organizations is being somewhat changed, and they are being added to. New literary clubs are being formed and are being recognized. This transition will be watched with interest during the coming two or three years.”¹¹

The fears that Stout would lose enrollment during the conversion to all four-year degrees proved to be false. There was a slight decline, but it was also felt that the quality of students had improved dramatically and that “is a satisfactory compensation.” An additional benefit is that it allowed the School of Household Arts to add a third major in Household Arts Education in 1926. (The previous choices in major were in Foods and Nutrition or Clothing and Textiles.)

Stout was also able to add to its curriculum when the State Vocational Board made the Institute the state vocational center. An annual appropriation of \$20,000 was given to the school for the program. The funding was provided by the federal government to each state for “advancement of teacher training for industrial and vocational schools.”¹² New classes offered at Stout as result of this were vocational guidance and vocational home economics.

Another educational innovation occurred early on in Nelson’s administration was the introduction of a cooperative educational plan for printing majors. The program was created in partnership with McGill Warner Publishing House in St. Paul, Minnesota. The purpose of the new program was to give students trade experience under actual industrial conditions.

The creation of the new courses and four year curriculum led President Nelson to seek accreditation for the Stout Institute through the North Central Association. Nelson was quick to point out that the work at the Stout Institute “was of a radically different type from that of a typical college.”¹³ The accreditation process led to a decade long effort to improve the library and educational credentials of the faculty.

In the midst of the accreditation and curriculum development efforts, President Nelson suffered a great personal loss when his wife died in October, 1925. Mae Nelson had been suffering from bronchial asthma for over a year. They had been married for a quarter of a century.

On a more positive note, the campus received a permit to become a commercial broadcasting wireless station with call letters WGBQ. The first broadcast was a concert

by the Ludington Guard Band that was broadcast in May, 1925. Letters and telegrams from Wisconsin, Minnesota, Michigan, Iowa, and Illinois were sent to Stout saying how much they enjoyed the program. It was also in 1925 that weather service was installed at the Manual Training Building. The original equipment, a high grade recording thermometer, carried a price tag of \$1,000. President Nelson stated; “This is just the first step toward the installation of a weather bureau for Stout Institute.”

Another innovation that was begun by President Nelson at the Stout Institute was the awarding of honorary doctorate degrees. Nelson informed the Board of Trustees; “Since accepting the presidency of the Stout Institute it has occurred to me on several occasions that The Stout Institute would honor itself by granting honorary degrees to certain individuals who have distinguished themselves particularly in the field of industrial and vocational education, for which this institution particularly stands. It seems to me that time has come for us to take advantage of what seems to me to be an opportunity to reward service and dignify the place which The Stout Institute holds among teacher training colleges.”¹⁴ The first two degrees were awarded at commencement on May 29, 1925. The two recipients were; Charles Allen Prosser, director of the William Hood Dunwoody Institute of Minneapolis and Robert Lawrence Cooley, the director of vocational education at Milwaukee.

The ‘Roaring Twenties’ and the rising stock market did not have a favorable economic impact on the Stout Institute (or many other universities or teachers colleges in Wisconsin). This may have been because agricultural prices had been on the decline since the end of World War I. President Nelson submitted several budget requests that included money for new buildings, raises in faculty salaries, and extensive remodeling. Most of the requests were denied. As was mentioned earlier, Lynwood Hall was acquired, but that was the only significant addition to the physical plant. One inexpensive project that went a long way towards beautifying the campus was the acquisition of 1400 shrubs that were used to line the athletic field and other key points on campus.

President Nelson was able to be more responsive to the needs of the students of the “Roaring Twenties” by relaxing curfew hours and giving them more freedom. Nelson stated in January of 1927; “We are in an experimental period and with the change to a college basis, the faculty approves of the granting of more privileges to the students trusting them to use judgment and make abuse of their liberties rare.”¹⁵ Exactly one month later, that trust would be placed to the test as would the leadership abilities of President Nelson and the faculty.

1. Dunn County News, October 19, 1922.
2. Stoutonia, October 20, 1922
3. Dunn County News, March 22, 1923.

4. Stout Series 24 Box 54 Faculty Meeting, March 23, 1923.
5. Dunn County News, April 5, 1923.
6. Ibid. April 19, 1923.
7. Stout Alumnus, March, 1926.
8. Dunn County News, June 21, 1923.
9. Ibid. November 2, 1926.
10. Stout Series 24, Box 22, Letter from Nelson to the Board of Trustee, April 27, 1926.
11. Ibid. November 10, 1925.
12. Dunn County News, February 7, 1924.
13. Stout Series 25, Box 70, Letter from Nelson to the North Central Association, Jun3 1, 1926.
14. Stout Series 24, Box 61, Honorary Degrees, Letter from Nelson to the Board of Trustees, May 4, 1925.
15. Stoutonia January 18, 1927.

Chapter 12

When reading or listening to oral histories about President Burton Nelson it sometimes seems that people are describing two different men. On the one hand he is a kind, sensitive man who guided the Stout Institute through the Great Depression and the Second World War. On the other hand is someone who has been characterized as a paranoid man who along with his minions spied on the Stout faculty to make sure that they were inculcated with his and only his view of what the Stout Institute should be. He has also been characterized as a man who had strong vision or whose actions destroyed the home economics division at Stout for decades to come. There were, of course, many reasons for people having these opposing views. For example, people who knew him outside of the work environment would certainly have different opinions from people who worked for him. The main reason, though, is because of what President Nelson described as “A Teacher Turnover” in the STOUT ALUMNUS.¹

The year 1926-1927 did not begin very well for President Nelson. While playing golf that October at the Menomonie Country Club, he broke both bones in his leg at the ankle while attempting to retrieve a ball that had fallen in a ravine. Things appeared too

improve four months later when he married a friend of twenty years, Mrs. Joan F. Bryan. The couple were on their way to honeymoon in Winnipeg, Canada when Nelson received the following telegram from Clyde Bowman; "Feb. 24, 1927 A Number of faculty members contemplate resigning advise your return." President Nelson was forced to return to what would become one of the low points in Stout's history to address a crisis in which there would not be any winners.

The crisis began simply enough following a trip to a basketball game in River Falls. Due to a variety of factors; student errors, strict interpretation of rules by the chaperones, and poor time management, many of the students felt that they had been treated badly. The following issue of the STOUTONIA stated that "Chaperones are human, but some are less considerate than others. The editor went on to state; "The office of dean of women in a coeducational institution is undoubtedly very difficult to administer. One usually hears more about officiousness, with or without justification, than of her office. How much or how little power over the women of a college community should be given such a functionary?" The editorial went down hill from there in terms human relations tact.

The Dean of Women, Daisy A. Kugel, for obvious reasons took offense at the editorial and an accompanying article in the same vein that appeared in the paper. That the editor was just testing his wings should have been apparent to Kugel. That same issue of the paper ran a "normal" article; "Miss Kugel Entertains At An Informal Tea." She should also have been comfortable in her relationship with the students. For example, the home economics club was called the D.A.K. and the 1914 TOWER was dedicated to her. She also, along with President Nelson, had explained to the students a month earlier what additional freedoms the students had acquired through the relaxation of regulations. She certainly should have realized that students in their late teens often do not respond to situations the same way that adults do. She probably should have ignored the situation and it certainly would have disappeared. (According to one account, it was difficult for her to ignore because J.E. Ray and other male faculty members were fanning the flames.) She could have also waited for a cooling off period. Instead, she called for a meeting of the faculty of the Household Arts. They issued the following resolution: "RESOLVED, that while the women members of the Staff and Faculty of The Stout Institute approve of a courteous discussion of differences of opinion, they go on record as protesting against two articles which appear in this week's issue of the Stoutonia, 'Soft Voiced Detectives' and 'Able Chaperoned, Rooters Make Trip To River Falls and Return Safely'; and further that they withdraw their support to the Stout Student Association and refuse to chaperon any parties until amends for these two articles have been made and until such amends have been given publicity equal to that of the original articles."

The situation continued to snow ball when the Stout Student Association held a special meeting the following day. After offering an apology of sorts and suggesting that "we do not demand any apology from the faculty for their action," they concluded; "Further: we believe that a policy of distrustful supervision is exceedingly hurtful and therefore still insist upon the principle of sensible, kindly, big-minded, cooperative government."

A second meeting of the home economics faculty was held that same day and they voted unanimously a resolution of support and confidence in the Director of Home Economics. They also made plans to call for a third meeting. The female students on campus were also planning to hold a similar meeting. To stress the significance of the events Kugel wrote a letter of resignation. It was at this point that President Nelson returned to campus to address the crisis.

The actions of President Nelson are difficult to understand. He either did not know or did not care that a further apology from the Stoutonia staff had been made and accepted by the women faculty. He also, without having any discussion with her, accepted Kugel's resignation. To compound the problem, he called for a special faculty meeting that was scheduled at the same time as the female faculty was planning to meet. Nelson later reported to the Board of Trustees that; "I felt that a sufficient number of meetings had been held, that the agitation had gone for as it should go. I therefore called a general faculty meeting for the same hour as was set for the Household Arts faculty. At this meeting I criticized the Household Arts Department for their excited attitudes in these matters, and for the steps which they had taken toward securing the desired apology."

Needless to say, his words did not inspire the confidence of the female faculty. Four members; Martha Metcalf, Florence Scouler, Muriel Braise, and Bertha Bisby submitted their resignations. A month later, after Margaret Skinner, head of the English Department was told by Nelson to keep quiet or be replaced, she resigned. In addition to the six women named above, three others resigned at the end of the academic year, although there is not any way to tell for sure what their reasons were. It was unfortunate that Nelson did not continue on his honeymoon, because without his help, the apologies would have been sufficient to have ended the crisis. Instead, a climate of hostility was created that would remain on the campus for years to come.

When giving his spin on the situation to the Board of Trustees, Nelson stated that not all of the women had resigned who should have. "I am inclined to think that in blind loyalty to the head of the Household Arts Department they have gotten themselves into a frame of mind which will make continued connection with the Stout Institute a source of embarrassment and pride." He also explained that a positive good that might come from this crisis is that the Household Arts Department, with new personnel, may become "equally efficient with the Industrial Arts Department" and that it "...will take its place in the front rank of schools of this type, from which position it has receded during recent years." Apparently no one, at least anyone still working at the school, pointed out that he had been the one in charge in recent years.

Ruth Michaels was hired to replace Daisy Kugel (who died in 1940) as the Household Arts Director. Michaels had served in a similar position at Stellan College in Atlanta. Other new faculty members hired after the crisis included; Mabel Dunlap, Lillian Jeter, Louise Buchanan, M.W.E. Cruise, Gertrude Callahan, Helen C. Sarchet, Lillian Baker, Nathalia Vasold, and Lillian Carson.

One other notable hire that occurred shortly after this crisis is that of Merle Miles Price as the Dean of Men (this had been part of Bowman's job). Price had worked as a principal at a number of schools before becoming a teaching assistant and quiz master in political science at the University of Minnesota (where he also received his B.S. and M.A. degrees). He came to Stout in 1929 and stayed until his retirement in 1971. One of his first acts was to convert Lynwood Hall into the first Men's dorm on campus.

We certainly know what the average Stout student was like in the late 1920s. This is because Dr. Julius Blom was hired to give medical exams to the entire student body and his report was given to the Stout Institute Board of Trustees. Among his findings were: 2 girls were advised to see skin specialist; 9 girls and 10 boys were advised to see dentist; 17 girls and 6 boys complained of constipation; 1 girl was found to have congenital syphilis; and 1 girl was deaf and dumb since birth². There are numerous other statistics but it would certainly be interesting to know how a deaf and dumb girl was admitted to the school and what sorts of provisions were made to help her with her education.



Above, a class in materials of construction operating the testing machine carrying out studies of type materials used in all forms of construction. Below, class in applied physics. The physics laboratory has a complete and modern equipment and is conveniently arranged for the handling of practical problems in both Industrial Arts and Household Arts courses.

There were several firsts at the Stout Institute that occurred in the latter half of the 1920's. In 1926 the L.D. Harvey Memorial was dedicated. This was the first area on campus to receive an "official" designation. It was located off the main corridor in the Home Economics Building. Two brass plates and Harvey's portrait were hanged in what had been the old S.S.A. Room.

One year later Alma Mater to Stout Institute was composed by Lillian Hylland and Jane Hambley. Although there have been dozens of official and unofficial songs written about Stout, this has certainly been the most enduring. (Another popular song, Stout-Hearted Men, by Mary Ellen Klatt was written in 1936.)

It was also somewhere during the 1928-1929 basketball season that the nick name "blue devils" began. The first such name for Stout athletic teams was the "manuals" which

later evolved into the “trainers.” The blue devils as a nick name was first applied to the basketball team. Four years later it was used for the other athletic teams as well. Where the name came from is not known. Stout teams, though, often were referred to as the Blues or Blue Shirts. There was also an intramural team called the “daredevils.”

As always, athletics were popular with students. Perhaps the highlight for the athletic teams of the late '20s was the basketball team's winning of the State Normal Championship. After thirteen years here, George Miller resigned as the athletic director to study osteopathy. In addition to his coaching and administrative abilities, one of Miller's most interesting contributions to the Stout Institute is an unusual little book called “Football Offense.” The book, written by the head coach of the University of California with arrangements and drawings by Miller, teaches the fundamentals of college football during the 1920s.³ Sports that were added to the school at that time included ice hockey for men and field hockey for women.

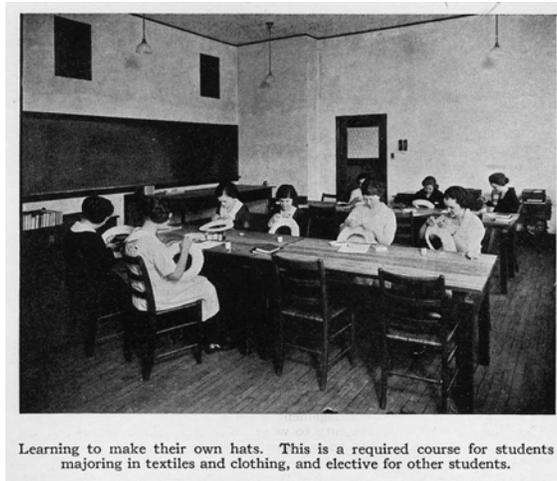
For students whose interests were in different areas a number of new clubs were formed in the 1920s. These included both professional organizations such as the Home Economics Club to organizations as varied as the rifle club and Inky Fingers (a literary club). The first fraternity on campus was also organized at that time. Phi Omega Beta began in 1927 but it wasn't until two years later that it was officially recognized by the Stout Institute administration. The various vocal and musical instrument groups were also very active in the '20s. For those entertainers who wished to remain fore informal, there was always “Vodvil” in such shows as The Stout Follies of 1928.

Two of the persistent problems that every president has had to face concerning students was alcohol and tobacco use. Prohibition was on during the 1920s, but that did not totally stop alcohol consumption. One particular problem the Stout Institute had was that it was required to have a special license to purchase alcohol (for uses in biology, woodworking and other departments). To keep that temptation away from students it was taken by Nelson and “rests peacefully in the vaults of the president, out of temptations way.”⁴ Smoking was only allowed in the club rooms on campus at that time. President Nelson asked Ruth Michaels, the new dean to investigate what should be done if women might attempt to smoke on campus. About half of the campuses in Wisconsin did not have regulations for women who smoked on campus. Others would suspend such a student or place this information in their personnel file for perspective employers to note. Stout appears to have adopted a don't ask don't tell policy.⁵

The Stout Lyceum committee was always looking to bring more professional entertainers to campus. In 1927 they brought five 'numbers to the program: Heerman quartette with Alfredo Casella; Harry Farbman, violinist and C.N. Granville, baritone; Lew Sarett, poet of the Wilderness; Dr. Hilton Ira Jones, scientist and lecturer; and Ina Bourskaya, famous mezzo-soprano.

There was an acute shortage of housing on campus at that time, especially during the summer. Severe budget problems made any additions to the physical plant all but impossible. President Nelson addressed the impossible by studying what similar

institutions were doing who were also suffering financially. In 1929 he created the Stout Institute Camp Colony for students and their families who were looking for inexpensive housing. The colony consisted of four acres of land near the fair grounds, walking distance from the campus. The Institute provided running water, electricity, and telephone services while students were expected to bring their own tents and equipment. "The total group at the camp colony is a self-governing body, organized under certain regulations set up by the administration of the school." The camp became very popular with Stout students. All of the occupants during the first summer requested reservations for the following year.



Budget problems did not prevent the Stout Institute from opening a nursery school on November 1, 1927. The school, under the supervision of Nathalia Vasold, held sixteen children between the ages of twenty-two months and four years. Miss Vasold was assisted by students in the early childhood course. The nursery was located in the third floor of the home economics building. The bathroom, sinks, furniture, and so forth were modified for younger children. In addition to participation in the nursery, students in the early childhood course were to learn by observation and in group discussions. The nursery also proved beneficial to students in the Problems in Nutrition Course, who were expected to learn how to plan diets for children of various ages.

There had been an attempt by alumni groups to have the resignations of Kugel and the other faculty members investigated by the Board of Trustees, but overall, they remained very supportive to President Nelson. Nelson, in turn, was very active in supporting the efforts of alumni groups around the country. He frequently attempted to organize alumni meetings to correspond with speeches or conferences that he attended. One of the more unusual alumni undertakings was the creation of the STOUT PRINTING BULLETIN in 1929. This magazine was a by-product of the creation of the Stout Printing Teachers Association. The association was sponsored by Stout men who were teaching printing in practically every state of the union. The initial organizer, C.W. Hague stated; "Do you know that there is no other teaching institution in the United States which has so many teachers of printing covering so large a territory as has Stout? Do you realize what this

means if we all get together on educational policies and pull for each other and our Alma Mater? It means that we will be absolutely leading in one of the major industrial education subjects taught in the schools within the next ten years.”⁶

The support of the alumni aided the Stout Institute in its ongoing fight for accreditation. The two main sticking points for accreditation had been the dearth of “liberal arts” books in the library and because many of the faculty members did not meet degree requirements. In spite of this, the Stout Institute was admitted to the North Central Association in 1928 and in that same year was rated in Class A by the American Association of Teachers’ Colleges. One evaluator reported;

“The school grants the bachelor of science degree in industrial arts and in household arts and is by far the best school of its kind which I have seen anywhere. President Nelson gave me every opportunity to talk with various faculty members and I tried to be particularly critical because the kind of work done in this school is looked upon by some people in education with askance. Nowhere did I find the organization of work in any better shape than at Menomonie and nowhere did I find a group of people who were more clear regarding the objectives of their various courses than the faculty members with whom I talked in Menomonie.” ⁷

In 1930, President Nelson submitted a special report to the faculty of the Stout Institute entitled; “Seven Years at Stout.” The eleven page report lists all of the accomplishments that had taken place at the Stout Institute since he became head. (He is quick to give credit to “directors, professors, and instructors, to the Board of Trustees and friendly advisors and members of the Legislatures” rather than taking credit for himself for recent successes.) Among the accomplishments he lists are upgrades in the physical plant, the summer session student camp, discarding uniform requirements, the transition from normal school to college, improvements in the teaching staff, and the student loan fund. Nelson concludes by writing;

“Finally, probably the most important developments during these years may be reported as –

First, the fact that our teachers have a firmly fixed belief that the preparation of our students more nearly parallels the needs which they will find in the schools to which they go than is made in any similar school in the country. They have courage to stand for things as they are, and have confidence in the people whom they are sending into the exacting schools where they will be expected to do a particular type of teaching.

Second, the enthusiastic reports coming in from communities to which our teachers are being sent indicates definitely that the educational public has become much more sympathetic toward our work, much more appreciative of the results since they have only well prepared teachers to make when making selections. In each community where our teachers are employed, calls for other teachers continue to come in as the needs arise.

With the product satisfying to the people, with an output satisfactory to the employers in the educational field, it would appear that the reputation of Stout will not suffer and that the field of usefulness may be increased.”⁸

By the standards of James Huff Stout and Lorenzo Dow Harvey, President Nelson's accomplishments for his first seven years appear somewhat paltry. The fact that only fourteen of the original forty faculty members remained is unusual at best. In his defense, it must be said that Nelson received little financial support from the legislature. The reasons behind the loss of so many staff members can be questioned, but the new faculty was hand selected by Nelson and presumably owed him a greater measure of loyalty than those who had been replaced. Their loyalty and Nelson's fiscal responsibility were about to receive a major test as the country entered the Great Depression.

1. There is a considerable amount of information on the "Daisy Kugel Incident," in the alumnus magazine and newspapers. Most of the information is contained in the files of the Chancellor's Office and the Board of Trustees Minutes. It is also discussed in oral histories by Gertrude Callahan, H.C. Milnes, and Lloyd Whydotski. Dr. Carolyn Barnhart of the Stout staff has written a "Feminist Perspective" on this that is interesting and can be found in the university's archives.
2. Stout Series 24, Box 22 Board of Trustees Report, April 26, 1929.
3. FOOTBALL OFFENSE, by Andrew L. Smith with arrangements and drawings by George F. Miller, Athletic Book Supply Company, Menomonie, Wisconsin.
4. Stoutonia, February 7, 1930.
5. Stout Series 24, Box 68, letter from Ruth Micheals to B.E. Nelson, March 8, 1929.
6. Stout Printing Bulletin, V.1 No. 1 , April 1929.
7. Stout Series 24, Accreditation File, letter from Ned H. Dearborn to Charles McKenny, Committee on Accrediting and Classification for American Association of Teachers Colleges, March 22, 1928.
8. Stout Series 24, Box 52, Faculty Meeting, Seven Years at Stout, 1930.

Chapter 13

The onset of the Great Depression actually had a positive impact on enrollment at the Stout Institute. During the first four years, the number of students at Stout jumped by close to twenty percent. This may have been because people were attempting to wait out the economic collapse or were well aware that a degree of some sort would be necessary to find a job in the economically ailing country. (In 1933, as the depression dragged on and hope and money were rapidly disappearing the enrollment fell to its lowest level since the introduction of the four year degree in 1919.) Two people who began their pursuit of a degree in higher education at that time were Dewey Barich and Vivian Florin. Both of them, largely because of the degrees they obtained at Stout, were able to find employment at the height of the depression and go on to have highly successful careers. Both would graduate from Stout in 1933. Their paths would cross again in 1971 when they received the Distinguished Alumni Awards at Stout State University. At that time Barich was president of the Detroit Institute of Technology and Mrs. Vivian Florin Hazel had been president of the Wisconsin Rural Vocational Homemaking Association and also helped organize the Future Homemakers of America.

Vivian Florin entered the Stout Institute in 1929 following graduation from high school in Cochrane, Wisconsin. She was assigned to Lynwood Hall as a freshman, the last year it would be used as woman's dormitory. During her three remaining years at Stout she lived in the Bertha Tainter Annex. One of the first organizations that she joined on campus was the science club. She later became a member of the Pegasus Club; an organization of students who are actively interested in literature. The organization that would have a lasting effect on her future career was when she became a member of the Home Economics Senate. When this organization became the Tau Chapter of Phi Upsilon Omicron, Florin was a charter member. Although she was attending Stout during the Great Depression, she did manage to find work in a summer camp at Cass Lake, Minnesota. It is a testament to the reputation of the Stout Institute that she was able to find work immediately after graduation. First conducting classes in home economics for a federal program in 1933, and then as a home economics teacher of a small school in Wisconsin.

Dewey Barich Came to Stout in 1931 after spending two years at the Hibbing Junior College, Hibbing, Minnesota. He immediately became an active member of the Y.M.C.A. on campus, representing that group at conferences, becoming an officer in that organization, and being a leader in the Y's devotional meetings. He also was the chair of one of the most popular annual events on campus; the Y.M.C.A. stunt night. He later joined a professional organization when he was at Stout; the Industrial Education Forum. This group was formed; "...for the purpose of maintaining forward looking professional studies relative to the functions of industrial education through the identification of new means and methods." Barich was a charter member when this group was installed as the Theta Chapter of Epsilon Pi Tau. At the time of his graduation in 1933, Barich was academically in the top ten of his class. Upon graduation he began his teaching career in Flint, Michigan.

The only thing that is “unusual” about Barich and Florin was that they were “typical” students for their times. They were very active in school activities and serious about their studies. This can certainly be partially attributed to the severe economic climate brought on by the Great Depression, but the influence President Burton Nelson had was probably more significant. He was truly devoted to the welfare of his students and this was a time when the enrollment was so small that the president could actually know the names of all who were enrolled. His affection for them was actively returned. It was largely through his efforts that the Board of Trustees agreed to pay \$1300 for an assembly radio and a “projecting machine” that would allow the school to play “Talkies.”

The idea of a “Freshman Week” and the use of counselors for incoming students was first introduced in 1928. Nelson stated; “I believe that the time has come when we may recognize the fact that the relationship between student and teacher has not been intimate enough to be materially helpful.”¹ The purpose of the student counseling was to better acclimate new students to the campus and to reduce the loss of first year students. Faculty members were assigned ten to twelve freshmen. Initially freshmen were to meet with their advisors once a week. Later, the number of meetings would be reduced to half that but they were to continue for the entire first year. By 1930, Freshman Handbooks were issued to all incoming students and a similar handbook, Information for Faculty counselors and Advisors, was also issued.

As the Stout Institute president, Nelson had many occasions in which he was forced to discipline students. The most frequent problem that was encountered was intoxication. This was cause for immediate dismissal. (Prohibition was still in effect so students were breaking public laws as well as Institute policies.) Even so, Nelson was willing to bend over backwards if there were any reasons for offering leniency.² What is particularly interesting back then was that when a student was in trouble, the parents automatically sided with the administration rather than with their own sons and daughters. They took it on trust that Nelson and other administrators of the Stout Institute were operating with the idea of the best interests of the students at heart. This helps to explain why the faculty of the school acted as moral instructors for the students in the absence of their parents. In 1932, when one female student was dating a married man, they were told by the Dean of women and the President that such behavior would not be tolerated on the campus—the dating stopped.

One student practice that required a death before it was brought to an end was hazing. For many years there was a practice of picking on the incoming freshmen. Some of these activities ranged from the silly (beanies required) to healthy activities such as athletic competitions. There was also a less desirable aspect of this class warfare that involved fists fights, being dragged through the mud, and being dunked in the water tank. The headline of the September 18, 1925 issue of the student paper was: “Classwar Still Racing; Both Freshmen and Sophomores Get Abuse.” It goes on to compare the conflict to a “Tong War.” In 1931, the class conflict resulted in the death of one freshman student Lloyd Aune. (The death was even more tragic inasmuch as Lloyd’s brother Walter was an upper classman at Stout.) The death was clearly accidental—Aune had fallen down during a scuffle with one of his closest friends “which caused the dislocation of the

vertebra.” Prior to this, the students had been warned to refrain from such activities. Although the death had been an accident, several students from both the freshmen and sophomore classes were dismissed or placed on probation. On September 17, 1931, the student body declared; “We, the students of the Stout Institute, sincerely regret the unfortunate accident to one of our fellow students, and, do hereby resolve that so long as we are members of this institution we will discourage hazing in any form and will personally and collectively strive to prevent a recurrence of this practice even to the extent of recommending the administration penalties for particular students who fail to keep faith with this resolution.”³ In the spring of 1932 the scene of the traditional battle, a horse tank that stood on the corner of Main and Seventh Street, was removed and an elm was planted in its place.



Home Management House 1935

Stout was not immune to other tragedies during the early years of the depression. A heavy rainfall in the spring of 1934 caused an enormous “flashflood” in Dunn County. The rain, melted the standing snow, and since the ground was frozen, there wasn’t anyplace for the water to go. Streams and rivers swelled quickly knocking out bridges, roads, and culverts. One car load of Stout students was swept away on the approaches to the Elk Creek Bridge. The other students were saved but Myrtle Rowe was drowned before she could be rescued. The rising waters also polluted the drinking water supply for Menomonie. As a result, the Stout Institute was forced to close for two days until the problem could be fixed. A tragedy that might have been prevented was the suicide of Professor Walter B. Davison in 1932. Davison had been a member of the social science department for six years. The same values of that time which allowed intervention in student lives did not allow similar interventions in that of the faculty. President Nelson called Davison “a thoroughly efficient teacher.” “I had been warned by his co-workers the day before, even a week before that this danger portended. But as in all such cases the news of the act found us wholly unprepared for it.”⁴

Many of the student events that were sponsored in the early 1930's were held as if to spite the depression that the country was going through. Formal attire was frequently required. The Junior Prom remained the feature event of the year. The Inter-Society Midwinter Ball was also popular. This event, first held in 1928, was sponsored by the women's societies on campus; Hyperians, S.M.A., Philomatheans, and the Inter-society Council. (A fourth women's group would soon be formed, Pallas Athene Society, organized for the promotion of culture.) The Spring Carnival, first held in 1935, was sponsored by the Y.W.C.A and the Women's Athletic Association. This was a less "high-brow" event that featured such activities as fish ponds, silhouette pictures, and home made candy. For students that were more interested in professional societies, the Theta Chapter of Epsilon Pi Tau Industrial Arts Fraternity was established in 1933, the same year the Home Economics group on campus became the Tau chapter of Phi Upsilon Omicron. It was also in 1933 that the first of many literary magazines was published at the Stout Institute; YOUNG WINGS. This was a literary magazine published by the STOUTONIA as a Stout Institute Bulletin.

Athletics remained popular at the Stout Institute, though not always very successful. For many years football and basketball were the predominant sports, but in 1931 a concerted effort was made to expand both inter school and intramural athletics in the areas of baseball, track, swimming, golf, spring football, and kitten ball.

President Nelson introduced two other reforms for students in the early 1930s. The first one, a new attendance system, may not have been very popular. Under this system students were expected to attend all class meeting or courses in which they were registered and all general assemblies except in cases of serious illness or other unavoidable circumstance. Students who chose not to conform to the rules could have their grades lowered or withheld altogether. The second reform, which was more popular, called for the students to rate the faculty. Instructors would hand out forms that the students would fill out for each faculty member in every class. The forms were then collected and sealed before being presented to President Nelson for evaluation. Many of the faculty were not happy with the new procedure.

Due to the economy there was a lot not to be liked by members of the Stout Institute faculty. Again and again the faculty were ordered to make financial sacrifices. Under one of the plans adopted by the Institute, staff members were ordered to take a graduated salary cut varying from 5% of their first \$1000 in wages to 20% for any amounts made over \$3000. In spite of the cuts the faculty were expected to retain and in some cases increase their work loads. President Nelson believed that the Stout Institute was bearing an inappropriate load of the financial burden compared to the university and the teacher's colleges. He also stated; "As might be expected, capable teachers have resigned to accept better salaries elsewhere and many others are in a receptive mood if not actually seeking opportunities in other institutions. Because this spirit of discontent and dissatisfaction exists, the work of the institution suffers."⁵

On a more positive note, in 1934 the Stout Institute Teachers' Association was formed. This group was affiliated with the Wisconsin Teachers Association and the American federation of Teachers. Two of the aims of the group were to "promote such educational aims as will better fit the student for his place in society" and "to establish a closer relationship between Stout and the surrounding community." A couple of other changes that affected faculty in the early '30s included faculty rankings and the requirement for faculty to wear caps and gowns during commencement. The ranking of faculty began largely as a response to suggestions made by accrediting agencies. Caps and gowns were first worn in 1932 but not made mandatory by the commencement committee until a year later.

Accreditation had impacts other areas of the campus as well. In January, 1931, twenty-four students were forced to withdraw from school when their grade point average dropped below the standards set by the North Central Association. In the early 1930s Stout had to again be evaluated by the North Central Association. A visit in 1930 found the following weak points and problems: faculty needed more graduate training; the difficulty in getting quality faculty in Stout's areas of specialization; better athletic facilities; and better standards in academic classes (liberal arts). The same report included the following strengths: good teaching in home economics; the guidance program in industrial education; adequate dormitory facilities for practically all girls; and especially the product—Stout graduates are in high demand and the "Stout might well increase its output to meet the requests made upon it."⁶ The strengths must have outweighed the weaknesses because Stout was again given membership in the North Central Association with full college rank two years later.

It was largely due to the suggestions of the North Central Association that President Nelson decided it was time to expand liberal studies at the Stout Institute. He began by hiring Dr. John Erle Grinnell from Stanford University to create a new liberal arts department. It is obvious that Nelson considered Grinnell the man for the job because it took a considerable amount of financial creativity to bring him to Stout. When he offered Grinnell the job in 1932 Nelson confessed that "...it will pretty much be up to you to make your own place on the faculty of the Stout Institute."⁷ Grinnell began by expanding the liberal arts faculty. He then conducted a series of discussions and surveys. Expansion and curriculum revision occurred in such areas as mathematics, chemistry and biology. Within two years, through Grinnell's efforts and that of other faculty, liberal arts standards at the Stout Institute had been raised to the level required by the North Central Association. In the process, Grinnell and Nelson became good friends. When he left Stout in 1938 for a better paying job Grinnell wrote to President Nelson; "Now I want to thank you for your faith and your kindnesses. I was not always happy at Stout, but I always believed in your honesty and fairness." Grinnell aided Nelson with revamping the liberal arts department following his departure, and the two men remained friends at least until President Nelson retired.

Not all of the curriculum innovations that were introduced at that time were as successful as the renovation of liberal arts. Probably the most dramatic example was the introduction of Aeronautic Education. President Nelson first became interested in this

field in 1930. That year he hired Orian J. Dhein of Madison, Wisconsin to come to Stout to teach aeronautics in the summer. This move was enthusiastically endorsed by the Arts and Crafts Club (formerly known as the De Molay Club). The group built its own glider and Harvard C. Smith was asked to fly it. Smith, a former graduate of Stout and currently attending summer session, was president of the Kenosha Gliding Club. There were a number of opinions expressed as to what caused the glider to crash in August of 1931, but Harvard Smith was probably more concerned with the two shoulders he dislocated, the two broken legs he sustained, and the minor assorted bruises that he experienced as a result of the crash. (Smith recovered and lived a long and successful life as an educator.) Following the accident, students in the aeronautics group sent a petition to President Nelson asking that funds be released to build a new glider and to explain; "This accident has in no way dampened the interests of the students engaged in this kind of work."⁸ Either the money was not available or President Nelson's interests were dampened because no money was found to purchase another glider.

The severe economic crisis that the country was enduring prevented major building construction at the Stout during the 1930s. The swimming pool and several other buildings received renovations, but the Homemaker's Cottage received a complete remodeling. The remodeling, which cost over \$14,000, were completed in 1934. The building was raised, eighteen inches, made modern in every way, and was rebuilt in a colonial design. One other development in the physical plant was the fulfillment of President Nelson's long held dream to have an expanded and modern athletic field at the Stout Institute. Every year for close to a decade this request was submitted to the Board of Trustees. In 1933 they finally agreed. The plans called for two football playing fields—a large one for inter school play, a practice field, a baseball field, tennis courts, and a track running around the field. A field house was initially approved, but was subsequently delayed. In part to help repay the man who had done so much for them, the Stout Student Association voted unanimously to call it the Burton E. Nelson Athletic Field. Dedication ceremonies for the field were held on October 12, 1935 during half time of the homecoming game. In the dedication program for this game, the students wrote: "We who have marked his achievements in grading up the college, in establishing graduate study, in improving the plant, in creating a Stout of which he can be justly proud—we who have marked these things dedicate this homecoming to him, to our President, Burton E. Nelson."⁹

A dedication of a different sort was held when Stout joined in the celebration of the George Washington Bicentennial commission and the American Tree Association to honor the birth of the nation's first president. The school was closed to allow students to attend ceremonies held November 24, 1931. The ceremonies were held to honor both Washington and to emphasize the need to "reforest" the land. The latter seems very appropriate for a campus created from a fortune that came from logging and by a man who played a key role in the creation of the conservation movement. As the highlights of the ceremony, a time capsule was buried with an elm tree planted above it. In his dedication President Nelson stated; "To him we dedicate this tree in the hope that it may inspire a finer and a more genuine patriotism in those students who through the years are associated on this campus."¹⁰

An entirely different kind of patriotism was shown when a group of faculty and students united three years later to form the Stout Peace Movement. This organization was an extension of a much larger effort that was going on in the rest of the United States and Europe in response to the growth of totalitarianism and the cynicism that resulted from the First World War and its aftermath. President Nelson and Deans Bowman, and Michaels were strong supporters of the new group. As part of their platform they declared; “We discourage imperialism and militaristic and narrow nationalism, and encourage international cooperation and cosmopolitanism.” Unfortunately, the aims of the group were not achieved and it disappeared as a movement during the Second World War.

The spring commencement of 1932 was taken advantage of as an opportunity to celebrate the twenty-first anniversary of Vocational Education in Wisconsin and of the Stout Institute as a state college training teachers of vocational education. Vocational educators from around the country attended the two-day celebration. The affiliation between the Stout Institute and Vocational Education was a close one inasmuch as it was the merger of the two bills in 1911 that created vocational education in Wisconsin and assured that the Stout Institute would survive the death of its founder. President Nelson stated; “So 1911 marks the beginning of vocational education as a state enterprise and the birth of the Stout Institute as a state college for the training of teachers of vocational education.” He went on to record; “We believe that the Stout Institute during these twenty-one years as a teacher training institution has creditably reached its maturity.”¹¹

Hovering in the background, behind the celebrations, anniversaries, curriculum, and student life was the Great Depression. It certainly played a role in declining enrollment, physical plant development, and a downsizing in faculty salaries, but it also influenced many other aspects of campus life as well. The STOUTONIA reported that in Lynwood Hall the cry of “can you spare a dime” is a lot more common than “can you change a twenty.”



Interior of Lynwood Hall 1939

Economic conditions certainly played a role in dating and other forms of socializing. The editor of the *STOUTONIA* came out in favor of the new concept of Dutch Dating. "That the expense of entertainment is keeping a large percentage of college men from taking part in social activities is undoubtedly true, and the girl who is willing to try reaching a man's heart by gentle treatment of his pocketbook is going to receive favorable consideration. The Dutch date should fit in with the modern woman's theories of independence, and as it is rapidly gaining popularity, deserves consideration.."12

There were, though, some ways in which the depression had a positive impact on the Stout Institute. One of the ways was in terms of enrollment. Many of the young in local Civilian Conservation Corp camps attended special class at Stout. Two days a week they could take classes taught by regular Stout instructors in the areas of auto mechanics, welding, machine shop, wood working, metals, drawing, and carpentry. Under the direction of the State Department of Vocational Education a training center for emergency nursery school workers was set up at Stout. Authorized by Wisconsin's Emergency Relief Board, students had to take an intensive three-day program before they could become a staff member of emergency schools.

The creation of numerous federal agencies as a response to the depression also had a direct effect on the well being of the Stout Institute. The lack of state funds for the physical plant could have had much more dire circumstances for the school if it hadn't been for the aid provided through the Works Progress Administration (WPA) and other agencies. In general, under the WPA Stout would supply materials while the WPA would provide skilled workmen. What made this especially important to Stout, is that the state funding came from the State Emergency Board rather than Stout's own diminished budget. Under this program virtually all of the buildings on campus received some form of repairs; usually plastering, roof repairs, and even sprinkler systems. Similar federal programs were valuable in constructing the new athletic field. The general appearance of the landscaping on campus can be attributed to this as well.

The mural, "Industry, Skill and Honor," which has hung over the main entrance of Harvey Hall has been viewed by every student attending Stout since 1935. This as well as other murals on campus are the result of artist Cal Peters. Peters was also employed through the auspices of federal relief programs. Headquartered in the basement of Harvey Hall, Peters painted over a dozen artworks for the Stout Institute. He did similar work for other college campuses in Wisconsin as well.

While the federal funding was a great help in addressing Stout's financial woes, the strain of attempting year after year to gain funding from the state certainly must have taken its toll on President Nelson. On several occasions he mentions that it appears like the Madison campus was receiving most of the money for the schools of higher education in Wisconsin. This led to some ill feelings between the Stout campus and Madison. One Madison professor, who believed that the Stout Institute was a "reform school or feeble minded institution," added some humor to the controversy but did not endear Madison to President Nelson. 13 Nelson had similar problems in dealing with the normal schools of Wisconsin and when the American Association of University Women refused

membership to Stout graduates he became livid. (“On several occasions I have written to these college women’s clubs, only to receive letters of discourteous and discouraging type. I know of no organization in America so unjustifiably snobbish as college women’s clubs.”)¹⁴ President Nelson was in a more rational frame of mind when he addressed the misunderstanding that many schools have towards Stout and the envy that Stout often times felt towards other schools. “Stout Institute does stand for a type of education not generally recognized in the other institutions. Stout Institute cannot afford to be like other institutions. When it does imitate them and become one of them it will no longer be Stout as people have thought of us in the past.”¹⁵ It was this uniqueness that led to Nelson’s greatest accomplishment at Stout, the creation of the graduate school.

1. Stout Series 24, Box 87, Student Counseling, letter to the faculty, September 14, 1931.
2. Stout Series 24, Box 87, letter to Clyde Bowman and Merle Price, March 14, 1932.
3. Stout Series 24, Box 6, Hazing Death, 1931.
4. Ibid. Box 27, Board of Trustees letter, January 29, 1930.
5. Ibid.
6. Ibid. Box 22, Board of Trustees, April 29, 1930.
7. Ibid. Box 59, Grinnel, John Erle, letter, June 2, 1932.
8. Ibid. Box 4, Aeronautics Education Petition to President Nelson, August 13, 1931.
9. Stout Series 31, Box 6, Athletic Field Homecoming Dedication Program, October 12, 1935.
10. Stout Series 24, Box 72, Bicentennial Celebration.
11. Ibid. Box 85, Stout Anniversary Program, 1932.
12. Stoutonia, December 11, 1931.
13. Stout Series 24, Box 57, Faculty—Home Economics Division, letter from President Nelson to Zoe Burrell Bayliss, February 10, 1930.
14. Ibid. American Association of University Women, letter from President Nelson to Marguerite B. Long, October 25, 1933.
15. Ibid. Box 98, letter from President Nelson to Frank O. Holt, April 11, 1928,
- 16.

Chapter 14

Given the unique educational programs offered at Stout it was only natural that teachers who had graduated from the school were the leaders in the efforts to get a graduate program approved for the Stout Institute. Teachers, either to improve their education or to advance their careers often times needed advanced degrees. There really were no schools in Wisconsin that offered advanced degrees in the areas required by Stout graduates. Recognizing this, early on it was the alumni that were the impetus for the foundation of such a school.

The two alumni who planted the seeds that would lead to the creation of the school were Alex Graham and Harry Eiken. There had been talk of a need for such a school for a number of years but it wasn't until November 15, 1932 that President Nelson told Graham and Eiken to "...proceed with the agitation urging the incorporation of graduate work in the Stout Institute."¹ The two created the Stout Alumni Committee on Graduate Work. They immediately sent letters to Stout alumni to work together to "agitate" for such a school at the Stout Institute. At first glance, when the country was in the grip of the great depression, the possibility for such a school looked remote. Many of the alumni, though, along with many of the state legislators, knew that a strong education program is one way in which to alleviate the economic effects of a depression. Out of 1,000 alumni contacted, 35 per cent indicated that they would return to the school for graduate study. Hundreds of alumni as well as teachers and professionals in similar programs wrote either to the legislature or to President Nelson in support of the school.

On January 25, 1935 bill number 62.S was introduced to the legislature calling for the introduction of graduate work at the Stout Institute. President Nelson, who was required to testify before several committees at the capital, later reported that he had encountered little or no opposition to the bill. Within two months the bill had been approved by the legislature and signed by the governor. This bill allowed Stout to grant the degree of Master of Science in Home Economics and the degree of Master of Science in Industrial Education. The first course offerings in the new school were scheduled for the following summer.

Approval of the program brought forth frantic efforts by the Stout Institute faculty as they attempted to define the program and create the curriculum. Nelson reported; "No educational program, so far as I know, has received such serious consideration on the part of the faculty, since I became head of the institution; and I think it only fair to say that on no problem has there been such a difference of opinion, largely I think, because the Stout Institute is not following beaten paths. We are not expecting to do just what other colleges have been doing."² He went on to report that there were wide differences of opinion as to what the admission and graduation requirements would be as well as what courses to offer and who should teach them. Basic differences were eventually ironed out and some of the basic requirements were established.

Entrance requirements demanded a Bachelor of Science degree equivalent to that offered by the Stout Institute. The minimum numbers of semester hours required for the degree were twenty-eight which had to be completed within six years. Initially graduate courses would only be offered during the summer semester. During the first year courses would be offered in; general education, industrial and home economics education, and special problem study in either industrial education or home economics. In addition to regular college fees, graduate students were required to pay a matriculation fee of \$15, a tuition fee of \$15 per semester, and to purchase their own textbooks.

The new graduate school proved to be an immediate success. The first summer session attracted eighty-one graduate students; twenty-four home economics majors and fifty-seven industrial education majors. Three years later, the first students to receive graduate degrees from Stout were presented their diplomas; David Watson, Robert P. Jenson, Conrad B. Bechtold, Louis H. Rogge, and Henry W. Schulze. All five of these men, who received the degree of Master of Science in Industrial Education, had been granted previous degrees or diplomas from the Stout Institute. (The initial diploma was designed to be similar to the one offered by the University of Minnesota, but it was later decided to just make minor changes to the undergraduate Stout Institute diploma.)

Three years after its inception, President Nelson asked the faculty to decide on whether or not the graduate program had been successful and should it be continued. Dean Clyde Bowman probably spoke for the majority when he gave both questions a strong yes. “We maintain our placement in the face of all kinds of competition, some honest and some otherwise, and the only questions that we should be working on in connection with the graduate work are those which deal not with retreat, but with advance and improvement. It will not be easy work. Those of us who work on the graduate program each summer have worked from 7:30 in the morning until well into the night on many occasions. The spirit and tradition of the Stout Institute has always been to meet the challenge.”³

Many of the students who attended graduate school had families with little disposable income. The summer camp colony provided much needed housing for these people as did the camp sites that grew up around the colony. To provide part-time employment many of the students applied for assistance under the Graduate Student Aid Program of the National Youth Administration. Under this program students could receive up to \$30 a month for compensation for part-time employment or research activities. As a result the Stout Institute initially received 48 position allocations under the National Youth Administration.⁴ The number of allocations were later increased and students worked on a variety of different jobs both on campus and jobs off campus that were of a “public nature.”

Summer Camp Colony



Graduate students of the new school at the Stout Institute were quick to organize. A Graduate Women's Club was formed in early July of 1935. The purpose of the group was to get together informally during the summer session, both for good times and for informal discussions. One week later, a similar group was formed by the men for the "purpose of furthering their professional and social interests."

At first glance it is somewhat surprising that the legislature allowed the Stout Institute to expand its program to graduate education. After all, the country was still in the grip of the Great Depression. The new program, though, cost the state very little in the way of money. Requests for anything new that did require money were consistently turned down by the legislature. For over a decade President Nelson argued the need for additional athletic facilities, a student center, and a library, but without success. Since the advent of the depression, the Institute saw a steady decline in its funding, decreasing from \$245,000 in 1929 to less than \$182,000 in 1936.

Especially hard hit by the enduring depression were the faculty. Their salaries were not only repeatedly reduced, but they were "forced under new requirements to go to universities and raise their educational qualifications or get out of the profession." The rapid increase in enrollment also led to an increase in class size that further lowered the morale of the faculty and endangered the status of the Stout Institute with several accrediting agencies as well. President Nelson reported to the Board of Trustees; "Every department of the institution is overloaded. Every teacher in the college is putting in longer hours in teaching and in preparation than she did five and ten years ago. It is an unusual thing to find a college teacher today who is able to give very much time to community and social activities. She is chained to the classroom and the classroom's related activities."⁵

The culmination of the salary crisis occurred in 1939 when the Stout Institute was told to cut salaries once again. That year the Institute's budget was cut a further \$50,000. Some members of the Stout faculty went to better paying jobs in other states and three others were laid off. President Nelson fought a losing battle to retain people's jobs and salaries. The Governor of Wisconsin at that time, Julius Heil, in his run for the governorship, "...frequently announced publicly and in print that he had no thought of reducing teachers' salaries." After the governor instituted a hiring freeze, Nelson wrote to Heil asking why if there was a freeze in that his secretary was offered and accepted a higher paying job in a similar government position in Madison.⁶ That the Madison department was exempted from the freeze that the Stout Institute was experiencing, was certainly bad enough, but the Bureau of Personnel then rejected Nelson's bid to have her salary raised if she stayed at Stout. He also took umbrage with the governor that the special fees raised by the Stout Institute from graduate students during summer session was seized by Madison and not returned to Stout. Nelson concluded his letter to the governor by saying; "As I dictate this letter, I am left in doubt about the advisability of sending it. I realize that it may do more harm than good. I hope, however, that our interest and motives will be interpreted in the most favorable light." Apparently the light was not so favorable because appropriations for the Stout Institute were cut even further.⁷ (In defense of the governor he did approve a special appropriation for Stout the following

year.) At that time the university in Madison was imposing no salary reductions, the Normal Schools were facing a 6% cut, while Stout was facing a 15% to 18% cut. A desperate appeal by the Board of Trustees and President Nelson to the Emergency Board resulted in a reduction of the salary cut similar to that of the Normal Schools.

There was little that President Nelson could do about the faculty salaries, but one way in which he attempted to raise faculty moral (at least the male faculty), was by sponsoring annual fishing parties at his cabin each fall. Fishing had always played an important part in the socialization of Institute staff. Senator James Huff Stout began a tradition by hosting fishing parties in Northern Wisconsin.⁸ The tradition of inviting all male faculty on such trips began with Harvey and was continued by Nelson. Nelson's cabin, purchased in 1933, Dunrovin, was located on a lake near Danbury, Wisconsin; 125 miles from Menomonie "including the bumps." Faculty were invited to the lake for a long weekend of fishing, playing poker, and doing "comparison tests" between Pabst and Schlitz vs. Gordon's and Seagrams.⁹ The cabin could sleep and feed up to twenty-four men. New faculty were warned that "the first guy who wants to play bridge will get it—and how" and "The grub will be plain, course and wholesome, but it will stick where you put it." This tradition of a male faculty getaway would remain popular for another forty years through the creation of the Mongoose Club. Because the cabin was so remote, close to three miles from the nearest home and even farther to a telephone, President Nelson was forced to sell it in 1943 as his health began to deteriorate

The continuation of the Great Depression had a negative impact on the physical plant as well. There were a number of minor renovations that occurred in buildings thanks to money provided by the federal government, but the state was not able to provide enough funding for any major campus construction. One of the larger Work's Progress Administration Projects was a \$19,000 expenditure to expand and remodel Lynwood Hall. Funding from the same source helped to upgrade the Bertha Tainter Annex. A laundry building was also built behind Tainter Hall. There were some land acquisitions in relation to the athletic field, but perhaps the most important acquisition would prove to be the Wilson Property. The Wilson Property, now known as the Louis Smith Tainter Building, was a natural acquisition to the Stout Institute. It was located near the Bertha Tainter Annex and Tainter Hall. The Paul C. Wilson family had intended to donate the building to the university, but it was lost for taxes. The Stout Institute was early on interested in it, but it wasn't until the end of 1940 that the governor approved the sale. The building, along with an adjacent lot, was purchased from the City of Menomonie for \$9,000. Inasmuch as the funding used for acquiring the building came from the Eichelberger Fund, the building came to be called; Eichelberger Hall. Original proposals called for the building to be turned into a student union or a library. Largely due to the costs of major renovations, it was decided to do minor alterations and convert the building to a residence hall.

A building that was not on campus but that would be recognized by Stout students and staff for many decades to come was the "Gray Barn" located just North of the current Library Learning Center. The house was built in 1937 by Lillian Carson, instructor of

housing and house furnishings at the Stout Institute. The building, early on used by female faculty members, was built on the site of an old barn.



Eichelberger Hall

The purchase of Eichelberger Hall reflected a new activism among the student body of the Stout Institute. Over two-hundred students signed a petition requesting that the building be turned into a student union. “We the undersigned would like to see the Wilson home turned into a College Union for students. Deprived of what normally goes with every college – a campus – we have no central place to which we, as adult men and women, can go for that normal, healthful recreation which we feel is our birthright.”¹⁰ They further explained that if their demands were not met they would be “...forced to see the general dispersal of college morale in such semi-secret social channels as we now have: Lynch’s Café, The Flame, The Orpheum, The Bucket of Blood, Alcatraz, and Roach’s.” Due to financial conditions, President Nelson was not able to comply with their “birthright.”

The students were able to win the administration over to their views on another important issue. As stated above, there was no Stout Campus. The Stout Institute consisted of a number of buildings located in the heart of Menomonie. There really wasn’t anyplace for the students to go outside and enjoy the weather or experience leisurely walks. More important was that many of the buildings were divided by busy streets that made crossing a danger. The most dangerous was where Second Street divided buildings such as Bowman and Harvey Halls. A tunnel did connect the two buildings, but that was clearly not the answer for all of the students needing to cross back and forth between classes. The students wanted Second Street closed and that area turned into a College Campus. The editor of the *STOUTONIA* wrote: “At The Stout Institute, we know we have the finest school of its type in the country, we have an excellent faculty; we have a group of building, none of which we have to be ashamed: we send our graduates over the world and are ashamed of few; but why after many years of careful management haven’t we as yet a college campus of which we do not need to be ashamed?”¹¹ The administration, faculty, and staff were quick to jump on the student’s bandwagon, but again, due to

funding, their hopes were rejected by the Menomonie City Council. They did, however, plant the seeds that would result in the closing of Second Street on the campus a decade later.

The students were more successful in pushing through a proposal that all Stout Institute students be given Wassermann Tests. Not being content with this, a Stout Student, Lloyd Whydotski, proposed that testing be expanded to include “faculty members and all other persons connected to Stout.” (It is somewhat of a coincidence that in 1901 Senator James Huff Stout proposed a bill before the Wisconsin legislature that everyone getting married would be required to have a physical to test for venereal and other diseases.)

Not everything was so serious for Stout students during the last years of the depression. There were still plenty of opportunities for fun. In 1938 a Winter Sports Carnival was sponsored by the Menomonie Winter Sports Club and the Stout Institute. The school was closed to allow students to view participants from several countries, including; Berger Rudd, the world’s ski jump champion. The event also included the first sanctioned Central United States Intercollegiate skiing championship.

Homecoming remained as popular as ever. The homecoming parade expanded to include more bands and floats; with prizes offered to organizations with the finest entries. In 1937, homecoming royalty were introduced. The first homecoming harvest queen chosen by the students was Lorene Graslie.

An annual Honors Day was established in 1939 for students. During the ceremonies, awards were given for scholarship accomplishments and outstanding service. Previously honors were awarded during Senior Recognition Day. The awards came from the Institute as well as clubs and other organizations on campus.

Athletics, both intramural and interscholastic, continued to attract large audiences. The Institute had little success in the major team sports of football and basketball, but in 1941, for the first time in twenty years, the Institute won a share of the football championship. Jim De Swarte, the sophomore class president, gained a national audience in speed skating.

Participation in dances, hay rides, picnics and other activities sponsored by student organizations remained strong. For example, one of the oldest professional organizations on campus, the Stout Typographical Society, began celebrating Printing Education week in 1937 to honor the birthday of Benjamin Franklin. The celebration included exhibits and an informal all-school dance at Ye Olde Gutenberg Inn.

Not to be outdone, students in the home economics division, in 1935, helped to organize an annual event that would be around for decades, the Stout Institute Annual Open House. The open house was held for high school and college students as well as teachers who might have an interest in pursuing home economics at Stout. The event included home economics demonstrations, tours of the campus, and later a hobby show. In a short period of time the number of participants in the open house measured in the thousands.

Musical activities at Stout improved dramatically when Harold Cooke was hired as the first full-time musical instructor in 1934. As a former Broadway performer with Dunbar's Nine White Hussars, Cooke appeared with such entertainers as Fred Astaire and Douglas Fairbanks Senior. Cooke brought a sense of professionalism and completely renovated the program. In addition to creating the Stout Symphonic Jazz Band in 1941, he expanded the activities of the existing musical groups. (He may have also played a role in the Vienna Boys Choir performing at Stout in 1936.) In 1937, at a cost of \$1038.75, he loaded up three Pullman cars, a diner and baggage car to take the Stout Symphonic Singers on a tour of the country. Under his leadership, musical groups representing the Stout Institute toured Europe several times and performed at the 1939 World's Fair in New York.

During the late 1930s the number one place for students to gather on campus was the library located in Harvey Hall. This was not as much to study as it was for people to socialize. This set up the classic confrontation between librarians attempting to maintain silence to enable people to study and students who had other things on their minds. Lillian Froggatt, the head librarian, discussed the noise problem with her staff. "They thought, further, that evening work in the library had become a travesty. To maintain order they have to patrol the library every minute, to the detriment of service to the desk, where student assistants have to be left in charge."¹³ A special library committee in addressing the problem stated in the *STOUTONIA*; "To promote better study conditions, students are urged to promote the drive for a social room, and thus avoid using the library as such." Until the issue of a "social room" was finally resolved, close to two decades later, this would remain one of the main problems in the library.

Residence hall regulations also were not too conducive for social interactions. There were numerous regulations for students who lived in the dorms, private houses, and even their family homes. All non-resident women are required to live in dormitories; with juniors and seniors over twenty-five years of age this was optional. Students could live with their parents or married siblings if they resided in the area. Off campus housing could only be used by students if it were approved by the Director of Dormitories and Housing. "It is understood that those keeping men students do not keep women students or business women as roomers. Those keeping women students do not keep men students or business men as roomers. "

Specific regulations for students living in dorms stated that they must be in their rooms for study from 7:30 P.M. until bedtime each evening Monday through Friday. The same for Sunday unless the students were in church. Social calls or entertaining social callers could only be done on Fridays and Saturdays. Further restrictions included; "Students, during the school term, shall not attend other dances than those under the direction of the Stout Institute; nor shall they attend more than one dancing party in any one week." Given these regulations and the lack of on campus space for social activities it is no wonder that the library was a bit noisy.

Curriculum for Stout Institute students was constantly being upgraded and changed to reflect changes in society. In 1936, the shops in both the trades building and the industrial building were modernized. In the field of clothing and textiles, the emphasis was switched from construction to buying. In the English classes, all students received the same training. This resulted in boredom for many and difficulties for those students who could not make the average grade. In response the English department evaluated students beforehand in an effort to match classes to the varying entrance capabilities of all incoming freshmen.

Similar changes were made in biology and chemistry. In biology, new equipment and textbooks were purchased to bring it up to accreditation standards. Dr. Isabelle Williams, a real physiologist, now taught courses in bacteriology and physiology. In the chemistry department; "The newer methods of teaching, such as individualized instruction, have always been made use of in the chemistry laboratory. While it is still true that fundamental principles must first be mastered, a wider choice of experiments is now available."¹⁵

The art department continued to emphasize an understanding of the basic principles of art and to build a "sound foundation in the principles of color and design." The curriculum changed, though, in such ways as having art appreciation courses include the evaluation of motion pictures as well as the traditional art forms of painting and sculpture. Emphasis was also placed on helping students to find an art form that they can appreciate and use for a lifetime as a craft or hobby after they leave school.

Educational training also occurred in Foods and Nutrition and Home Management. In the area of foods, emphasis was now placed on how to purchase quality foods rather than simply how to prepare them. Changes in nutrition could in part be due to a response to the depression. "Not a community throughout our country but what has had to meet the relief situation by supplying food for the unemployed. Nutritionists everywhere have been called upon not only to plan lower cost diets but to help prepare them." In home management, the emphasis had switched from the day to day means of operating a household to the end of "development of harmonious and successful family living."

In Home Economics Education less emphasis was placed on classroom teaching and more emphasis placed on individualized instruction meant to develop the skills and abilities of individuals. "The modern philosophy of education sees an individual program as worthwhile only as it helps the individual to live a satisfying life in an ever changing world. Hence goals in home economics are being set up in terms of changed behavior in the individual and progress in learning is coming to be measured by the way in which the individual meets life situations."

Another innovation was the introduction of cadet (student) teaching for home economics students in 1938. Each senior girl was required to teach for one week in a small town high school and a second week in a city vocational school. The purpose was to give students experience that could not be achieved in a classroom situation. The first two cities to cooperate in this program were Baldwin and La Crosse, Wisconsin. Due to this, and the

curriculum innovations listed above, the placement rate at the Stout Institute returned to pre-depression levels.

In 1941, John Brophy, a printing instructor at Stout, completed the requirements for a Master of Education degree from the University of Minnesota. As part of the requirements he completed a Plan-B paper on Industrial Graduates of the Stout Institute.¹⁶ The purpose of the study was to evaluate the responses of graduates of Stout on what their experiences had been like and how to use this to improve teaching techniques at the Stout Institute. In an evaluation of who was the most influential teacher that these forty graduates had had, Dean Clyde Bowman won hands down, with more than 65% mentioning his teaching abilities. When asked what courses should be added to the curriculum the respondents placed at the top of their list; educational finance, budget building, business management of the industrial arts shop, and business administration. (Conversely, the leading courses that they wanted eliminated were in the areas of English.) Many of Brophy's deductions were fairly obvious—men don't like to live in the dorms and the extracurricular activities at the Stout Institute were not appreciated and should be changed to attract more participation. One of his main conclusions on how to improve the curriculum stated; "Recognizing the suggestions made for education courses involve a broader understanding of administrative and business practices within our school systems, the development of curriculum materials, and more intensive treatment of vocational education in its various phases." He also placed an emphasis on closer student/faculty interaction. "That investigations of teacher-pupil relationships be instituted and supplemented with individual conferences in an effort to elevate the esteem in which the faculty is held, and facilitate improved instruction."

Similar conclusions were reached by a committee appointed by President Nelson on how to improve the study habits of the student body of the Stout Institute.¹⁷ Committee members believed that the faculty should become more involved with students in terms of orientation, "that increased emphasis be given to counseling" and "that the teacher make the greatest possible attempt to know the individual students." Thanks to all of these efforts the Stout Institute was placing a greater emphasis on the needs of student both in and out of the classroom rather than the stale teaching methods and two-tiered campus social strata of the past.

Reflecting this philosophy, President Nelson changed the committee structure of governance of the Stout Institute to be more responsive to the needs of the students. The new committees allowed students to become more involved in the growth of social and professional organizations on campus as well as involvement in such areas as student discipline. "By setting up these committees, President Nelson believes a better understanding between the administration, faculty, and student groups will be brought about in addition to the building up of a better morale in all departments of the institution."¹⁸

As the country slowly emerged from the crisis of the great depression, an even greater one was waiting due the wars in Europe and China. The Stout Institute had to respond to that crisis as well as others that were nearer to home.

On February 1, 1938, without consulting with President Nelson or any other member of the school, the Stout Institute was passed from the administration of the State Board of Vocational Education, the agency it had reported to since 1911, to the State Board of Normal School Regents. The reasons for the governor and the legislature to do this were unknown to President Nelson. (This was only one of many restructuring moves that occurred within the state at the same time.) He stated that he did not know why it happened and that; “Financially there is no saving.” In a hopeful manner he later stated; “...in many respects he is going to be much happier because he will now be associated with nine of the leading educators of the State of Wisconsin who are in charge of these nine state teachers colleges.” As time went on, and upon reflection, President Nelson and the faculty of the Stout Institute came to see that the change in administration had been a great mistake. Before the change, the Stout Institute had been an internationally known school with a unique approach towards education. After the change, Stout became just one of ten schools administered by the Normal School Regents and because it was new to this kind of educational system, probably one of the poorest in that system. It quickly became apparent that a mistake had been made and it reverted back to the old form of governance a year later. In a letter to the Board of Trustees President Nelson stated how happy he was to return to their jurisdiction and expressed some of his fears; “I had a very definite fear that the Stout Institute would become the Menomonie State Teachers College, and that the very soon the nation-wide reputation of Stout would be forgotten, and that Stout, in fact, would become just another teachers college.”¹⁹ By the way, six months later a local Menomonie man, Robert Pierce, was appointed to the Board of Trustees. Pierce, who served in this and a similar capacity as a regent for close to thirty years, was described by Nelson as; “...chairman of the Republican county committee, member of the county Agricultural Society, and manager of the county fair, president of the Board of Education here, and a farmer.”²⁰

A much more minor crisis, and one not without humor, was when the Stout Institute was subjected to a pair of substantial burglaries. The first robbery occurred in early May of 1940 when thieves used nitroglycerin to blow the safe in the business office and escape with \$641. President Nelson responded by procuring a new safe and purchasing insurance as protection from this sort of thing in the future. Less than a year later, the same thing happened again, only this time the lock was picked and the thief got away with close to \$1200. The Travelers Insurance Company, who had sold a policy to the Institute after the first burglary, refused to cover the losses because the safe was picked and therefore not damaged. This time President Nelson responded by telling the business manager not to keep more than \$100 in the safe at the end of any given day and to: “Paste a sign on your door, asking the burglar to please blow the safe so that you can get your money back from the insurance company.”²¹

Of course the major crisis, the one that would take the lives of twenty-eight Stout students, staff, and alumni, and change the future of the entire world, was right around the corner.

1. Stout Series 24, Box 58, Graduate Work, letter from Burton Nelson to Graham, November 15, 1932.
2. Ibid. Report of the President to the Board of Trustees, April 30, 1935.
3. Ibid. Box 94, Summer Session, memorandum from Clyde Bomwan to Burton Nelson, January 12, 1938.
4. Ibid., Box 70, National Youth Administration, letter from Margaret Santee to Ruth Michaels, Sept. 11, 1935.
5. Ibid., Box 24, Board of Trustees, July 14, 1937.
6. Ibid., Box 24 Board of Trustees letter from Burton Nelson to Governor Julius B. Hail, August 17, 1939.
7. Dunn County News, November 24, 1939.
8. Menomonie Times, August 13, 1907.
9. Stout Series 24, Faculty—Industrial Arts Division, September 20, 1936.
10. Stout Series 31, Box 44 Louis Smith Tainter.
11. Stoutonia Extra, May 21, 1937.
12. Stout Series 23, Cooke, Harold R. Scrapbook, 1935-1945.
13. Stout Series 24, Box 67, Library, letter from Lillian Froggatt to Burton Nelson, February 18, 1938.
14. Ibid. Box 88, Student Housing.
15. Stoutonia, February 21, 1936.
16. Stout Series 18, Miscellaneous Publications, Box 8, Industrial Graduates of the Stout Institute by John Brophy, 1941.
17. Stout Series 24, Box 67 Liberal Arts Division, Report of Conclusions and Recommendations of the Committee Appointed to Investigate the Study Habits of the Student Body of the Stout Institute.
18. Stoutonia, March 11, 1938.
19. Stout Series 24, Box 24, Board of Trustees, letter from President Burton Nelson to the Board,j March 30, 1939.

20. Ibid. letter from Nelson to George P. Hambrecht, June 27, 1939.

21. Stout Series 42, Box 19, Assistant Chancellor for Administrative Services, Insurance letters from President Burton Nelson, March 12, 1941.'

Chapter 15

The United States was suddenly thrust into the Second World War when the Empire of Japan attacked American military forces in Hawaii. Many Stout alumni and students were on hand to report on the “Day of Infamy” and its aftermath to the STOUTONIA. Stephen Nakamura, a former student reported on the attack on Hickman Field; “It was terrific. I realize for the first time what was meant and the destruction it causes.”¹ Describing life in Hawaii in the aftermath he reported; “All schools are closed here. Instead of teaching I am watching the school building every night on a twelve hour basis.” Nakamura’s conclusion following the attack was that; “I am still existing as well as the others from Stout, although it was a narrow escape for many of us.”

The connection between the Hawaiian Islands and the Stout Institute had begun several years earlier. Probably the earliest direct connection was when the University of Hawaii baseball team played its counterpart at Stout in 1913. One of the earliest Stout pioneers in the Islands was James R. McDonough who arrived there in 1926. A more lasting relationship began later when three Stout graduates were placed in Hawaii; Beurnadeen Cushman and Chester Brown were hired to teach in Honolulu on the island of Oahu and Ferdinand Franz began work in the city of Kohala on the island of Hawaii. In subsequent years, many other Stout alumni received job offers in the Islands. It was only a matter of time before students from the Islands came to the Stout Institute to attend school. One of the earliest Hawaiian students at Stout was Henry Iwata. Iwata, a graduate of the University of Hawaii, came to Stout in the fall of 1935 to study woodworking. By the time that World War II began, there were over a dozen Stout graduates teaching in the Islands. At the start of the 1947 academic year there were fifteen students from Hawaii attending Stout.

Long before the bombing of Pearl Harbor the students and staff of the Stout Institute were well aware that the United States might have to participate in the Second World War. Unlike the previous World War, especially when Great Britain stood alone against the fascists, it was clear which side the vast majority of Stout students were on. For example, social meetings for the Philomathean Society included a “Sewing for England” activity in during which nightgowns for children were constructed. Several lyceum speakers at that time also described the horrors of occupation of Norway and other countries under Axis control.

The Stout Institute had a more active role in preparing for the possibility of war. In 1940 the school participated in the local program for Vocational Education of National Defense Workers. Three pre-employment refresher courses were taught in machine shop, welding, and sheet metals. So as not to be in conflict with classes for Stout students, the defense training classes were offered in the late afternoons and evenings and during summer session. Approximately sixty students attended the classes under the direction of the National Youth Administration.

On a similar note; “The Stout Institute has also entered into the cooperative plan with the Civil Aeronautics Authority.” Under this plan, qualified students from the sophomore,

junior and senior classes of the Stout Institute will take pilot training for the present semester.”² The program called for the training of ten people of which at least one had to be a woman (Euella Emberson). The training consisted of seventy-two hours of basic ground instruction and thirty-five to fifty hours in the air. Training, which took place on Tuesday, Thursday, and Friday mornings, was held at the airport. The program was so popular that “We were able to fill our quota of ten for the present semester immediately, and have tentative lists for the second semester of this year, next summer, and the two semesters next year.”³

President Nelson felt that the contributions of graduates of the Stout Institute were so extensive under the national defense act that Stout students should be exempt from the draft. After several recent graduates were called upon to train young people in national defense activities in Kentucky and Colorado, Nelson wrote to the local draft board; “Unless the men now in training here are absolutely needed in the lines, or in the actual operation of mechanized units in the service, I feel that we are doing more to help the nation in training these people than would be done in any activity to which they might be assigned during this year of training. I am, therefore, suggesting that this matter be given very serious consideration of your Board, and that insofar as possible, these temporary extensions be granted until the work is finished here.”⁴

Many of the programs on campus emphasized the ongoing war in Europe and the need for America to keep its defenses ready. In 1940, in conjunction with National Education Week, the Stout Institute sponsored an American Education Week because “... it is more important than ever that Americans should appreciate their freedom, their opportunities and their blessings.” The weeklong celebration included an address by local and national politicians, a community visiting day, educational movies, and patriotic speeches by Stout faculty.

The reality of the situation was brought completely home when Lieutenant Robert Keith was killed when his P-38 airplane crashed during military maneuvers in Louisiana on September 19, 1941. Keith, who was twenty-one at the time of his death, had attended the Stout Institute for three years before he enlisted in the U.S. Army Air Corps as a flying cadet. He received his wings six months before his death.

In spite of all of the warnings and predictions, the Stout Campus was shocked when without a declaration of war, Japan attacked the United States. Many if not most people believed that the war would begin because of events taking place in Europe. One person on campus who said he was not surprised was Frank L. Huntley who was head of the English department. Huntley, who had taught in Japan from 1929 to 1935 warned; “We must not fool ourselves into thinking that this will be an easy victory. The war will be a long and unromantic one won only by outsmarting the Japanese.”⁵

The response of the Stout community to the attack on Pearl Harbor was one of the high points of the history of the institution. The following day, a number of students attempted to enlist in the armed forces. That same day, December 8, President Nelson wrote to the National Youth Administration in Washington, D.C.; “Now that we are at

war, now that we know we have a real job laid out for us, one that calls for the best that America can accord, the administration of The Stout Institute is wondering just how this institution can render greater service to the nation.”⁶

One of the first things that President Nelson did on campus was to organize a special meeting of the men of the faculty to discuss “What part The Stout Institute should take and can take in the emergency. (Later on male faculty meetings would be held on a weekly basis in the tea room.) The results of the initial meetings were shared with all male students in special assemblies in the auditorium.

Early on, even before the war started, President Nelson worked towards gaining support for the United Service Organization in the Dunn County community. Such a group was formed in July, 1941 with Nelson as the chairman. Efforts at raising money for the USO were so successful that Nelson received a special award from the national United Service Organization in 1942.⁷ He also helped to organize a “Victory Books Drive” to create libraries for people in the armed services. Other members of the local and Stout communities carried on the work through the war.

Civil Defense became an intricate part of the day to day management of the school. Under this program, President Nelson became the commander and the chiefs of personnel staff were Deans Merle Price and Ruth Michaels. Each building on campus was assigned a person to ensure that black out and other regulations were enforced. Special instructions were issued on what to do if an air raid struck the campus. (“The light that’s out or covered tight will never guide a Jap!”)⁸ To ensure that all of the faculty and students understood what the emergency measures were and how to respond to them, a special assembly was held to explain “Stout’s part in co-operating with city, county and state organizations.”

In 1943, Wisconsin Governor Walter S. Goodland asked President Nelson to become a member of the advisory board of the Wisconsin War Fund. An exhausted Nelson responded; “Notwithstanding the fact that I have on my hands about all that one man can do, and that I am already identified with two or three state agencies having to do with war or welfare work, I am going to accept this assignment, and I want to thank you for thinking of me in this connection.”⁹ This group, affiliated with the National War Fund, called for a single campaign to concentrate fund raising for military personnel and their families. The Stout Institute worked with this through the Second World War and even into the postwar world.

To help enhance the Stout’s Institute’s contribution to the war effort President Nelson repeatedly, and usually with little response, attempted to make available the facilities of the school to the various branches of the military. To make this offer more attractive, Nelson repeatedly attempted to gain control of the former Menomonie Civilian Conservation Corps property and buildings to provide potential housing for the servicemen. He also hoped this property could also be used for postwar rehabilitation programs and as for a summer camp youth program and camping facilities.

Unfortunately the negotiations fell through and Stout could not expand its cooperative training efforts with the military.¹⁰

The major cooperative training program that the Stout Institute had with the military in the Second World War was in the training of Navy Air Cadets. The program was created for young men who wished to become officers in the U.S. Navy Air Corps. In addition to Stout the program was sponsored by the University of Wisconsin Extension Division and the Civil Aeronautics Administration. Tuition was free for men between the ages of 18-26, who immediately became members of the naval reserve upon entrance to the program. The Elementary War Training Service was for a period of eight weeks. The initial group of students were housed in Lynwood Hall. Later they were assigned to residential housing that had been previously purchased by the school near the Stout Gymnasium.¹¹ (The houses had been purchased for a potential field house that had not yet been built.)

One of the highlights in Stout's history was its early involvement with the National Japanese American Student Relocation Council. During the Second World War thousands of Japanese Americans were evacuated from the West Coast and placed in concentration camps in resettlement areas. The racial discrimination directed towards this group was largely a result of the Japanese attack on Pearl Harbor. People at the Stout Institute were less prone to this discrimination because of its long association with Japanese Americans from the Hawaiian Islands. At the start of the war there were several such students at Stout as well as a student from a similar ethnic background from California who attended Stout in 1943. After receiving formal approval by both the War and Navy Departments, at least three Nisei students received permission to attend the Stout Institute.¹²

Unlike the First World War and wars subsequent to it, the Second World War had a profound effect on everything and everyone on campus. The number of students on campus, especially male declined from just over 600 students at the start of the war to 280 (44 men and 236 women) at its low point during the 1943-1944 academic year. Of course most of the men entered the military service or were involved in teaching or working with those who had. As in World War I many women left the school as well to pursue high paying jobs in the defense industry for both economic and patriotic reasons.

One of the areas that was dramatically effected by the war was the decline in interschool athletics. At the start of the war there were teams in football, swimming, baseball, tennis, and basketball. By 1944 the only teams that remained were intramural women's athletic teams. There was one success story in athletics at Stout during this time. The last two men's basketball teams won back to back championships in 1942 and 1943 in the Northern State Teachers College Conference. As a result of its second championship, the team was invited by the officers of the National Association of Intercollegiate Basketball to represent the State of Wisconsin at the national tourney in Kansas City. Money to pay for the trip was raised by business men from the Menomonie community and the staff of the Stout Institute. Clyde Bowman placed J. E. Ray in charge of raising money on the Stout campus with a request to the faculty; "Besides whatever else you give, five the

smile you owe to the fellow who has agreed to do the unpleasant job that must be done if we are to be happy by the result.”¹³ We don’t know about the smiles, but Ray did raise the money and the team appeared at the tournament where they were defeated in the first round.

As might be expected, the war had an impact on homecoming. By 1943 the football game was dropped as one of the homecoming events. Instead of a game the “victory queen” Peggy Trezona presided over the homecoming assembly which was held in the school auditorium. Following these ceremonies a parade was led through the streets while the students sang “Stout Hearted Men, and other school songs and a certain Pistol Packin Mama.” A picnic was then held at Riverside Park for the faculty, staff, students, and returning alumni.



BOTTOM ROW: Joan Thompson, Ila Jerde, Margery Manz, Lenore Landry, Marjorie Brownell, Joan Thibodeau, Sarah Speidel, Joyce Miller, Secretary-Treasurer SECOND ROW: Mildred DeBoer, Eleanor Busse, Jeanne Greenlee, Ila Sautter, Priscilla Oettmeier, Vice-President; Pollyann Boyle, Miriam TeBeest, Jeanne Kane, Mary Huntzicker, Peggy Pace, Mary Lou Meyer, Marjorie Uber, Helen Biehl, Librarian TOP ROW: Bessie Frano, Nancy Roberts, President; Mary Engbretson, Lorraine Whitney, Shirley Erickson, Betty Kuenzl.

Lack of men on the Stout campus is reflected in this 1944 photograph of the Stout Band.

There were special issues for the men on the campus during these years. Many chose to join their service of their choice and many were chosen by the government and assigned to the service of the government’s choice. Many army-Navy suitability tests were given on campus to recruit men for various reserve and officer training programs. In addition, military officers from all branches would visit the campus to stimulate enlistments among college students. They would hold mass meetings for male students to explain the procedures required to enroll in the various branches of the reserves.

To honor the men and women who were serving in the armed forces the Women’s Athletic Association took it upon themselves to create a service flag for the school. They raised money and then called upon the Stout students to select the winning design. The flag that was selected was designed by Mary Medtlie, consisted of a series of stars to

designate what branch of service each former student was serving. Unfortunately, at the time the flag was selected in 1944, there was already a need for several gold stars.

The war had many other subtle and not too subtle impacts on Stout students. During the 1943-1944 school year the lyceum program was eliminated. This was largely due to funding problems related to the declining enrollment. Later in the war spring break was cancelled because of a request from the U.S. Office of Defense Transportation and the U.S. Commissioner of Education. This request was made; "In line with that spirit of reserving travel facilities for the armed forces and war needs." Students were also urged to be blood donors to aid in the creation of plasma that was sent to the armed forces. Speech students volunteered to speak at public gatherings to collect clothing for the war effort and just about every other student organization on campus participated in similar activities as well. The Stout Symphonic Singers received a special citation from the War Music Council of America for its outstanding contributions to the war effort. The war even invaded such activities as student dances. Drawings for war stamps replaced traditional prizes and even dances were rationed.¹⁴

Rationing became a part of student life on campus. Sugar rationing began on campus less than five months after the start of the war and gas rationing would play a key role in the planning of many activities on campus. In 1943 the Stoutonia reported; "Our cafeteria is far from being immune to food rationing. To date the amount of processed foods including canned goods, frozen foods, and small packages has been cut 75%, forty-three points per person are now available." One way in which a group of men on campus were able to alleviate some of the effects of rationing was through their food coop. The College Coop was actually organized one year before the start of the war to enable men to purchase quality food at an economical price. Students contributed a set amount of money to the coop and were able to earn credits by working as well. It was estimated that participating in the coop cost about one-third of eating in a local restaurant. In 1942 seventy-five men belonged to this group.¹⁵

Just because a world war was going on it did not mean that everything and everyone was in harmony on campus. President Nelson sent a stern warning to the faculty to be sure to enforce student attendance at assembly. He was especially afraid that few students would show up for a special assembly for the famous baseball player Grover Cleveland Alexander. To ensure good attendance he ordered the cafeteria, library, social room, and club rooms closed during the assembly.¹⁶ President Nelson faced a greater reaction when in 1942, both for patriotic and economic reasons, ordered that all lights be turned off in dorms after 11:00 at night. The girls of Tainter Hall and the Tainter Annex sent a petition with seventy-five names requesting that this practice stop. "We consider ourselves old enough to know what we need. If we have the proper American spirit, we will not use unnecessary lights or other things needed for the war effort. At present, we are being forced into something in which we have no voice—the thing we are fighting for today."¹⁷ Apparently the students lost that fight because the lights were "requested" to stay off.

A somewhat unexpected area that also saw extensive changes as a result of the war was major revisions in the curriculum. Less than a month after Pearl Harbor it was announced that the summer session would be extended, three Red Cross courses would begin, and the sewing classes would devote much of their work to the Red Cross. It was also at that time that a first aid course was added as well as a course in home nursing. The extension of summer session from six to nine weeks would enable a student going year-around to complete a degree in three years rather than four. The decision to “speed training of Stout men have been carried out in accordance with the increased consideration of defense needs.” Additional sections of metal work, carpentry, and advanced electrical work were also added to the men’s curriculum. President Nelson reported truthfully that after the first six months of war: “It has given us an unusual opportunity to check the merits of the Stout educational curriculum as compared with that of the typical program of the standard liberal arts college. The results of the tests convince us that we have been on the right road almost from the beginning of the history of the institution.”¹⁸

Further course revisions followed in 1943. The Federal Office of Education authorized the teaching of a course in “Mathematics for Candidates to Teach Mathematics.” A new course called “The War and the Peace” was devoted chiefly to a study of current international affairs. Emphasis was also placed in more technical areas such as aircraft drawing, physics, and electrical radio. Major changes were made in the home economics curriculum as well as that of industrial arts. Requirements were changed, new courses were added, and some courses were combined. These changes as well as the decline in male enrollment led to the inevitable when seven women enrolled in the General Mechanics course in 1945. (According to the STOUTONIA, they were “doing practical work that will make an interesting hobby later on” rather than pursuing a career.

The war had an enormous impact on the faculty as well as the students. Many faculty left the Stout Institute to serve in or to help train military personnel. For example, general Metals instructor, Floyd Keith, left to teach in the navy. The only staff member to lose his life as a result of the war was Robert Bruce Antrim. Antrim first came to Stout in 1928 as an assistant librarian.¹⁹ Before his arrival here, he received a degree from DePauw University in Indiana and served at several other libraries. He was a popular figure at Stout with both the students and staff. In August 1942, just three months prior to his 42nd birthday, Antrim was called into the armed forces. (At that time during the war a man was eligible for the draft until age 42 later on the upper age limit was lowered.) Before leaving he wrote to President Nelson; “Words fail me when I try to express how deeply I shall miss Stout-the library-and all my friends.” Following basic training, Antrim was assigned to the Chaplin’s Corps before being sent to Alaska. Shortly after being sent to Alaska, Antrim became sick and was sent back to Phoenixville, Pennsylvania where he died on April 5, 1943

For the faculty who remained at the Stout Institute, the decline in enrollment certainly placed many of their jobs in jeopardy—especially those faculty who usually taught courses dominated by male students. In August of 1942 President Nelson pleaded with the faculty to attempt to recruit students because; “I am talking about student enrollment

and teaching loads. I think you and every other teacher can help to build our enrollment up to where the number of teachers on the staff can be justified.” One year later President Nelson confided to a friend; “Hundreds of small colleges are going to close for the duration; hundreds of them will never open again. Stout has held its enrollment exceptionally well. We are maintaining the highest percentage of attendance of any college in the State, but this can’t last.”²⁰

It may have been due to this instability that finally led the Stout faculty to seek protection under the tenure law. The tenure law in Wisconsin as it stood at that time was only for the protection of faculty in teachers colleges that came under the Board of Regents. Each faculty member had contracts that were initiated by President Nelson and approved by the Board of Trustees. President Nelson had the power to choose not to hire someone at anytime irregardless of the number of years that person who served at Stout. The only recourse for the individual was the court system. In response, President Nelson stated; “I believe in 22 years I have been here I have asked two people to step out. Neither would have dared to go to court.” The faculty claimed to raise the issue because accrediting agencies believed that all institutions of higher education should have some form of tenure. Nelson gave the faculty’s request a tepid endorsement and passed it on to the Board of Trustees. “This is a matter calling for study and comparisons before action are recommended. With tenure must be incorporated qualification standards, probationary periods and age limits. Immediate action is not suggested, but a committee might be appointed to give the problem such study as it deserves. Further than that, the President’s recommendation does not go.”²¹

While the issue of tenure was first being discussed, an important individual in the history of the Stout Institute died; George B. Hambrecht. Hambrecht had been the State Director of Vocational and Adult Education for Wisconsin since 1921 and Secretary of the Board of Trustees of the Stout Institute for over twenty years. He received an honorary doctorate from here in 1932. He died December 23, 1943 of heart disease. On top of his other duties, Hambrecht may not have given the Stout Institute all of the attention that at least the faculty of that institution believed it should have, but he did attempt to ensure that the Stout Institute would remain within the standards set by Wisconsin Statutes 41.24: “The purpose and objects of the Institute shall be to instruct young persons in industrial arts and occupations and the theory and art of teaching such, and to give such instruction as will lead to a fair knowledge of the liberal arts, a just and seemly appreciation of the nobility and dignity of labor, and in general to promote diligence, economy, efficiency, honor and good citizenship.” The statute also covers the teaching of home economics and household arts.

In one of those strange coincidences that often happens in war a group of Stout alumni and the future leadership of the institution for the next thirty years were assigned to the same military base. The teacher training branch of the “ultra-mechanized branch of the army, the Armored Forces School Fort Knox, was headed by future Stout Institute President, Lieutenant-Colonel Verne Fryklund. The purpose of the department was to teach instructors how to teach more in a shorter period of time. Assisting Fryklund was

William Micheels, future head of Stout; John A. Jarvis, future “provost” and acting head of Stout; as well as other Stout alumni; Roy E. Howard, Ray Karnes, and Einar Siro.

As luck would have it, at least the kind of luck that seemed to dog President Nelson during his tenure at the Stout Institute, when a survey was finally approved to examine the physical plant of the school, the Second World War began and money and building materials became even more difficult to come by. The survey report, issued in June of 1942 by the Wisconsin State Planning Board, correctly identified the difficulties in expanding the campus in its current “down town” location. “Its growth has been around the site of its original buildings, which may have been well chosen for its original purpose, but which was not well chosen for the present institution,”²² The thirty-three page report has an extensive evaluation of the campus buildings, eating facilities, health care, and so forth. The accompanying map shows that other than Eichelberger Hall, a small dormitory heating plant and a laundry, little had been added to the physical plant during the previous twenty-five years. The survey contained five recommendations; a gymnasium addition, a new library building, conversion of Eichelberger into a women’s dormitory; a new well for the academic buildings, and upgrading the dormitory heating plant. It concluded by saying that no major capital expenditures had been made on the campus since 1916. “But the time has come when a plan for future growth should be laid out and a program for its realization including the progressive acquirements of the land necessary be set up.” If this report had been issued one year earlier, it is possible that the Stout Institute might have finally received some much needed buildings. As it was, the recommendations would have to be put aside until after the end of the war and the postwar economic retrenchment.

President Nelson emphasized the needs of the physical plant when members of the state legislature interim committee on postwar planning visited Menomonie in 1943. Nelson pointed out that the money for a fieldhouse had once been appropriated by Governor La Follette, but “Mr. La Follette didn’t release the money because of another program he had in mind.” He also reiterated the need for a library and the conversion of the Wilson House to a dormitory. Two years later, when again nothing had been done, President Nelson gave up and told the Board of Trustees; “I am definitely recommending the wrecking of Eichelberger Hall, as we once proudly named it. This building has been a source of endless anxiety almost daily since on my recommendation, you took it over from the County of Dunn in Late 1940.”²³ The building was badly in need of repairs and had been the site of vandalism in the past. Almost as if it were planned, local Trustee, Robert Pierce, managed to save the building by convincing the Board to allocate more funding for restoration.

One of the few academic and financial highlights for the Stout Institute during the Second World War was the summer session. Enrollment during the summer equaled, and during the year initially following the war, exceeded that of the regular enrollment. Courses were offered on either a six week or three week basis, depending on whether or not they required regular or accelerated courses. Classes were designed to fit the needs of teachers, returning service people, former students, and former graduate students. With the assistance of the Wisconsin State Board of Vocational and Adult Education, special

courses were offered in this field as well as the courses necessary for vocational teacher certification.

In 1944, the Stout Institute has a brush with an enemy almost as feared as Hitler, polio. Because of the polio epidemic in the larger cities and since many of Stout's students came from large urban areas, the administration decided to close the swimming pool until the epidemic abated. With the arrival of cooler weather in October of that year, it was determined that the danger was over and the pool was reopened.

It was also in 1944 that two of the candidates for that year's presidential election appeared on the Stout campus. Wendell L. Willkie, a Republican candidate of the highest office in the land, appeared in the Stout auditorium and spoke to capacity crowd on March 29. Vice President Henry A. Wallace, the highest ranking sitting politician to ever visit Stout, appeared on behalf of the democrats the following October. (Wallace would be replaced by Harry Truman on the democratic ticket.) Wallace also spoke in the auditorium and later had lunch in the tea room.



Burton Nelson circa 1945

By June of 1945 the war in Europe was over and it was obvious that it would not be much longer before Japan would also be defeated. President Nelson, who had served as head of the Stout Institute for twenty-three years chose that time to retire. Nelson had hoped to retire earlier, but he told the Board of Trustees that he decided to wait following the attack on Pear Harbor with the following resolution in his diary; "I quit when Hitler does."²⁴ "When at your pleasure I terminate my work at Stout, I shall be able to look back over the years without regret, and without apology. The best years of my life have gone into the educational upbuilding and physical improvement of an institution built out of a dream, and firmly established in reputation as a pioneer, making new trails in educational experience. The novelty is gone, but the results are lasting. Your college will be turned over to a new administrator in excellent condition with present facilities and the means to insure unusual development and enlargement in the years just ahead." Nelson's resignation was planned to go into effect on September 1, or until a replacement could be hired. Nelson agreed to stay on for one month to help with the transition for the

new president. Recognizing that the school could not have two presidents they awarded Nelson with the new title of President Emeritus.

A special retirement dinner was held in honor of President Nelson and his wife the following October in which over 250 people attended. Hundreds of other people sent him letters and telegrams thanking him for his years of service. President Emeritus Nelson stayed in the area and remained active in Stout Institute and Menomonie affairs for many years. He died July 6, 1961 in Syracuse, New York.

1. Stoutonia, June 30, 1942.
2. Stout Series 24, Box 24, Board of Trustees Report, September 30, 1940.
3. Ibid., Box 40, Defense Training Program, letter from Clyde Bowman to Will C. Conrad, November 14, 1940.
4. Ibid., letter from Burton Nelson to local selective service board, March 17, 1941.
5. Stoutonia, December 12, 1941.
6. Stout Series 24, Box 40, Defense Education Programs, letter from Burton Nelson to John Lasher of the National Youth Administration, December 8, 1941.
7. Ibid. Box 98, United Services Organization.
8. Ibid., Box 33 Civil Defense.
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19. Stout Outlook, Spring 1992, honoring Stout's heroes.
20. Stout Series 24, Box 68, Military Training, letter from Burton Nelson to Harry M. Wiley, February 18, 1943.
21. Ibid., Board of Trustee, December 18, 1944.
22. Stout Series 31, Box 60, Survey Report of Buildings, 1942.
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Chapter 16

On September 24, 1945 the Stout Institute Board of Trustees met to consider who would be Burton Nelson's replacement as the new President of that institution. Initially there were six leading candidates, but that field was reduced to four at the time of the Board's meeting. Among the candidates, and certainly the front runner as far as much of the staff of the Institute were concerned, was Clyde Bowman. Bowman had been acting president of Stout before Nelson's selection. (Bowman had been interviewed for the job at that time but had been on record stating he would not accept the position.) This time Bowman, who had been the number two at the university for over a quarter of a century, was an active candidate. Following an interview with Bowman, and the other three candidates; Harry S. Belman, Verne C. Fryklund, and Angus B. Rothwell, the Board of Trustees cast their ballots for the new President. For reasons not recorded, but perhaps because Bowman had not received a PhD, he was not selected. Instead, the Board selected a man who would certainly become the most controversial head of the Stout Institute, Verne C. Fryklund.



Verne Fryklund 1945

Verne Fryklund was born in Wisconsin and raised in Clouquet, Minnesota. As the son of an immigrant, the language that was spoken at home was Swedish. It wasn't until he entered grade school that he learned English. This was just one of many problems that he had to overcome in his quest for an education. A problem with stuttering was confronted head on and resolved only prior to his attending the Stout Institute. A serious illness while he was at the Institute along with financial problems, nearly caused him to withdraw. A local M.D., Albert Heising, took an interest in the young man and helped Fryklund both medically and financially which enabled him to complete his two year diploma at Stout in 1916. (Fryklund was the very first person to receive a diploma in the recently completed Harvey Hall auditorium—he was the tallest in his class so he led the procession that were awarded diplomas). Fryklund went on to receive advanced degrees including a master's degree from Missouri and a doctorate from the University of Minnesota. Fryklund was an accomplished author and served in several capacities as an educator. At the time that he was hired by the Trustees, Fryklund was serving as a

lieutenant colonel in the United State Army Air Force and was on a leave of absence from the University of Minnesota. (He also served in the First World War.) 1

President Fryklund was without a doubt an intelligent individual, a gifted writer, and a man who was dearly missing the inter-personal skills that are necessary for being a successful administrator. In part, it had to do with the times. As president, Fryklund followed the Harry Truman doctrine that “The buck stops here.” He believed that the success of the Stout Institute was largely based on his goals and methods and perceived it as a personal affront if anyone deviated against those goals and methods. Early on in his administration he set the tone following an incident with the STOUTONIA. The editor of the school paper, took it upon himself to edit Fryklund’s first article; “Greetings From Your New President.” That the student made a mistake, there is no doubt, but President Fryklund’s reaction to this was somewhat overboard. He called Dean Bowman and the faculty advisor, William Baker, to his office. “I made it known to Mr. Baker that I was indeed angry, that this appeared to me on first thought that it was a deliberate effort at sabotage.”² President Fryklund did not explain why anyone would want to sabotage him after being at his new job less than a week. When a faculty member asked for a raise or that he might be forced to seek employment elsewhere, Fryklund replied; “I advised him if he could do better in industry he should do it now.”

On a similar note, in the process of offering a promotion to a faculty member, H.M. Hansen, (Hansen Hall was named for him in 1965) Fryklund believed it was his duty to talk with Hansen concerning his personal skills in dealing with other members of the faculty. Upon being told about the promotion, Hansen’s first reaction was; “How much more money is there in it.” (There was no more money, only more work.) Fryklund became upset and recorded; “It appears that he is of the prima-donna type and unless he can always have his own way, he will act like a spoiled child.”³ The following day, Hansen had a nervous breakdown and missed work, blaming his conversation with Fryklund for his problems. Fryklund was less than sensitive in his response; “It may be that we have a mental case on our hands. What took place on the 10th certainly wouldn’t warrant a person who is fully stable to act as he has done.” Hansen remained on the faculty for five more years, but the rupture between President Fryklund and himself does not seem to have been repaired. Prior to his retirement Hansen wrote to Fryklund; “I do trust that a spirit of good will may avoid any misunderstanding when I add that I shall not attend any farewell affair, unless tricked into it, and that will be considered unjustifiable.”

Such incidents, of course, quickly go the rounds of the faculty. The traditional nickname of a new head of Stout, “the Prexy,” was quickly changed to a frequently less than affectionate; “the Colonel.” The office diary that President Fryklund kept the first two years of his presidency abounds with similar stories. The diary does show how hard President Fryklund worked at his new position and how much sympathy he had for just causes, but it also shows how little time he had for the people who were a part of the causes. After reading the office diary there are two immediate conclusions that many be drawn; how similar President Fryklund’s views were to those of Richard Nixon and that it is probably not a good idea to leave such a diary behind as an historical record.

When President Fryklund and his wife first arrived on campus, he was, in fact, still in the military as a lieutenant colonel. As a result, he often wore his uniform when he was initially on campus. He was justifiably proud of the service he had given his country during the course of the two world wars. The President would continue in the reserves, subsequently becoming a full-bird colonel. In 1947, he was awarded the Legion of Merit "For exceptionally meritorious service during World War II in training personnel for the armored forces of the United States and for improving the effectiveness of this Nation's armored combat units." His experiences in the army certainly made Dr. Fryklund sympathetic to the needs of veterans. This sympathy was going to be hard tested because following World War II, the influx of veterans would change the course of education at Stout as well as colleges across the country.

The returning veterans were a new kind of student that the Stout Institute had not seen before. They were older, often with families, frequently first generation college students, and very serious in their approach towards their studies. They were very aware of how important it was to take advantage of the G.I. Bill while it was available, rather than having the rug pulled out from under them as often happened to their fathers after the First World War. The down side for administrators is that it is somewhat difficult to tell someone who has been under enemy fire that he must turn the lights off in his dorm at a set time or wear a freshman beanie.

The most immediate impact of the surge in veteran students was in the size of the enrollment. In the fall of 1945 there were of 342 students of which 40 were veterans and there was a two to one ratio in favor of women. Four years later the enrollment almost tripled with over 400 veterans with a new ratio of two to one in favor of the men.

The most immediate need for the new veterans and their families was for housing. As early as the fall of 1944 President Nelson sent out a plea to the people of Menomonie to make their homes and apartments available to returning veterans who had had their enlistments cut short. By the fall of the following year the problem was becoming more acute. The Housing Authority, composed of people from Menomonie as well as the Stout Institute, authorized fifty new pre-fabricated houses to be built in town. Until they were constructed, the Housing Authority asked that Menomonie residents open their homes for the veterans and their families. The first houses were ready for occupation in January of 1946. They were built by the Gamble-Skogmo company and were twenty feet by twenty-four feet with an eight foot ceiling. It included a living room-kitchenette, a bathroom with all of the modern conveniences, and "room for an easy chair or two." There were two other kinds of housing erected for veterans as well. One was similar to the ones described above, provided by the Badger Ordinance works. "The third group of houses is of the barracks type under government control. The third set of houses is entirely for Stout students and is entirely under the jurisdiction of the Stout Institute." Eight barracks were constructed; each included three two-bedroom apartments. The barracks were located in the Stout court (the present site of Fleming and Wigen halls), near Tainter hall and behind the gymnasium.

Probably the most famous/infamous veterans housing on campus was Fair Oaks. Fair Oaks, located on the eastern edge of the Menomonie city limits, was later known as married student housing. At the time of its construction, the St. Paul Pioneer Press for November 14, 1946 stated; “When completed, it will provide living accommodations for 66 student veterans and their families.” The paper concluded; “...when the Fair Oaks project is completed, Stout’s emergency housing program will have provided living quarters for 188 student veterans and their families.” Fair Oaks was a unique experience for many Stout students and their families. For many years, the “temporary” community even had a mayor. At least in the early years, and in general for all veteran’s housing, the units were poorly heated and with even worse ventilation. For many, though, living there was one of the happiest periods of their lives. One Fair Oaks Alumni stated; “Living at Fair Oaks is very different from dorm life or living off campus in private housing. People who live here are all involved in student life and married/family life. Their concerns are threefold—completing their school work, obtaining an income to support their family, and maintaining their family relationships.” 4



Fair Oaks

The importance of housing on campus to both the veterans and the Stout Institute cannot be overestimated. In the immediate postwar years, the returning veterans made up the bulk of the students at the school. In 1946, the first meeting of the Stout Veterans Association, began with a discussion of the housing situation before moving on to financial and other issues.

Not everyone was appreciative of the return of the veterans and the preferential treatment they sometimes received in terms of education. In addressing the issue, though, the editor of the STOUTONIA stated; “The unforgettable debt we owe our veterans can not be carried as we would carry a debt within a family.” To emphasize the point, a special Gold Star tribute was paid in a “simple but moving ceremony” in October of 1945 to honor those Stout students, alumni, and faculty who had lost their lives during the war; Melvin L. Anderson, Robert Bruce Antrim, John Richard Aumiller, Gerald Carswell, James H. Day, Neal Goodrich, Gerald Govin, James Illingsworth, Kenneth Raymond Johnson, Reed Jones, Robert Keith, Richard Notebaart, Evert Ostrom, Charles Pleier, Edward S. Rock, Robert L. Roland, Lyle J. Schultz, Valgene E. Schultz, George A.

Shultis, Edward Stanfel, William Streese, A.L. Thiede, Earl M. Thompson, Wilbur Henry Tschopp, Patrick Welch, Warren W. Wiesler, and Frank E. Winterling.

Surprisingly, other than the veteran's housing, the increase in enrollment was achieved with little change to the physical plant. The remodeling of Eichelberger Hall did prove to be a major boon to the campus. Its conversion to a dormitory provided housing for thirty-five women in the fall of 1945. This conversion in turn opened space for men as Lynwood Hall was again converted to a men's dorm.

In addition to some of the veteran's housing the Stout Institute benefited by being able to purchase tens of thousands of dollars of surplus government equipment. In cooperation with the Federal Commodities committee of the Wisconsin Education Association, the Machine Shop was modernized through the acquisition of power engine lathes, a spindle milling machine, a hydraulic grinding machine, and several other major pieces of machinery as well as dozens of smaller tools. Other government acquisitions included twenty-five bunk beds and fifty mattresses to help alleviate the housing shortage. One interesting might have been is that Stout attempted to purchase an airplane hanger to be constructed on campus to provide a meeting area for the expanding student body. "Stout Institute's claim was based on the fact that the school does not now have auditorium facilities capable of seating its student body, the majority of which are ex-servicemen and women."⁵ The request was denied.

In 1946, the long lobbied for plans to create a Stout Institute campus was approved by the alderman of Menomonie. This resolution, passed by a vote of 6-0 resulted in the vacating of parts of Wilson Avenue and Second Street. The closing of the streets, in addition to giving the school an opportunity to build a campus, eliminated traffic hazards for students at both the Institute and the local high school.

A similar cooperative project at that time between the Stout Institute and the City of Menomonie was the renovation and construction of lights on the Burton E. Nelson Field. In return for joint use of the field by the Blue Devils and the high school team over \$7,000 was raised by local businessmen for the Athletic Improvement Fund. In addition to the lighting, the money called for the "cutting down of a wooded hill on the east side of the field, construction of a restraining wall, digging a ditch for water runoff, sodding of the football field, and preparation of an area where bleachers could later be built. To speed construction, the lions club advanced close to \$10,000 for additional projects in return for a percentage of game receipts from both the high school and Stout Institute football teams.

The creation of a student union had been sought after by students for nearly as long as that of a campus. In 1946 the Board of Trustees approved the creation of such a union in the gym. The new union was created by eliminating the walls between what had been the woman's dressing rooms and the men's club rooms. The soda fountain in the new union opened on February 1, 1947. In addition to the fountain, the union contained colorful drapes, chairs, tables, settees.

Prior to the student union, a Stout lunch bar was opened in the school cafeteria. During the regular school hours the lunch bar served sandwiches, coffee, ice cream and sweet rolls. Dispensers that provided candy bars and soft drinks were available at other times. The tea rooms across from the cafeteria in Harvey Hall were also upgraded to include a new Magic Chef range and other equipment. A series of regular luncheons were offered there each Thursday by the Tea Room Management Class. The upgrading of the food preparation areas on the campus culminated with the installation of all modern equipment into the new foods lab. The new foods lab, opened in 1949, aided in the teaching of a new course in “Planning and equipping home management laboratories.”

One temporary addition to the physical plant was the construction of a Stout Model House in 1948. (Not to be confused with the houses built in Ray Hall.) The Model House, built on campus by the carpentry class, was 26 feet wide by 28 feet long. The house was constructed on Second street and later moved to Sixteenth street. Work on the house provided experience for students in woodworking, carpentry, electrical, and general finishing classes.

To supply the educational needs of the enormous influx of students, the number of faculty and staff also expanded. Between 1944 and 1947 the number of staff—mostly in terms of faculty—almost doubled. The year after the war ended, the State Emergency board in Madison voted close to \$40,000 to the Stout Institute to hire eight new faculty; four in the industrial education division, one in institutional management, one in women’s physical education, one in English, and an assistant librarian. One year later, nineteen new faculty members were added including many people who would play a key role in the future development of the school; Dwight Agnew, David Barnard, Ann Noble, K.T. Olsen, and Ralph Iverson. The teacher shortage continued into the following year. President Fryklund bluntly explained to the Board of Trustees; “There is a teacher shortage at Stout Institute. The shortage is of two kinds. There are not enough regular teachers to teach all the classes. We are endeavoring, however, to teach the beginning classes with graduate students, as we have done before.”⁶ At that time twelve graduate students were employed as teachers.

The growth in the number of faculty brought to a head many issues that should have been addressed years earlier. In 1946 President Fryklund introduced a ranking system for faculty that was approved by the Board of Trustees. This brought the Stout Institute more into line with other institutions of higher education and within accreditation guidelines. Under the new system there was a graduated pay scale based on instructors, assistant professors, associate professors, and professors. A special committee appointed by President Fryklund established the criteria in terms of education and experience necessary to qualify for the instructional titles. It also developed similar guidelines for tenure. The new ranking system, along with the shortage of teachers, also resulted in an increase in salaries.

An innovative program that was also introduced and standardized at that time were sabbatical leaves. “Each semester one faculty member shall be granted a semester’s leave of absence at full pay for the purpose of attending some institution of higher

learning or of otherwise adding to his professional usefulness.”⁷ A faculty member had to have been on staff for at least seven years to qualify and agree to remain on campus at least one year following completion of the sabbatical.

President Fryklund also made some changes in administration. In 1945 Keturah Antrim was named Dean of Women. Antrim had already been on staff for seven years prior to the appointment as a physical education instructor. Her appointment freed Dean Ruth Michaels to concentrate on her work in the home economics division. Dean Michaels was replaced two years later by Alice J. Kirk. Dean Kirk came to Stout from the University of Denver. Kirk had an undergraduate degree from the University of Wisconsin and a Doctor’s and Master’s from Columbia University.

The growth in the Stout Institute necessitated the creation of a new body to help President Fryklund in its administration. The Administrative Council consisted of President Fryklund, Dean Clyde Bowman, Dean Alice Kirk, Dean Merle Price, (soon to be dean) Ray Wigen of the Graduate School, and Gertrude O’Brien, the registrar. The new group was created to take some of the workload away from the President.

President Fryklund created a similar group for students in 1947 with the implementation of the Student Governing Board. The Board consisted of both students and faculty. The primary job of the new group was to revise dorm rules. It also worked on the student handbook, rules on extra-curricular activities, and the revision of student government provisions in constitutions. The Board could also be used by students to mediate their differences with faculty or the administration.

The creation of the Student Governing Board may have been in part to President Fryklund’s response to a series of negative events on campus involving students. One problem, that of finding men in Eichelberger Hall, (a girl’s dorm) at night, was resolved by tightening up on bed checks. The question of the confidentiality of student records was largely resolved when President Fryklund met with the women who worked in administration offices (student assistants) and their husbands (students) and informed them that if any further information that is considered confidential in nature is leaked that they could look elsewhere for employment and education.

A more serious problem in President Fryklund’s eyes was that of students cheating on exams. President Fryklund told the faculty and staff that a townspeople had informed him that cheating was going on at Stout and an anonymous letter through the mail that stated that “examinations were leaking out through the typists who are typing them.” President Fryklund held a special faculty meeting on February 3, 1947 to address the issue of cheating on campus. During the meeting there was a discussion on how students have been cheating—stolen stencils and special wrist watches among others—as well as how to curb the problem—numbered tests and more proctors. One instructor, Ray Kranzusch suggested; “If we are a teaching institution, it looks to me like we ought to begin to teach honesty. I think we shouldn’t expect everyone to be dishonest.” President Fryklund agreed to a point; “Trust everyone, but keep one eye on them.”⁸ Apparently the cheating had reached such an extent that students were asking the faculty whether or

not they should cheat. "If I don't, everyone else will get a higher mark and I would be at the bottom." The faculty worked on the problem and came up with an eleven point check list to attempt to eliminate it.

Of course most of the students were not "cheaters" and were on campus to get a good education and to attempt to return to normal in the postwar world. There were always a number of assemblies and speakers who appeared on campus. One of the most entertaining performances was presented in 1947 by Maria von Trapp, her seven daughters and young son who performed in the Stout auditorium. One of the most popular speakers was the dynamic young mayor of the City of Minneapolis, Hubert H. Humphrey. Athletic teams in the postwar years were not usually successful. One exception was the 1948 Stout golf team which won the conference title. One member of the team, Roger Winberg, "continued as individual star of the team by placing first and setting a new conference record in the State meet and winning medalist honors in the two dual meets."

Several new student organizations were formed during the postwar years such as Phalanx, the Stout Rover Crew, and an Amateur Radio Club. A new club for the wives of students was formed with the unfortunate name of "Ball and Chain Club." Other clubs were revitalized following an enforced hiatus due to the war such as the Stout Typographical Society and the Rifle Club. By 1947 there were twenty-three social and professional organizations on campus.

One of the more touching projects conducted by the Stout Student Association was the financial adoption of a war orphan each year. For two years a young Polish girl, Maria Karaskiewicz, was sponsored by the SSA to attend a school in Poland at a cost of \$180 a year. Clubs on campus were encouraged to send letters and gifts to this young girl as well as other war orphans adopted through the years.

President Fryklund initiated many curriculum changes to reflect the changing times and the changing students in the postwar world. Less than six months after becoming president, Fryklund authorized the offering of more liberal arts courses for students who were not majoring in industrial education or home economics. Students could take these courses for up to two years before having to transfer to a liberal arts institution. These courses were especially popular with students from the Menomonie area who had an interest in liberal arts studies, but who were unable to go to other schools due to the housing shortage.

In the fall of 1946, in an effort to relieve overloaded shop courses, freshmen classes were offered on Saturday mornings. Classes were offered in hand woodworking, machine woodworking, sheet metal, machine shop, electrical, and drawing classes. "Priority will be given to students planning to complete the regular Industrial Education curriculum leading to the degree of Bachelor of Science with a major in Industrial Education."

New departments and classes were also added. In 1949 a drafting department was created with J.E. Ray as its head. At the same time a speech department was added with

Edward Palzer as chair. Many classes that had only been offered during the regular session were now also offered during the summer. Three such courses were Seminar in Related Art, Repair and Maintenance of Home Furniture, and Advanced Experimental Food.

One of the major changes at the Stout Institute was in 1946 when for the first time Graduate Work was offered during the regular session. Prior to that, graduate work was only offered during the summer session. This was largely a response to the number of returning veterans who were demanding to go to graduate school. In 1946 there were 280 graduate students at Stout who were at some point in their program. It was feared that if graduate work was not offered at Stout during the regular session that they would choose to transfer to the University of Minnesota. President Fryklund informed the Board of Trustees; "Our offerings represent the trend of interests of school men and the people. Stout, therefore, should be ready to furnish teachers with the M.S. degree, which degree is the minimum standards for college teaching, and is desired in large high schools, vocational and technical schools."⁹ Up until that time, Dean Clyde Bowman had been in charge of the graduate school as well as industrial education. With the expansion of graduate studies, it was decided that a new head of graduate studies should be appointed who should report directly to President Fryklund. The first director of graduate studies was Ray Wigen.

Ray Wigen, a veteran of World War I, joined the faculty on the Stout campus in 1933. He had obtained a Bachelor of Science, Master of Arts, and Doctor of Education degrees from the University of Minnesota. One of Wigen's first acts as the new director was to create the Faculty Graduate Committee (in 1966 this became the Graduate Council). This group standardized and revised the curriculum for graduate education at the Stout Institute. Wigen would remain head of the graduate school until his retirement in 1966 after thirty-three years service at Stout. Wigen Hall was named for him in 1970.

Two other curriculum changes in 1949 were the introduction of student teaching for male students and the beginning of driver education. Cadet training or student teaching had been a part of home economics education training for a number of years. Dean Bowman had been working on introducing similar training for men. "For some time I have been working on the development of plans for furthering of student teaching experiences for prospective teachers in training at the Stout Institute. This planning has been in keeping with the feeling that our student teaching program needs adjusting to give greater experience in the form of off-campus or laboratory type experience for men."¹⁰ This program had been delayed due to World War II, but was placed in effect in 1949. Early Wisconsin high schools that participated in the program were located in New Richmond, La Crosse, and Thorp.

Drivers Education was first offered at Stout in 1949 in the form "of an intensive one-week course for our senior students in this subject August 1-5, inclusive." The course, under the direction of Ray Kransusch, was held "with the assistance of an educational consultant from the American Automobile Association's Traffic Engineering and Safety Department."¹¹ Two years later the first full time, two semester hour credit Advanced

Workshop in Driver Education in the State of Wisconsin was offered at the Stout Institute.

On September 26, 1948 the Stout Institute held a special celebration. The Founder's Day Centennial Commemoration was held in honor of the birth of James Huff Stout. Among the people who attended the celebration were Wisconsin Governor Oscar Rennebohm and U.S. Senator Alexander Wiley. In addition to speakers, a thirty minute slide show showing Senator Stout's early years and the founding of the institution was shown. According to the accompanying program; "It is altogether fitting that, on the anniversary of his birth, those who are benefiting and those who have already benefited from the school he established, pause in their work and share in a program of tribute."

It was at the time of the planning for the Centennial Program that President Fryklund suggested to the Board of Trustees that the name of the Stout Institute should be changed. "The name of the Stout Institute should be changed to a name less suggestive of a trade school or short term 'institute.'" He proposed to change the name to either Stout State College of Stout College of Education. Apparently the Board chose not to act decisively because the name was not to change for several more years.

It was also in 1948 that President Fryklund experienced one of the high points of his contributions to education. He was granted a sixty day leave of absence to go to Japan as a "civilian expert." His visit to Japan was to survey possible vocational opportunities in Japan and to appraise training needed for teachers in vocational education. Fryklund gained a great deal of respect and admiration for the capabilities of the Japanese people. One result of his visit is that some of his books were translated into Japanese. The major conclusion that Fryklund included in his report is; "Keeping in mind that the education of Japanese children in the principles of democratic living will determine whether peaceful and cooperative ways of the Japanese people will be adequately fostered and will endure, it is well worth the interest of the American people to make the reorganization of Japanese Education as effective as possible by providing adequate staff and facilities for those who shoulder this tremendous assignment."¹²

The following year contained one of the low points in the history of the Stout Institute and in the integrity of President Fryklund. Shortly after World War II and continuing on for close to ten years a group of fanatics in Washington attempted to further their political careers by curtailing the civil liberties of Americans in their search for godless communists. In 1949, the Committee on Un-American Activities under Congressman John S. Wood (Richard Nixon was also on this committee) was "desirous of obtaining lists of textbooks and supplementary reading materials approved for use in your institution for the year 1948-49, and for the coming year, if available."¹³ Fryklund ordered the Stout Librarian Lillian Froggatt to comply with the request. The Stout Institute was one of the very few institutions in higher education to comply with this attempt at government censorship. Representative Wood later stated that he was "shocked and amazed at the resentment his earlier requests for lists of text and reference books provoked."

On November 10, 1949 a freak storm struck the campus with over 100 mile per hour winds. Faculty member Dwight Agnew who was working in Bowman Hall at the time recorded; "The tower began to weave, and I recall it very well because my office was on the third floor of Bowman Hall. The office sat under the bell tower where there still is a three and one-half ton bell. I had visions of that thing coming down through my office and ending up in the basement where I would be part of the rubble. We were told to evacuate the building, and it made good sense to do so because the bricks began to weave back and forth."¹⁴ Many of the windows and roofs on campus were damaged with damages totaling \$5,715.

The campus found itself under assault by a different force when the Wisconsin legislature proposed the Single Board Bill. This bill called for an integrated university system that would have placed the Stout Institute, the nine teacher's colleges, as well as other institutions under the direct control of a board of regents headed by the President of the University of Wisconsin. Most Stout staff and students were opposed to this merger. According to the president of the Stout Student Association, Robert Swanson, over 350 letters were sent by students through the SSA office to legislators in opposition to the bill. The faculty of Stout were unanimous in their opposition to the bill. Among the reasons for their opposition was that the original bill called for changing the school's name from Stout to Menomonie. That Bill, in part due to the efforts of President Fryklund, was referred back to committee. "This means practically that the bill is a dead duck. However, it would have been well if there could have been a vote on the bill. The defeat would have been so decisive that any further such attempts would be discouraged for the next few years."¹⁵ President Fryklund was right to express his concerns. As the nation celebrated the end of the first half of the Twentieth Century, the Stout Institute was entering into its last five years as an independent institution.

1. Verne C. Fryklund and his Contributions to Industrial, Technical and Vocational Education. M.A. Thesis by Nick Peter Colbrese, April 1964.
2. Stout Series 27, Verne C. Fryklund, Box 18, Office Diary, October 27, 1945.
3. Ibid., March 10, 1947.
4. Reminiscences, An Anthology of Oral History, edited by Dan Riordan, Bill Amthor and Marv Kufahl, October 27. 1987.
5. Stout Series 31, Federal Works Agency, Letter from Robert Pierce to Senator Alexander Wiley.
6. Stout Series 24, Box 25, Board of Trustees, September 27, 1948.
7. Ibid., June 17, 1946.
8. Ibid., Box 52, Faculty Meetings, February 3, 1947.
9. Ibid., Box 35, Board of Trustees, March 25, 1946.

10. Ibid., Box 29, Bowman, C.A., letter from Dwight Chinnock to Clyde Bowman, August 4, 1949.
11. Ibid., letter from Clyde Bowman to C. Senty, May 18, 1949.
12. Stout Series 27, Box 10, Japan Report, 1948.
13. Stout Series 24, Box 67, Library letters from John S. Wood to Verne C. Fryklund, June 3, 1949.
14. Anthology or Oral History, Dwight Agnew, p. 27.
15. Stout Series 24, Box 67, Legislation, letter from Verne C. Fryklund to John D. Jones Jr., March 24, 1949.

Chapter 17

At first glance, as the Stout Institute entered the second half of the Twentieth Century, it would appear that the institution was at low ebb. At the start of century, the school was the best of its kind in the United States and perhaps in the world as well. It was liberally funded by its founder and led by a leading figure in education, a man who was elected head of the National Education Association. In the years that followed, the reputation of the institution was lessened by financially crippling events such as the death of Senator Stout, the Great Depression, and the Second World War. The ineffective leadership of President Nelson and the Board of Trustees did little to rectify the situation. The salary cuts and lack of appreciation expressed by the legislators in Madison certainly contributed to the complacency that had grown on campus.

From the distance of time it would appear that President Fryklund should not have been the person to lead the Stout Institute into a positive new direction. His people skills were limited at best and within a short period of time he had alienated much of the faculty. His dealings with Madison over the first merger bill also made several enemies in that

direction that would later hurt his ability to lead this institution. There is no doubt that he had a first rate mind and was a writer with few equals in education, but he was also a man who for many years would repeat at every faculty meeting to be “sure to shut off the lights” making many faculty members feel as if they were being treated like children. Surprisingly, many of his most severe critics, people who worked for him for years, usually end their criticism by concluding that he was the man who was needed for the times and that he pulled the school together.¹ Under his predecessor, the deans and department heads had created their own little fiefdoms—strongly defending their turf and with little sense of an overall direction. President Fryklund was able, perhaps a little too able; to enforce his views that all of the units were part of the same institution and that there was only one head of that institution. This approach would appear to stifle creativity, but in fact it cleared the way for new ideas and enabled young educators to use fresh approaches towards teaching at the Stout Institute. President Fryklund encouraged the new faculty to finish their doctorates and to pursue writing and new concepts in education. Under the leadership of John Jarvis and with the blessings of Fryklund, the Young Turks would take the Stout Institute into new directions in the coming decade that would set the groundwork for Stout’s development in the future. There would be a slow change from only turning out teachers to that of people who are trained to contribute to business and industry as well. And this was done without compromising the emphasis on the placement of Stout graduates.

The second half of the century did not begin well for the United States and this did have some ramifications for the Stout Institute. The outbreak of the Korean War began a series of wars that were not called wars and that did not have a clearly defined sense of right and wrong. The students and staff of the Stout Institute, like many other people in the country, did not quite know how to react to this conflict. The STOUTONIA certainly mentioned the war and attempted to keep track of the activities of Stout military personnel, but there wasn’t the sense of a united effort as there had been during the two world wars.

Early on in the Korean war the Stout Institute agreed to act as a recruiting ground for naval officers and it offered the institution’s facilities for military training.² On a more direct note, many Stout students had to face induction and many others volunteered for military service. In 1952 the G.I. Bill was extended to include Korean War veterans and nineteen of these veterans enrolled at Stout under that program the same year. One former Stout student, Fred Fischer, died during that war. The Fred Fischer Memorial Loan Fund was established in his honor by the Student Governing Board.

During the Korean War the Stout Institute made one of several attempts to establish a Reserve Officer Training Corp on campus. In 1951 an R.O.T.C. official visited the campus and recommended; “The facilities and curriculum of the Stout Institute, Menomonie, Wisconsin, are deemed suitable for the establishment of one (1) Engineer Unit of tentative strength of seventy-five (75) members, and for the establishment of one (1) Ordinance Unit of tentative strength of seventy-five (75) members.”³ In return for the program, President Fryklund agreed “to build large vehicle storage building and to refurbish” some facilities to be used by the R.O.T.C. He later informed the faculty about

his efforts; “We have lost many students because we do not have an ROTC unit.” For some reason, probably the ending of the Korean War, no such program was established at the Stout Institute campus.

President Fryklund also had a rocky start to the second half of the Twentieth Century with the death of his wife, Ada in 1951. Fryklund had been playing golf and upon returning to his home found his wife dead in their garage due to carbon monoxide poisoning. She left a note leaving her wedding ring to one of her daughters-in-law, but no other explanation for her actions. President Fryklund was immediately placed under the care of a physician and a trained counselor at the school, Ralph Iverson, helped Fryklund through the grieving process. Many faculty members believed that Fryklund appeared to be a very lonely man in the years following this incident. The establishment of the Ada Fryklund Memorial Library collection resulted in the contribution of a number of books to the Stout Institute library.

On a much lighter note that same year a number of cartoons featuring the Stout Institute and Menomonie appeared in the MINNEAPOLIS TRIBUNE. The comic strip SMORGY, by Kurt Carlson showed the title character interacting with Verne Fryklund, Gladys Trullinger, and other members of the Stout community. (No, Smorgy, you don't have to be fat to enter the Stout Institute.)

For the students a jump into the “Happy Days” of the Fifties began in January of 1950 when the STOUTONIA announced; “Television Set for Our Union? Collect Coffee Stickers.” The paper explained that the McGarvey Coffee Company would give the students a new television in return for 10,000 stickers from their Flame Room coffee. The television was a “genuine 12 inch screen Philco floor model with radio and phonograph combined. All students and their families were encouraged to drink Flame Room coffee and collect the stickers. Local restaurants and grocery stores were also asked to contribute to the cause. To encourage the students a thermometer measuring progress towards the goal was set up in the student union. Every few weeks the student newspaper would run stories on how the goal was getting closer. Ten months following the opening of the drive, it was announced that a different television (a larger screen table model) could be had for only 8,800 stickers. Finally, the successful completion of the year-long project conducted by the Stout Student Association was completed and the television was installed in the college union. There can be no doubt of the popularity of the television. Shortly afterwards when the manager of the Student union, Allen Swan, was interviewed, he stated; “the biggest trouble in the job is trying to satisfy everyone with the T.V. set.”

The typical Stout student of that time (male anyway) is easy to see due to an analysis of the men attending Stout that was done for the Board of Trustees in 1950.⁴ The median age of the 643 male students attending the Stout Institute was 23.4 with the oldest student being 43 and the youngest students 17. Over half of the students were either Lutherans or Catholics. About 35% of the students were married and 262 students owned cars and had them on campus. Seventy-two percent of the students were from Wisconsin and the rest from twenty-four other states. The leading occupation of the student's fathers was

agriculture followed by laborer, carpenter, retired, clerk, teacher, salesman, contractor, machinist, mechanic, and electrician.

A similar report to the Board filed two years later explained the aims and costs of the college. Tuition for Wisconsin residents was free and the cost to others was “not to exceed two hundred dollars for the school year.” Living in a dorm cost \$76.50 per semester and food at the dormitory dining room was \$193.50. In addition there was a \$5 per semester library fee. A miscellaneous fee of \$42 that covered such costs as year books and lyceums (lectures, concerts \$2, athletics \$2.50, student union \$1.50 stout student association \$3.50, etc.). The primary aim of the school was to provide professional training in industrial, vocational, and home economics education “not only for the teaching profession but also for a variety of other work.” The secondary aim of the school was to provide an eleven point program to improve Stout students in their approach to life in general. “The Stout Institute believes that men and women should receive not only professional training but also the kind of general education that will make them responsible and informed citizens, equip them with an understanding of our changing civilization, and enable them to enjoy the arts of living.”⁵

As the number of students on the G.I. Bill matriculated, the Stout Institute experienced an enrollment drop of close to one-third in the early 1950s (966 students in 1950 to 679 in 1953). In an effort to attract more students, the school began an aggressive recruitment campaign established by the Admissions and Credits Committee. Faculty members were sent to represent the Stout Institute at College Day Programs in “our service area,” alumni were petitioned to recommend prospects to the school, bulletins were sent to high school principals in Minnesota, Wisconsin, and Michigan, departments were asked to sponsor events that might interest prospective students with specialized interests, and a series of radio programs were planned to better publicize the school.

The programs began on WMNE (Menomonie) radio station in the early 1950s. They were coordinated by David Barnard of the Bureau of Audio-Visual Education and Norman Ziemann, head of the Speech Department. This series of broadcasts, “Planning Your College Future,” were intended to acquaint the people within the listening area with the Stout Institute and the services it provided. The programs were presented by faculty and students at the school every Saturday covering such topics as “The Purpose and Function of the Stout Institute in the Community” and “Careers in Home Economics.”⁶ Barnard, who received his Pd.D. from Indiana in 1955, took this a step farther by producing a number of promotional films for the school. Under his direction members of the Stout production and audio visual class created a number of films extolling the advantages of an education at the Stout Institute. One of the first publicity films, “Your Career in Home Economics,” follows a home economics student (Senior, Ann Banker) through her experiences at Stout.

At the June 3, 1954 meeting of the Board of Trustees it was decided to reduce out-of-state tuition from \$200 to \$50 a semester in an effort to increase enrollment. Non-resident tuition had been raised at the Stout Institute in 1948. In the five year period since then, the number of students from outside of Wisconsin had dropped from 210 to

99. "It was the belief of the board of trustees that the raising of tuition has hurt Stout out-of-state enrollment. The new tuition fee will go in effect in September, 1954."

It was also in 1954 that the Stout Institute began the first steps towards what would later be called reciprocity with Minnesota. The Legislative Council in Madison asked President Fryklund to investigate the possibility of "Interstate Compacts in Higher Education." "The purpose of the compact is to permit residents of one state to attend institutions of higher education in another state to take courses not offered in the student's home state. The home state then pays the difference in cost between resident tuition (in the receiving state) and the actual cost of educating the student; for example, no state-supported institution in Wisconsin offers a course in either dentistry or veterinary medicine."⁷ This, the first step towards what would become reciprocity, would eventually be expanded to include students regardless of whether or not a particular course was offered in the home state.

A minor student recruitment technique was to open the Stout Institute doors to international students. One of the first international students to attend Stout was Tuulikki Manni who came from Finland on a Rotary Club Scholarship. (In future years the Rotary Club would be responsible for bringing many other international students to Stout as well.) President Fryklund's visit to Japan and the translation of some of his books brought educators from many countries to meet him as well as observe the educational process at Stout. In one week alone in December of 1951, educators from Japan and the Philippines visited the campus. At a faculty meeting in 1953 it was announced that; "Students are enrolled at Stout from Japan, Ecuador, Philippines, Guam, China (Formosa) as well as Hawaii."

For students life on campus could truly be "happy days" at that time. To beat the winter doldrums the SSA introduced a new event. "The first Winter Carnival was held January 31, 1953. The event, Coordinated by the Stout Student Association began with an ice fishing contest on Lake Menomin. Fishing was followed by a broom-can hockey game between Phi Omega Beta and Phi Sigma Epsilon fraternities. After a basketball game between Northland and Stout (Stout won 68-57), Pallas Athene held its annual Snow Brawl Dance, where the first Winter Carnival queen, Dorothy Brownell, was crowned. Other events included a beard growing contest, speed skating and a comedy act."⁸ In the coming years this event would continue to grow in popularity.

This was also an active time for fraternities and sororities—many of which became affiliated with national organizations at that time. In 1952, the Philomatheans became part of Tri Sigma, the SMAs joined Alpha Sigma Alpha, and Kappa Phi Sigma (KFS) became a part of Phi Sigma Epsilon. The previous year, the local Sigma fraternity became the Sigma chapter of Delta Kappa. Not to be outdone, the campus Lutheran Student Association became the Gamma Pi chapter in the national Gamma Delta organization in 1951.

One of the more unusual clubs to be formed at this time was the Crazy Ate. This group was formed by a group of girls in the Tainter Annex in 1950. Their name came from the

facts that there were eight initial members and because they planned to eat at all meetings. “Past activities included a hike through the woods one Saturday morning at which they ate crackers, cheese, donuts, and tootsie rolls.”

It was also at this time that women emerged from their traditional roles and competed in classes that had originally been dominated by men. Ellen Russell became a linotype operator in 1951. This was a time when the typical operator was the “bailiwick of strong, silent males.” She answered an ad from Lloyd Whydotski, head of the Stout Printing Department, for help in setting type for the college newspaper. Whydotski needed a woman to train for the work because selective service was taking many of the male printers. Within a short period of time she became so capable that she was hired to work on her home town newspaper during the summers.

Marjorie Strombeck took a similar direction when she enrolled in a program that was usually reserved for training industrial education teachers. She was expected to take the same courses as the men. “Why should I have problems,” Marge asks. “I had already gained plenty of experience with a saw and with wood machines. The only advantage which the fellows had was experience with a metal working machine, they have a little more muscle than I do and they know a few more colorful words when things go wrong.”⁵

Carolyn Schauf’s route to becoming a Stout coed was different than most. When she was a senior she decided that she wanted to come to Stout to study home economics. To pay for her education, she purchase a black Angus calf weighing 380 pounds. She cared for and raised it herself; later selling the animal for \$278 after it had grown to 914 pounds. She said that; “Learning to feed an animal in order to discover the cost ratio involved is good experience for any girl.” The name of her beef steer whose sale allowed her to attend Stout was “Tuition.”

A group of Stout girls used an innovative idea of their own by providing baby sitting service for people so that they could vote in the 1952 national elections. The girls, who were trained in child development and child guidance, also provided transportation to and from the polls. Although the group was composed of young republicans, as one member stated; “We’re not interested in which candidate the people vote for. We are mainly concerned that they use their priceless American heritage—the right to vote.”

In 1950, a nameless Stout coed expressed a more familiar lament; the failure of Stout men to ask coeds out on dates. “Maybe our eyes have that steely, aloof quality that frightens the poor men away from us.” She also refuted the complaint of some of the male students; “I don’t believe that we could possibly have reputations as ‘gold diggers.’ After all, even we would know better than to look for money-loaded males in a teacher’s training college.”

The major student disciplinary problem continued to be alcohol abuse. One incident that occurred in 1952 reflects the adamant way in which President Fryklund dealt with the situation. Five students managed to smuggle a keg into their room in Lynwood Hall and

commenced to have a party. “Bed sheets were torn, one thrown out the window, beer was spilled, and running out the door into the hall, chair broken and otherwise the room was filthy.”¹⁰ In spite of protests from the boy’s fathers and a member of the Board of Trustees, Fryklund stood by his decision to have the boys withdrawn from school for the rest of the semester. “They are now worried about draft board action. We regret this. All of them might well have thought about it earlier.”

It was in part due to the above and similar cases that President Fryklund created a new office of student personnel services. “The new appointment will be responsible for organizing, directing and coordinating all college student personnel services. He will be responsible also for seeing that resources of the college are used to the maximum benefit of Stout students and for individualizing the offerings and facilities of the college.” The first head of this new department that reported directly to the president was former Stout instructor Ralph G. Iverson. Iverson, who served in the China Burma India Theater in World War II had received a Bachelor of Science from Augustana College, Sioux Falls, South Dakota; a Master of Arts from the University of Minnesota; and a doctorate from the University of California, Berkley.

One of the more bizarre problems that President Fryklund had to deal with was a threat of potential legal action from the Wisconsin State Council United Brotherhood of Carpenters and Joiners of America. The union became angry when they learned that students from the Stout Institute were receiving actual training in residential construction on privately built houses. The students were also accused of helping to construct similar houses for other Institute instructors. This was disconcerting news for President Fryklund inasmuch as Stout students had been building houses in Ray Hall for years and then removing them for sale to people from the Menomonie community. President Fryklund wrote to the President of the Wisconsin union; “Stout Institute has been teaching carpentry in this way for fifty years. Usually we have purchased the lumber and built the home and offered it for sale on bids. There are many houses in Menomone, one of which I worked on thirty-five years ago when I was a student here, built that way.”¹¹ Fryklund went on to explain that the local union had not previously complained during that time, but the union did not drop the complaint until construction was halted. (To complicate relations further two years later a student who had received a scholarship from the carpentry union was forced to withdraw from school due to alcohol abuse—a matter that did not further en-dear President Fryklund with the union.)

Largely in response to the expansion of the school and the resulting increase in instructors that a Handbook for the Faculty of the Stout Institute was created in 1953. The new handbook included information in such areas as policies of the Board of Trustees, access and use of facilities and equipment, additional responsibilities of teaching faculty (committees, advisers, and chaperons), regulations guiding students, services to faculty, and the duties and responsibilities of faculty. The handbook was created for all Unclassified Employees; this included the administration, faculty and librarians. All civil service employees were covered under state guidelines. This manual was updated periodically.

A flow chart of the Stout Institute included in the manual shows that six people reported directly to President Fryklund. This included the head of Auxiliary Agencies (librarian, business manager, building superintendent, and chief engineer). There were two department heads; the director of the graduate school and the head of liberal studies; education, English, science & mathematics, social science, speech, and student teaching. The director of student personnel services supervised the dean of men, dean of women, and director of dormitories, registrar, and health services. The remaining two administrators were deans of the two academic divisions. Departments that reported to the dean of the Division of Industrial Education included; industrial education, electrical & mechanical, graphic arts, wood working, metal working, drafting, and physical education. The dean of the division of home economics education included the departments of home economics, home economics education, family life, food & nutrition, related art, textiles & clothing, and physical education.

It was also in 1953 that a Faculty Services Committee was created. This committee had a threefold purpose; to study matters related to the general welfare of the faculty, to study accreditation standards, and to study the social needs of the faculty. This gave the sixty-six members of the faculty additional input into the governance of the Stout Institute. This committee was one of the predecessors of what was to become the faculty senate.

Largely due to the efforts of President Fryklund, in 1950 the Stout faculty found themselves in the unusual position of on average receiving \$300 per person more in salary than their counter-parts in the Teachers Colleges. For much of the history of the school, the reverse had been true. This resulted in a rare vote of confidence for President Fryklund signed by virtually every member of the division of home economics.¹² The starting salary for a faculty member at that time was \$3420. Fryklund also pushed to have faculty covered by the Old Age and Survivors Insurance Program. Until 1954 teachers in Wisconsin were not covered by social security. Fryklund asked the Board of Trustees to help support the efforts to “Supplement the teachers’ retirement with social security.

President Fryklund was especially interested in having faculty complete their doctorate degrees. To emphasize this point he stated; “Persons with the doctorate would be given preference for summer school teaching.” The faculty at the Stout Institute, especially the younger faculty, embraced this policy whole heartedly. For example, during the 1951 summer session eleven faculty members were working towards advanced degrees while many others participated in conferences or other forms of educational activities.¹³

A list of retiring faculty members during the early 1950s looks like a who’s who of Stout dormitory names. One of the more important retirees and the first to have a building named for him was Clyde Bowman. Bowman retired from Stout after serving thirty-three years as the dean of division of industrial education. During his tenure he saw the school turn from a two-year course of study to one with a graduate program. He served under presidents Harvey, Nelson, and Fryklund. Bowman himself served as acting president for a year (it was the year that he was scheduled to complete his requirements for his doctorate, but he chose to forgo that opportunity to help the school during its time of

need). A special retirement dinner was held for him on January 10, 1953 at Our Savior's Lutheran Church in Menomonie. In response to the roasting he had received from other faculty, students, and administrators Bowman summed up part of what his experience at Stout had been like; "When the enrollment is down you have worries and when it is up you have problems." John Jarvis was appointed as the new dean of the division of industrial arts. Jarvis, who was soon to receive his doctorate from the University of Minnesota, had been on the staff of the Stout Institute since 1946 and had worked with President Fryklund at the Armored Training School at Fort Knox during World War II.

Shortly before Bowman's retirement, President Fryklund petitioned the Board of Trustees; "It is customary on college and university campuses to give appropriate names to buildings. This has never been done at Stout and it is my recommendation to the Board of Trustees that this be started."¹⁴ (The previous naming of the Burton E. Nelson Field was due to the efforts of the student government.) The Board agreed with President Fryklund's recommendation and the Home Economics Building was named for Lorenzo Dow Harvey and the Industrial Arts Building was named for C. A. Bowman "...in honor of the person who has held longest service in a supervisory capacity on the campus and in that building." Special plaques designating Bowman Hall and Harvey Hall were subsequently added to the buildings.

In addition to the practice of naming buildings for people, the Board of Trustees were asked to approve an emeritus policy for faculty. (Burton Nelson had been granted a special form of emeritus status in 1945 during the transition of the Stout Institute leadership following the hiring of Fryklund; but this was considered an unusual circumstance.) "It is recommended that an emeritus status for retired faculty members be recognized by The Stout Institute. It is suggested that this emeritus status be granted by the Board of Trustees after long and faithful services and upon recommendation by the President. It is further suggested that no stipend shall be given to those awarded this rank and no duties or obligations to the institution shall be required. It is believed that this status might be applied retroactively to those presently retired; and all who are granted it should be listed in the current catalog."¹⁵ In addition to former President Nelson, the first former faculty to achieve emeritus status were Clara Louise Boughton, Lillian Carson, Freda M. Bachman, Margaret Winnona Cruise, Fred L. Curran, H.M. Hansen, Alice Houston, Mabel H. Leedom, Mary M. McCalmont, Ruth E. Michaels, Mabel C. Rogers, and F.E. Tustison.

An award that President Fryklund garnered for himself was when he received an Outstanding Achievement Award as an honored alumnus of the University of Minnesota. The citation read; "A Distinguished Graduate of the University of Minnesota, President of The Stout Institute, Gifted Contributor to the Theory and Practice of Industrial Arts, Vigorous National Champion of Industrial Education, a Person Renowned for Meritorious Public Service in War and Peace."¹⁶ It is interesting to note that President Fryklund, acting presidents Jarvis and Iverson, as well as future Chancellor Swanson all had advanced degrees from the University of Minnesota. (The current chancellor had Minnesota ties as he was vice president for academic affairs at Winona State University, Minnesota before coming here.)

In some cases the social activities of faculty took a divergent turn. In 1947, Ada Fryklund started a group originally known as the Stout Faculty Wives. The name later changed to the Stout Community Women. Many of the male faculty, with Norm Ziemann and Lloyd Whydotski both claiming that the other started it, created the Mongoose Club (Goose to Moose) and (no geese nor goslings allowed). Fisherman Incorporated also provided an opportunity for male faculty to unwind through camping and fishing trips.

Two conferences sponsored by Stout Institute faculty that began at this time were the Audio-Visual and Industrial Education conferences. The AV conference was first held on April 1, 1953. The conference, under the guidance of Stout faculty member David Barnard, attracted over one-hundred school administrators and teachers. The following year, the Industrial Arts Workshop was held on October 29. Thirty-eight educators attended workshops in such areas as graphic arts, plastics, woodworking, and tool & die making.

In the early 1950s it very much appeared that any significant expansion of the campus was not likely in the near future. In late 1950, \$12,000 was released to purchase a house where the new library was expected to be built, but then the plans were again placed on hold. There were some important victories. A new electronic organ was installed in the campus auditorium and Stout received a substantial amount of money from the state to convert from DC to AC current. The carpentry class built one of the more unusual buildings on campus when they constructed a regulation Milk House. Under the direction of K.T. Olsen, the building was constructed to meet the rigid regulations of the Wisconsin Department of Agriculture. The building was exhibited at Menomonie's annual Dairy Days in 1952 and later auctioned off. It was also in 1952 that the first postwar housing units were removed from the Stout court and sold to the public at a cost of \$400 for a single unit and \$600 for a double. (Many of these units later became lake cottages.)

In 1952 the Stout Institute was asked to submit a request for their building needs for the next six years. The Board of Trustees submitted a request for a \$1.5 million building plan which called for the construction of a field house, library space remodeling, new heating equipment, a girl's dorm, and a new shop building. It must have come as a shock to many of the Stout Institute when the library was approved and as well as tentative approval for a new girl's dormitory.

The new dormitory was to be constructed through \$575,000 from the State Building Commission and by borrowing \$125,000 from the State Investment Board. To enable the Stout Institute to acquire money from the State Investment Board, a special corporation had to be organized on campus. "In order to build a girls' dormitory, it will be necessary for the Board of Trustees to approve the organization of a Stout Institute Building Corporation under Chapter 180 of the Wisconsin Statutes. It would be a non-stock and non-profit organization." This corporation was formed on March 9, 1953 with Verne Fryklund, John Jarvis, and E.J. Schoepp (business manager) listed as its members.¹⁸

Groundbreaking ceremonies for the new \$650,000 library were held in May of 1952. (The building is now known as the Vocational Rehabilitation Building.) During the ceremonies, President Fryklund gave Burton Nelson credit for laying the groundwork for the new building more than a decade earlier. Construction of the new building was cause for a great deal of celebration on campus; not only was the campus in serious need of a library, but this was the first major building to be built on campus since Harvey Hall in 1916.



Library Reading Room 1954

In early March, 1954 the building was released to the Stout Institute and declared ready for occupancy.

The new building was designed to house up to 107,000 volumes. Its modern design included ultra-modern indirect lighting techniques using over ten miles of wire to power the fluorescent fixtures and over 300 globe-type bulbs. Among its special features were a browsing area, an audio visual room, microfilm laboratory, seminar rooms, and a faculty lounge.

In celebration of the new building (as well as a way in which to save money) March 9 was declared as M-Day—the day that 40,000 volumes would be moved from the old library in Harvey Hall into the new building. All classes were suspended as students spent the day transporting books. “Beginning with a ‘kick off,’ convocation at 8 a. m. in the college auditorium, all participants began the moving job with zest. To encourage the workers, a continuous lunch was served, a loudspeaker system serenaded the students with their favorite music during the trips to the new library, and an evening of entertainment was enjoyed by the entire college community.”

The actual dedication of the new building was scheduled to be held in conjunction with commencement that spring. The main speaker for the occasion was Dr. Charles W.

Board, secretary of the North Central Association of Colleges and Secondary Schools. Representatives from thirteen colleges and universities attended the event. Following the dedication and commencement, the library was opened for the public.

Throughout this time period President Fryklund attempted to maintain the independence and historical integrity of the Stout Institute. In 1950 he informed the Board of Trustees; “Stout Institute does not propose to change its main objective nor alter its curriculum. It proposes to preserve and maintain what it now has in keeping with the high standards of the past.” Four years later during a radio broadcast, when he was asked about the possibility of a future merger of Stout with other colleges in Wisconsin Fryklund responded; “...that he doubts that a plan of merging all Wisconsin higher education institutions under one board can be effectively worked out to the satisfaction and justice of everyone.”¹⁹

It must have come as quite a shock to President Fryklund, then, when in late 1954 a new bill proposing the Stout Institute (and Platteville) be merged with and placed under the jurisdiction of the board of regents of the Wisconsin State Colleges. President Fryklund had been able to defeat a similar bill several years earlier. This time his opposition was overruled. On July 1, 1955, after 47 years of being known as the Stout Institute, the school became officially known as Stout State College.

1. Tape 16. Oral History with Lloyd Whydotski by Paul Axelsen, 1981.
2. Stout Series 24, Box 29, Bowman, C.A. letter from Verne Fryklund to Bureau of Naval Personnel.
3. Ibid., Box 68, Military Training, Letter from Don C. Asbell to Verne Fryklund, March 7, 1951.
4. Ibid., Box 25, Board of Trustees, Analysis of Men's Enrollment, 1950.
5. Ibid., The Stout Institute 1954-1974.
6. Tape 39, WMNE Radio Presentation: Home Economics at Stout, 1952.
7. Stout Series 24, Box 26, Board of Trustees, September 20, 1954.
8. Stout Outlook, Winter 2003, P. 7.
9. Stoutonia, May 20, 1955.
10. Stout Series 24, Box 25, Board of Trustees, letter from Berne Fryklund to Walter Jensen, October 12, 1950.
11. Ibid., letter from Verne Fryklund to Walter Jensen, October 12, 1950.

12. Ibid, Box 53 Faculty Memos, Petition of the Home Economics Faculty to Verne C, Fryklund, February 2, 1950.
13. Dunn County News, May 30, 1951.
14. Stout Series 24, Box 25, Board of Trustees Meetings, October 3, 1952.
15. Ibid., letter from Guy Salyer to Verne Fryklund.
16. Stoutonia, April 2, 1953.
17. Stout Series 168, Vice Chancellor for Academic Affairs, Box 43, Fishing Retreat.
18. Stout Series 42, Vice Chancellor for Administrative Services, Box 27, Stout Institute Building Corporation, 1953-1954.
19. Tape 20, WJMC Radio in Rice Lake Interview with Verne Fryklund, Fall of 1954.

Chapter 18

It must have given President Verne Fryklund some reassurance when the Board of Regents cordially announced that although the Stout Institute was now Stout State College that; “The college’s primary objective has been, and will continue to be, preparing teachers and administrators for vocational, industrial and home economics education.” The Association of Wisconsin State College Faculties was equally as cordial in welcoming the sixty-three teachers from the former Institute into their ranks.

President Fryklund was most emphatic in maintaining Stout’s historical mission in higher education. In his first major report to his counterpart at Stevens Point (the report was written on The Stout Institute stationary two and a half months after it’s name change—although this may have been more of an austerity measure rather than a political statement) Fryklund stated; “Stout has held to its two basic majors for more than fifty years despite occasional regional pressure that we expand into academic areas. By concentrating on the two majors we have been able to study our problem and constantly improve our work.”¹ In the same report President Fryklund explained his views on expanding the curricula in such areas as liberal arts; “Stout has no plans for academic majors. We wish to concentrate on Stout’s traditional assignment with supporting academic offerings, though we may eventually be the smallest college in the system by doing so.”

The adamant support that President Fryklund expressed to his fellow presidents and the board of regents may have gone a long way in maintaining the uniqueness of Stout during the time of the first merger. It may also, however, have played a part in the “Parmer Case” that would plague his administration for the next five years. According to at least two faculty members who were here at the time, it was Fryklund’s opposition to the initial merger bill that made him unpopular in Madison and that may be why the Parmer Case was allowed to “be blown out of proportion.”¹ His lack of popularity with the local faculty may have contributed to the expansion of the problem into other areas and prolonged the crisis as well.

The year 1955 should have been one of the happiest in the life and career of Verne Fryklund. He was honored with a gift and a special cake by the local chapter of the Association of Wisconsin State College faculties in recognition of the tenth anniversary of his becoming president at Stout. A special editorial from the student newspaper also congratulated him. “The growth of Stout State College and the constant effort to provide the personnel and equipment to meet the growth are worthy of the highest commendation. To Dr. Verne C. Fryklund, our president, we offer congratulations on ten years well done and a sincere wish to him for similar success in the years to come.” It was also in 1955 that President Fryklund married Laurel Minor Colton in Los Angeles, California. All in all it should have been a very good year for the President. Unfortunately, it was also the year when the Parmers first began their attacks against President Fryklund and other members of the faculty.

C.Harrison Parmer was hired as a member of the social science department in 1949. Much of his education and work experience had been in the State of Pennsylvania. According to all accounts, he was a very popular and able teacher. There was some trouble because he introduced the topic of sex into many of his classes and because he conducted “personalological counseling” with students, but there was no doubt that he had a rather large student following. One year later his wife, Ruth, was hired on a part time basis as an instructor in the course Marriage and the Family, as an assistant director of the Nursery School, and as an instructor in food preparation. The initial problems began when Harrison was granted a leave of absence for a year to study in Europe. Ruth, who did not have faculty status and therefore could not receive a similar leave, quit her job to accompany her husband. When they returned, his job was waiting; hers was not. Thus began a controversy that would dominate President Fryklund’s correspondence with the Board of Regents for the next several years. Dr. Fryklund told the director of the board of regents; “I hate to have the Board get into something like that right away. If it happened a year hence, it wouldn’t be so bad.” Director Eugene R, McPhee, who was one of the regents who appears to have supported Fryklund responded; “What the hell is the difference. I can’t see any difference. It is all in a day’s work. When you have 750 people there are bound to be differences of opinion.”³

Initially Mrs. Parmer was denied her old job. This decision was upheld by the board of regents, but Fryklund was encouraged to provide employment for Mrs. Parmer and to give favorable treatment towards her husband in terms of summer employment. The acts of kindness would be used against Fryklund and the Board later. During the coming years Fryklund would be accused of sexual harassment—making a pass at Mrs. Parmer, unfairly refusing to promote her husband, and infringing on academic freedom. They went on to inform the Board that under Fryklund’s leadership Stout State College was suffering “chronic alcoholism within administration, faculty satyriac, threatened murder, suicides, faculty lesbian ring, chronic masturbators, wife swapping, threatened matricides, and two married men who have mistresses-- Bubbles and Es.”⁴

The situation became even more of an embarrassment to the school when a series of anonymous letters and postcards were sent to Fryklund implying such things as he was responsible for his first wife’s death. Similar communications were sent to faculty members suggesting that their jobs may be at risk. (These actions brought the local district attorney’s office into the scandal as well as the postal authorities.) The situation became tragic when the suicide of a student was involved and the Parmers encouraged her parents to instigate a lawsuit against the school. The waters became even more muddied when a popular faculty member, Norman Benson, was let go and the first minority faculty member, Gian Sud was fired (for dating one of his students) resulting in charges of racism against President Fryklund. In many of these cases there was enough truth to the charges that a creative mind could find at least some sort of creditable reasons for blaming President Fryklund. In nearly all of the cases, the truth was either stretched or not completely given by both sides.

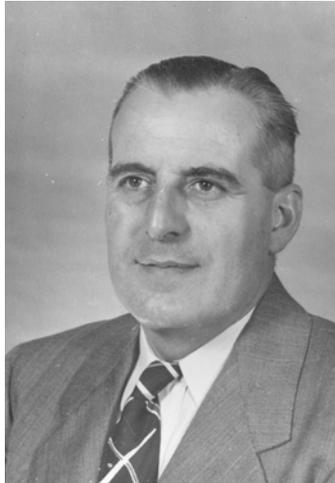
Finally, in February of 1959, the Board of Regents ruled against the accusations of the Parmers and they were terminated. Among the reasons listed for their termination was;

“That you have engaged in a pattern of unprofessional conduct during the past several months designed and intended to maliciously embarrass, irritate, belittle, disgrace, and disrupt the orderly administration of Stout State College.” The situation should have ended here, but a defense fund was started at a local bank to financially aid them in pursuing some form of litigation. Harrison also challenged President Fryklund to a duel “for my wife’s honor—you may choose the time and place.” President Fryklund apparently chose not to choose.

This experience, which from beginning to end approached five years, must have been a horrible experience for President Fryklund. He was a proud and private man who would have been angered and humiliated to have such attacks made against the school he led as well as himself. There was no good reason as to why the Board of Regents allowed these groundless charges to have continued for so many years. It was a tremendous drain on the time of the faculty, administration, and others—time that could have been much better spent in some other pursuit.

With much of President Fryklund’s time being consumed by the Parmer Incident, it was up to others to step up and help in leading Stout State College in a new direction. One such person was the dean of industrial education, John Jarvis. Dr. Jarvis was in a good position to both lead at Stout and to understand the aims of President Fryklund. He had been a student of Fryklund’s at Wayne State University and also served under him for a time at Fort Knox during World War II. Jarvis was also a nationally recognized leader in industrial education. In 1960 he became vice president of the American Vocational Association and later its president.

Almost since its inception, the Stout Institute offered majors in home economics and in industrial education. There was actually a greater diversification in home economics because in addition to home economics education, students could prepare for work outside of education in such areas as dietetics and institutional management. John Jarvis, who would become known as the father of Industrial Technology Degree, believed that industrial education graduates could also be prepared for careers in industry rather than only in teaching. The 1956 undergraduate bulletin announced; “The degree of Bachelor of Science in Industrial Technology is designed for students who wish to prepare for positions in industry. Graduates of this curriculum do not meet certification requirements and are not therefore qualified to teach in public schools. Students enrolled in this curriculum major in one of the following: Drafting, Electricity, General, Graphic Arts, Metalworking, Motor Mechanics, or Woodworking.” This emphasis on industry rather than education would move Stout in a new direction for men as well as women. Before long, this would become the largest program at Stout State College. In 1960, a Cooperative Work Study Option was introduced for students in this degree to gain industrial experience with successful manufacturing organizations.



The introduction of the Industrial Technology Degree by John Jarvis created a new direction for the school.

A similar approach was used by the Home Economics School when it created a new major in Clothing and Textiles in 1961. This concentration “is for the young woman interested in working in the clothing and textile industry, retail establishments, clothing pattern companies, or as a magazine fashion writer.” These women, along with their counterparts in dietetics and institutional management were expected to take their places in private industry rather than education. (On June 17, 1957 the two major divisions, home economics and industrial education were designated as “Schools” rather than “Divisions” the term they had used since 1936.)

In late 1960 a special technical writing curriculum was developed with an emphasis in such areas as technical writing for home economics and technical writing for industry. Technical writing was a “blending” of writing, printing and photography courses. President Frykland explained the development of this rather unusual curriculum for Stout by stating; “Industry and business are already aware of the need for persons of technical ability who can express their technical knowledge in writing. The availability of such writing also makes it possible for other people to continue learning after school or even college graduation.”⁵

In one of its earlier stabs at classroom technology, Stout State College was the first college in Wisconsin to offer a masters degree in Audio-visual Instruction in 1960. A-V materials had always played an important part in education at Stout and a minor had been offered in that field since 1956, but this was a unique addition to its graduate program. Students in the program had to have at least one year of experience in teaching and take three basic courses; Research Procedures, Applied Research, and Educational Statistics. According to one of the creators of the course of study, David Barnard; “We have established the new curriculum on a basis permitting us to tailor-make it to fit the student’s previous experience and present needs. We are training men and women who will be able to help teachers improve their instruction by proper selection, use and production of materials for effective teaching.”⁶

Another new wrinkle in the graduate school was the extension of the summer session to eight weeks. This meant that a graduate student could now complete a degree in only four summer sessions rather than the previous five. This was one of the reasons for the increased popularity of the graduate school. In 1959 the STOUTONIA reported that of eighty-seven Stout coeds who were to receive degrees in the spring, twenty-nine had already signed up for graduate school. The number of students in graduate school (over 400 were enrolled during the summer in 1956) permitted three student clubs to thrive: the Graduate Women's club, organized in 1957; the Summer Session Graduate Men's club, organized in 1935; and the Graduate Men's Club created in 1946.

Enrollment as a whole at Stout State College broke 1,000 for the first time in the fall of 1955 (599 men and 458 women). A special ceremony was held to recognize the one thousandth student to register, Janice Jenquin. The number of students jumped by more than a hundred additional students the following year including students from seven foreign countries and two United States possessions.

Population patterns certainly played an important role in the increase in the number of students attending the school, but there were many other factors that also played a part in the decision of students to remain here rather than transferring to a neighboring college. A North Central Association study of the campus in 1960 reported; "Conferences with the Student Senate and other students indicate that Stout students are proud of their school, have good morale, and feel that they have a real part in the formulation of the policies and programs of the college."⁷

Certainly one of the most important reasons that students had for attending Stout was the high placement rate within the field of study. In 1960 the college received over 800 requests by school systems and industry for Stout graduates, but the school only had about a third of that number of students to fill the requests. In addition, the average starting salary, according to the board of regents, was higher in special teaching fields than for straight classroom instruction. Diversity of jobs also played an important role in the retention and placement of students. In 1961 a survey was conducted of Stout graduates (Industrial Technology students—this would have been the fifth year after the major was introduced) in Business and Industry. A partial listing of job titles listed included; "design engineer, instructor of manufacturing training, production control engineer, draftsman, sales representative, time study engineer, plant engineer, specifications man-data processing, industrial engineer, technical writer, parts manual editor, methods engineer, annealing department foreman, explosives engineer, administrative engineer, testing engineer, program manager, and project engineer."⁸

Another reason that students were able to continue attending Stout was the availability of loans. Student loans had been available at Stout for close to thirty years thanks to the Eichelberger donation, but in 1959 National Defense Student loans were also available at the school. These loans could be had for up to a maximum of \$1000 per year with no more than a total of \$5000. These loans were popular because up to half of the loan could later be forgiven if the student entered the field of teaching for a period of at least five years.

There were many activities that were going on at that time to attract the interest of students. Athletics retained their popularity, although there was a dearth of championships, and traditional student activities such as Homecoming and the Winter Carnival retained a large following. In addition many new organizations were formed. For example, Chi Lambda fraternity was officially recognized in 1956. It was organized to “create a bond of brotherhood among the members, to foster social competence of members, and to contribute to the wholesome growth of extra-curricular activities of the college.” A different sort of group was formed in 1960, the Union Board. This group of faculty and students was formed to ensure that the new student center functioned properly. The Lutheran Student Association, although on a smaller scale than the student center, rolled up their sleeves and with the cooperation of many people from Menomonie, was able to open their own new four-room Lutheran Center. One of the more popular dances that came into existence during this time period was the Chi Lambda Mardi Gras dance.

To honor students for their extra-curricular activities at the school, the Stout Medallion Award was introduced in 1959. The award, a bronze medallion designed by Ken Dickie, was first presented to students at Honors Day Convocation. The award was sponsored by the Student Governing Board. That group, along with the faculty, administration, and extra-curricular groups, made the selection of the award recipients.

Clothing worn during the late 1950s played a role in social functions. Many student organizations sponsored “Bermuda Blasts,” dances in which Bermuda shorts were required. The short-lived fad of wearing Chemise or Sack Dresses drew a stern editorial from the STOUTONIA. “So the next time you see a coed walking down the street with a Bemis bag on, an inverted flower pot over her head, and blue legs (another new fad of colored nylons), simply grit your teeth and pray that this fashion will be a short-lived one.”

Positive publicity certainly brought Stout to the attention of many prospective students. In 1958 a journal published by the Counsel of the Ministry of the Italian government called Stout; “One of the leading University institutions in the United States for the preparation of teachers in various fields of secondary education.” While it is doubtful that the magazine article brought many national Italians to campus, according to the student newspaper Stout enrolled more foreign students under the Technical Assistance Training Program than did any other college or university in the United States. Of the 647 students who participated from 46 foreign countries, 54 students chose Stout over the 142 other institutions participating in the program.⁹

One popular program that was introduced in 1957 was Parents’ Weekend. This event was sponsored by the Stout Student Association and the Social Affairs committee. Highlighting the event was a play performed by the Manual Arts Players, a social hour in the auditorium for parents and faculty to meet, a football game, and a post game dance. All of the buildings on campus, including dormitories and fraternity houses, were opened

for inspection. This event, under various names, became very popular with many of the students and their families and remains in vogue today.

Assemblies and lyceums brought many entertainers and speakers to the campus at that time. Harry James and his orchestra performed for a capacity crowd at a commencement dance. Perhaps the most famous rock performers were the Four Preps who appeared in 1958 in an event sponsored by the Stout Student Association and Lyceum committee. This group had thirteen major hits on the charts and appeared on the Ed Sullivan Show shortly after their performance at Stout. The 1960 presidential election brought many of the candidates to the campus including John Kennedy and Hubert Humphrey. President Fryklund expressed his ire at both the FOB club and its advisor after a pledge asked Jacqueline Kennedy for her measurements and it was reported by the news media. Perhaps, though, this may have kept the school in President Kennedy's memory because when John Jarvis talked with him at the White House three years later, the President mentioned that both he and his wife remembered being there. 10

Although only open to a few students at a time, in 1960 Stout State College initiated a cooperative program with a Detroit school that would allow Stout students to study there. The Merrill-Palmer Institute was founded in 1920 and specialized in the study of human development and family living. In 1981 the Institute was incorporated within Wayne State University where President Fryklund at one time taught.

Certainly one of the main attractions for potential students visiting Stout was the new student center which opened in 1959. The new building, however, did not come without a heavy cost. To make way for the new structure the first Manual Training School Building, which had been constructed by Senator James Huff Stout, was torn down. It had also been the first manual training school building in the State of Wisconsin.

The expansion of the Stout State College enrollment dictated the need for a modern student union. Many of the new students stayed on campus during weekends and it was felt that they needed a place where they could socialize under supervision. When President Fryklund first came to campus he saw the need for a place where students could relax between classes and on evenings. The first student union that President Fryklund approved was in the cafeteria in the basement of Harvey Hall. Later it was moved to a larger area on the second floor of the physical education building. When President Fryklund arrived on campus in 1945, student enrollment stood at 342. Ten years later it stood at well over 1000. Clearly a new student center was needed.

The students also saw the need for a student union. Even though many of them would not be able to use it, the students decided to impose a \$9 per semester fee per student to pay for the construction. The new \$525,000 building, constructed entirely from student fees, was opened in the spring of 1959. Among the facilities was a ballroom, activities center, fireplace lounge, varsity hall (meetings, movies, debates, etc.), and a snack bar. The first manager of the student center was Max Sparger.

There was little or no opposition to naming the building the Memorial Student Center. President Fryklund sought assistance from several sources to identify the names of Stout students, alumni and faculty so that their names could be preserved and honored in the building. He became convinced that a complete list could not be compiled. "Some day there may be need for a complete list. Several years may pass before the need is evident and the names all available, at which time the names could be cut into the stone." 11 Instead of the individual names, a plaque designed by Gertrude Callahan containing the following words was mounted: MEMORIAL STUDENT CENTER, DEDICATED TO THE STUDENTS OF STOUT STATE COLLEGE WHO DIED IN WAR THAT OTHERS MAY LIVE.

Two years earlier, the new Bertha Tainter Residence Hall was opened. This building was also not paid for by the state. Instead, money was borrowed on a thirty year basis and repaid through room rental and meals purchased by the girls living in the hall. The four storied building provided rooms for 134 coeds. The building also featured a dining area, lounge, and tea room overlooking Lake Menomin. Two years later, an old campus landmark was torn down to make room for expansion of the new dormitory. The Bertha Tainter Annex had been purchased and remodeled by Senator Stout fifty years earlier. The addition of two wings to the Bertha Tainter Hall, at an additional cost of \$600,000, enabled the dormitory to accommodate 192 more women.



The new Bertha Tainter Hall being constructed between the old hall and Annex.

Not to be outdone, a new men's dormitory was under construction across the street from Bertha Tainter. This building was also "financed on a long-term loan basis with all costs of construction and operation paid by the students who occupy the dormitory rooms, rather than by Wisconsin taxpayers." This building would eventually be known as Hovlid Hall. Leonard Hovlid's gift of \$50,000 was the first large bequest from a former alumnus that Stout State College received. Hovlid, who was born in Menomonie and later graduated from the Stout Institute in 1916; worked for many years as a high school teacher in Milwaukee. He died in 1959. The money was left for the establishment of a scholarship fund that was to go to needy Stout State students.12

Although the building had been in existence for over five years, it wasn't until 1960 that the board of regents gave approval to name the library for Robert L. Pierce. Pierce had been a long time member of the college board of regents and the Stout Institute's board of trustees. (One year prior to this, the library was finally able to fill a position that had been open for some time. That was also the year that librarians were given faculty status rather than civil service. The new librarian hired, Joe Jax, would serve at Stout for forty-five years, the longest period of time for any faculty member.)

In 1957 Stout State College acquired the main building that had housed the Dunn County Normal and Agricultural Schools. This building, in part due to the financial aid and leadership provided by James Huff Stout) had been constructed in 1901. Several local people presented a petition to Wisconsin Governor Vernon Thomson as well as the State Historical Society in an attempt to preserve the building. President Fryklund was less than impressed by the lead protester; "...she is emotionally unstable and a chronic troublemaker and is not teaching in a rural school because of her many difficulties. I am not repeating all the special adjectives used to describe her."¹³ The board of regents wanted the building demolished because it was considered too small for future purposes and was not able to hold the heavy machinery that was intended for the structure. In 1959 the "Aggie Building" was torn down and construction began on a new \$925,000 shop building. (Two years later President Fryklund experienced a similar failure when he petitioned the board of regents help in stopping the construction of a jail near the campus at Fair Oaks. His efforts failed when the assistant attorney general expressed his opinion that married student housing would not qualify as an educational institution.)

This expansion of the Stout campus and the obvious need for future campus expansion made the college look at long range planning in a more systematic way. In January of 1956 Stout State College prepared its first development plan for the Board of Regents. At that time the campus proper consisted of just over 7 acres with the athletic field and areas such as the home management houses, Fair Oaks, and residence hall accounting for just over 41 acres more. The plan also detailed what property acquisitions should be made in the near future. The two words that the report used for all of the academic buildings were; "very crowded."

The acquisition and destruction of such well known city land marks as the agriculture and later high school building certainly had a negative effect on town/gown relations. It has also been argued that the merger with the State Colleges had an adverse effect on the relationship between the school and the community because Stout was now identified as being part of a state system rather than a unique institution identified with a specific town. On the positive side, however, a 1960 report stated that the most of the \$1,764,284 budget of the university was spent in the local community. Much of this money was in terms of student and faculty wages. In addition most of the faculty was paying property taxes. And as the Dunn County News reported; "More than 1400 students, at least 1200 of them from other towns, states and foreign countries, spending money here for school supplies, clothing accessories, and entertainment, plus many of them eating and rooming in town."

It was awareness of the growing economic impact of the schools of higher education on the State of Wisconsin that led to the creation of the Council of Presidents in 1959. The council had a variety of concerns in terms of coordinating the educational efforts of the state teachers colleges and the University of Wisconsin. "In the face of rapidly increasing enrollments, all will experience a serious shortage of faculty, facilities and funds. If opportunities for higher education are to be maintained and improved, ways must be found for more effective and efficient utilization of the limited available resources."¹⁴

One source of finances that was lost to Stout State College occurred following the death of William W. Stout. William, the only surviving child of Founder James Huff Stout, had been to this campus on a number of occasions, donating among other things, a portrait of his father and a book collection. Following his death, William left a substantial amount of money that was to be distributed to a number of institutions of higher education. It was left to the regents of the University of California and the board of Trustees of Leland Stanford Junior University to select which schools were to receive funds. They selected ten schools, but Stout State College was not among them. President Fryklund made an appeal to have this school included in the list of recipients and even discussed the possibility of a potential lawsuit with the Wisconsin State College Board of Regents. Any thoughts of a lawsuit were dropped after the President of the University of California informed Fryklund that; "Mr. Stout did not wish further provision made for your institution as he felt that his family had already adequately provided therefore."¹⁵ Why William should take such an attitude has never fully been explained; although fourteen years later his widow Palm Mae Stout stated; "... that she always regretted that her husband 'did not take more of an interest in his father's affairs.'"

The failure to receive funds from the founder's family in 1959, may have played a role in President Fryklund's decision to have the school become more active in soliciting funds from alumni and friends. In 1960 the Stout Alumni Association sent out a special mailing to receive help in student recruitment and to raise funds for loans, scholarships, and fellowships. In the following year, a President's Committee was appointed to explore "Fund Raising for the College." In 1962, the Stout Development Associates, Inc. the precursor to the Stout University Foundation was created. This corporation was "founded to receive gifts of money and real property to be used for educational purposes by the college."

A rather unusual source of income for the college at that time was the production and distribution of films on campus. Going back to the Stout Institute, a number of recruitment films had been made on and for the campus. Under the direction of David Barnard, head of the audio-visual department, along with the assistance of many other faculty and students, a number of instructional films were produced to fill needs in the areas of instruction and awareness. The production; "My Pop's a Lineman," was distributed in many areas of the United States as well as Canada, Australia, South Africa, and the Philippine Islands. The film was made in cooperation with the Dunn County Electric cooperative, Northern States Power Company, Dairyland Power cooperative, and the Wisconsin State Patrol. It depicted the hazards and safety practices in relation to high

tension electric wires. Production costs for the film were \$1295, but it received an initial return of well over \$5,000. The popularity of My Pop's A Lineman led to a distribution contract with International Film Bureau, Inc.

Dr. Barnard was not the only faculty member at Stout State College who was pursuing creative activities at that time. In 1960, it was announced that fourteen faculty members had fifty-one books in print with nine more teachers having sixteen texts that were being prepared for publication. One Stout faculty member, Robert Swanson, took creativity one step further by inventing a plastics machine that could be used in high school and college industrial arts classes. Dwight Agnew took a different although equally creative direction when, with the assistance of the State Radio Council, he presented a series of twenty lectures on "Labor and Industrial Relations" in 1956. Each lecture or discussion was a fifty minute tape recording of his regular semester class meetings.

Many well known faculty and staff members retired during this time. Three staff members had a total of 114 years of working and teaching at Stout at the time of their retirement. (Myrtle Strand—librarian for 35 years; J.E. Ray—industrial education for 41 years; and Floyd Keith—industrial education for 38 years.)

Retirements plus the dramatic increase in the size of the student body led to a severe teacher shortage at Stout State College in the late 1950s. In 1958, President Fryklund complained that "We are in a jam in home economics for woman power." That same year he asked the "deans to forego any request for teachers next year in technical areas so we can try to catch up elsewhere on the campus." The areas he was referring to were education, science, practice teaching, and physical education for women. The teacher shortage was to remain a problem at Stout (as well as many of the other state teachers colleges) in the years ahead. In a special report submitted to the Board of Regents in 1960, Dr. Fryklund gave an analysis of the faculty needs for the next biennium. "There never has been a time when Stout has needed additional faculty more than now. There is more and more demand throughout the world for teachers who can instruct young people in the know-how of processing raw materials into finished goods. As now things are created, more manpower with know-how is needed to produce them. As more scientists are trained, many, many more people with our kind of know-how are needed to make the scientists' dreams come true, and more teachers must be trained to teach this know-how."

The year 1961 would be an important one in the history of Stout State College; a former president would die, one would retire, and a third would be called on to lead the institution through the turbulent '60s.

Following his retirement in 1945, former president Burton Nelson was an active fixture in the local community. Among other things, he was a member of the Rotary and played a key role in the creation of the Dunn County Historical Society. After the death of his wife in 1957, President Emeritus Nelson moved to the State of New York to be with his son. He died there in 1961 at the age of ninety-three.

In 1960, on the occasion of the fifteenth anniversary of his being the President of Stout, Verne Fryklund was honored by the faculty with a plaque at a special dedication service. The following year he received an even greater honor when he was named "Man of the Year" at the American Industrial Arts association for his many years of service to education in the United States. By that time he had been associated with Stout for close to forty-five years. Given this long association, it came then as a surprise to many when he announced his resignation in May of 1961 to be effective four months later.

It is certainly easy to find a number of negative characteristics that can be attributed to Verne Fryklund. He was harsh in his treatment of many faculty and has been accused of creating a "Good Old Boys Network" on campus and the "Verne Fryklund School of Supervision" that presented a demanding approach to leadership that is seldom appreciated by subordinates and is not a pathway to creativity. There probably were also not many institutional leaders at that time who insisted that the minutes of all faculty meeting include; "lights should be turned off when not in use" and "do not make paths by taking short cuts across the grass." On the other hand he did merge a diverse set of independent programs and meld them into one school. This process created a lot of criticism with department heads and with many of the faculty, but it was a process that was necessary to take the school from the sleepy, contented institution it had become to a different if not higher state of development. The school now looked towards industry as well as to education as the benefactors of the students it inculcated. Where President Fryklund may have fallen short is that he did not take this process as far as was needed. In the final evaluation of the campus by the North Central Association during the Fryklund administration it reported; "The program and operation of the college can best be characterized as conservative and traditional. There is need for more critical evaluation of the educational program and of creative experimentation in curriculum organization and methodology."¹⁷ Stout State College was about to receive a new president who would make the views of the NCA evaluators appear "conservative and traditional."

1. Stout Series 24, Box 85, Stout History, Report from Verne Fryklund to William C. Hansen, August 16, 1955.
2. Tape 16
3. Stout Series 24, Box 12, Board of Regents, telephone conversation between Verne Fryklund and Eugene McPhee, November 7, 1955.
4. Stout Series 90, Parmer Case Files, Letter from Harrison Parmer to Board of Regents, February 1, 1959.
5. Stout Alumnus, December 15, 1960.
6. Stoutonia, January 8, 1960.

7. Stout Series 122, Accreditation Reports, North Central Association Review of Stout State College, February 22 & 23, 1960.
8. Stout Series 24, Box 64, Jarvis, John A., Stout Graduates in Business and Industry, May, 1961.
9. Stoutonia, September 23, 1960.
10. Tape 10, Interview with John Jarvis by Norman Ziemann, December 12, 1878.
11. Stout Series 31, Box 31, letter from Verne Fryklund to Ada Hosford, December 6, 1957.
12. Stout Series 12, Budget and Financial Services, Leonard Hovlid Bequest, 1957-1976.
13. Stout Series 24, Box 13, Board of Regents, letter from Verne Fryklund to Eugene McPhee, April 9m, 1957.
14. Ibid, Box 36, Council of Presidents, March 1959.
15. Ibid, Box 87, Stout, William W., letter from Clark Kerr, September 2, 1959.
16. Ibid., Box 13, Board of Regents, Letter from Eugene McPhee, March 6, 1958.
17. Stout Series 122, Box 6, North Central Association Review, February, 1960.

Chapter 19

William J. Micheels had a very meteoric impact on the history of Stout. He was the head of the institution for fewer than ten years, but in that time the campus experienced greater changes in almost any respect than it did during the tenure of any other head of the institution. It was during his decade of leadership that more than a dozen major buildings were constructed on campus and the student enrollment jumped from less than 1500 to over 5000. It also seemed at the time that new faculty and majors were being added to academic affairs on a daily basis. Many of his ideas were controversial and many of them failed. By the time he left, a lot of faculty members felt “frazzled” and others were angry over the changes that had taken place on campus. On the other hand, Micheels was judged by many to be a brilliant man who allowed individuals to go with their ideas and was able to find the money and people to create new directions for the institution. Micheel’s actions certainly changed the approach to education at Stout State College and much of what this institution is today can be directly attributed to him.



William Micheels

William “Bud” Micheels was certainly familiar with Stout. He was born in Menomonie on January 28, 1911, the son of a local merchant. He attended the Stout Institute and graduated in 1932. While he was at Stout, Micheels lettered in football and basketball, was president of the freshmen class, wrote a sports column for the student newspaper, played in the school band, and played with a dance band. (During the summers of 1935-1937 he, along with other Stout graduates, played in the ship’s orchestra of the Cunard White Star Steamship Company.) His first teaching job was in Shelby, Montana where he taught music and shop. He later attended the University of Minnesota to receive an M.A. degree in 1938 and a Ph.D. three years later. During World War II he spent part of his service working with Verne Fryklund at Fort Knox. He also served in Washington D.C. in the Office of Defense Transportation. Following the war he taught trade and industrial education at the University of Minnesota, becoming chair of the department of industrial education prior to coming to Stout. He had written many books and articles as

well as serving in a number of professional experiences in Europe and the United States. Prior to coming to Stout he had spent two years as a senior advisor in technical education to the government of Indonesia.

The inauguration of the fourth person to head the institution was held on March 13, 1962 in the Stout State College auditorium. The auditorium was filled to capacity and included representatives from 200 colleges and universities. During his inaugural address, President Micheels stated; “We live in a time of explosions. I can think of no better word to use in describing the great changes taking place wherever one looks.”¹ He went on to explain what he expects from the faculty as well as himself; “The challenge is to help an entire college develop a positive attitude towards change.” He is even more specific when he expressed his hopes for college students; “Comprehensive lists of objectives are easy to formulate, but in this instance, I would like to dwell on but two goals I would urge all college students to pursue: (1) Learning how to grapple with ideas, and (2) learning how to do something well.”

Grappling with ideas would certainly become one of the main themes of the Micheels administration. This applied to both the students and the staff. Shortly after the inauguration, and for several years to follow, the college published a special workbook with the name GRAPPLING WITH IDEAS. This was distributed to all incoming freshmen. “This booklet contains articles written by outstanding thinkers of our times. During the first few days of the fall semester new students will be required to read from this booklet, to meet with small groups of students to discuss their reaction to these articles, and to write a theme on these experiences. Faculty members will serve as discussion leaders.” Among the articles in the first book were; “The Curse of Conformity,” “On Attending College,” and “The expanding Mental Universe.” In a similar effort to get students to think, President Micheels “indicated that there might well be more controversial type speakers appearing at Stout, speaking on varied national issues.”² He believed that it was more important to have students think rather than softening their minds with watered down political correctness. In the not too distant future he would have a leading civil rights advocate and the head of the American Nazi party explain their opposing views on a variety of issues. Perhaps not too many Nazis or freedom marchers were converted by the speakers, but at least the students were allowed to see that there are many diverse views concerning any idea.

The above concept led to an expansion of orientation and registration of freshmen on the Stout State College campus. This expansion led to such developments as coffee parties and open houses in all of the buildings for the new students. An orientation convocation was also required for all new students with such topics as what services and activities are available for students on campus.

On a lighter note along with the new president came a new school mascot; the “Blue Bomber.” The Blue Bomber was a 1929 Model A that had originally been owned by President Micheels’ father. Following extensive repairs by the auto mechanics classes under the direction of Ed Morical, the car made its campus debut at the 1963

homecoming parade. The white ford automobile was decorated with a blue top and a blue devil's head on the side.

Tragedy struck President Micheels shortly after his inauguration when his wife died on September 26, 1962 following a long illness. They had been married since 1938 and had two children. A special memorial fund was established in her name. (Two years later he would marry a long-time family friend Beatrice Vera Stori.)

The Micheels' presidency coincided with Stout State College celebrating its golden anniversary of service to the State of Wisconsin. It was quickly noted that the year 1911, the year that responsibility for the Stout Institute was assumed by the state, was also the year that President Micheels was born. A special citation from the state legislature was given to Stout State College to recognize those years of service.

The early 1960s has connotations of a rather carefree life for the students at Stout State College as well as similar institutions in the United States. The largest dance craze of the time was "the twist" and most people of that time period attended "limbo parties." It was not all fun and games, though. As the threat of nuclear war heightened over Soviet weapons in Cuba the editor of the Stoutonia condemned the views that were being expressed on campus. "Why should I do my physics, the world will probably end before the assignment is due" or "Let's forget about the paper because we won't be here Friday anyway." President Micheels could do little about the Cuban Missile Crisis, but in areas in which he could have control, he did attempt to make student life more challenging and interesting.

One student protection that had been on campus for a number of years, although little known, was given greater importance by President Micheels. That was the student court. The student court was composed of three students, three faculty members, and three additional students who were appointed by the court on a case by case basis. This court had the power to judge such cases as a student accused of cheating by a faculty member or someone who was expelled from the campus. Each member on the court had an equal vote; President Micheels retained the right for appeal.

One of the earliest initiatives that President Micheels introduced that reflected his respect and faith in students was the Undergraduate Fellows Program. As originally established, this was a modified honors program that was established for majors in home economics and industrial education. "It is a program of identification, recruitment, encouragement, and preparation of qualified students for graduate education or advanced technical learning beyond the bachelor's degree." The main goals were to: encourage the entire campus to regard scholarship as an adventure; to prepare highly talented students to prepare for greater roles in their eventual careers; to offer voluntary preparation for graduate school; and to prevent underachievement by highly capable students at Stout State College. The coordinator of this program was Louis Klitzke.

Klitzke was also asked by President Micheels to develop a new independent studies program to cooperate with the undergraduate fellows program, but also as an independent

course offering that could stand on its own. On February 22, 1963, the Curriculum Committee approved the offering of these classes although it was up to each department to decide whether or not to offer such a course. The committee believed that this concept should “move slowly.” Both Klitzke and Micheels were afraid that if they moved too slowly that “there is serious danger that the entire idea will die.”⁴ Under their guidance the program was available for students before the year was out. Students, after applying for and receiving permission, were able to take one to two credit hours per semester in independent studies. Initially only three departments participated in this program, but by May of 1964 the number was eight.

One of President Micheels’ concerns was how to find financial aid for students. Upon his arrival, there were approximately 210 scholarships available for freshmen, part-time employment for about 500 students, state loans available for Wisconsin residents, and more money that could be borrowed through National Defense Student Loans. Soon after Micheels’ arrival the work-study program was initiated at Stout. This program, administered by the Department of Health, Education and Welfare, allowed low income students to work up to fifteen hours a week on campus. (In 1964 a low income family was one in which the income was less than \$3000 a year.) The program was administered at Stout State College by the Financial Aids Counselor, Robert D. Sather. Within a short period of time this would become one of the most popular financial aid programs on campus which has played an important part in allowing students to continue in school. Many departments on campus would have a difficult time maintaining a high level of performance without this program.

A program that was developed at this time at Stout State College to attract new and more highly qualified students was the introduction of “Stout Days.” This program, usually a two-day event, was held to bring high school seniors from Wisconsin and adjoining states to view the facilities and advantages of going to Stout. In addition to tours of the facilities, prospective students received information on academic programs, student activities, and local areas of interest.

The growth in the number of international students created several unique problems for President Micheels and the administration at the school. Frequently, due to financial reasons, they would have to find housing off campus that would enable them to stay in school. This would often place them at odds with housing regulations that required first year students to reside on campus. Further problems were encountered when their governments sometimes cut their per diem allowances. In most cases the administration was responsive to their needs. By the first semester of 1964 there were twenty-eight international students on campus from the Philippines, Turkey, Cameroon, Jamaica, Sierra Leone, Taiwan, Ethiopia, Sudan, Iran, Costa Rica, Greece, Thailand, Japan, Germany, Canada, and West Africa.

The administration showed its concern for students in other areas as well. In 1963, a new counseling center was created in the basement area of Harvey Hall. The area included counseling and testing rooms, a play therapy area for small children, and an instructional area. At the same time the needs of upper class female students were addressed with the

construction of McCalmont Hall. The new living center for women housed 210 students in double rooms.

One of the more unusual ways in which President Micheels served the needs of Stout students was when the Chicago & North Western Railway Company attempted discontinuance of train service between Chicago and Minneapolis and other rail lines. President Micheels testified at hearings that he estimated as many as one-third of Stout's students used the trains. Many people credited him with at least delaying the discontinuance. "This desirable result was brought about in part by your very excellent presentation of facts and figures, demonstrating the need for train passenger service of your students and faculty. I want to compliment you and thank you for your splendid cooperation in this matter."⁵

Shortly after Micheels was chosen president of Stout State College, the faculty received help from an unexpected benefactor. In 1961 the Christian R. and Mary F. Lindback Foundation gave a stipend to the school that was to provide a scholarship for a student from New Jersey, Pennsylvania, Delaware, or Maryland, to attend Stout. Also, included was a modest amount that was set aside for faculty raises and a further amount that was to be awarded each year to a faculty member. One condition of the bequest was that the Lindback Awards would be presented at commencement. It was also restricted to only one award per person. In later years this would become the outstanding service award presented to a faculty member at the school. The first winners of the Lindback Awards in 1962 were Louis Klitzke, Betty Cotter, Robert Bostwick, Robert Melrose, Mary Rathke, and Robert Spinti.

Another award that originated on campus at that time, only under tragic circumstances, was the Thomas Fleming Prize for Writing. Fleming had been the head of the English Department at Stout State College. The popular teacher died in an automobile accident in 1962. The prize of \$50 was awarded to excellence in writing by a sophomore or junior as determined by a faculty panel. The theme of the first award competition was; "Stout State College and the Future."

The tremendous increase in the number of students at Stout as the "baby boomers" came of college age, led to a rapid growth in the number of faculty. Many qualified people came to the campus to teach, but there was competition with other colleges and especially with private industry for qualified employees. A study done by Stout for the Board of Regents in 1961 showed that ten faculty members left the school during that year. Two left due to retirement, one returned to school to finish his doctorate, two left for personal reasons (preferred to live in a different area), and the others left for better paying positions.

With the teacher shortage and expanding enrollment it is somewhat surprising that there were persistent rumors of budget cuts during the early 1960s. This was largely due to the inability of politicians to come up with a budget and in insisting on budget cuts for personal political reasons. President Micheels complained to Regent McPhee; "Got information that there are vicious rumors going around, don't know where it got started,

that we are going to drop 15 or 16 staff members.”⁶ He further complained that with “offers coming their way” how could he combat the rumors and retain the faculty when the State had yet to pass a budget. Faculty members realized, especially those who were new to the System and did not yet have tenure, that even if their jobs were saved, a salary increase in the near future was not in the cards. That is probably the biggest reason why many qualified faculty members left for better paying positions.

It probably had as much to do with rumors as with the increase in the size of the teaching staff that the FACULTY BULLETIN came into existence in 1962. Prior to that there had been infrequent faculty memos that were published on occasion. The new publication was issued weekly and included information for the classified staff as well. Through the years it has undergone name changes—currently it is known as the STOUT COMMUNITY NEWS.

As the college and the number of faculty increased the issue of governance became more important on campus. President Micheels, who was more liberal in who did the decision making than his predecessor, helped in the formation of a Faculty Association in 1963. A constitution was devised which formed the Faculty Association along with the Faculty Senate to represent the members of the Association. The purposes of the new organization were to: promote the professional welfare of the college and the faculty; participate in policy determination of the college; and to carry on the social affairs of the faculty.

To handle the burgeoning faculty President Micheels reorganized the administrative structure of the College. In early 1964 he stated; “For many years Stout has been essentially two schools—the school of home economics and the school of industrial education—and many of their services were duplicated. While the college was small, this structure presented no great problem, but we have grown beyond the point at which such a structure is efficient.”⁷ There were many changes under the new organization. John Jarvis became the Dean of Instruction (roughly the position of Provost or vice chancellor for academic affairs), with Ralph Iverson as dean of students, John Furlong as director of college relations and college development, and E.J. Schoepp as director of business affairs. There were numerous other changes as well such as renaming the school of industrial education as the school of applied science and technology.

A major change—especially for Stout—was the creation of a school of liberal studies during the restructuring. The new school included such areas as art, music, mathematics, and the sciences. Appointed as the first dean of the new school was Dwight Agnew. Dr. Agnew joined the staff of the Stout Institute in 1947 as chairman of the department of social science. He had a keen interest in local and the school’s history and wrote numerous articles and books on both of those areas. He also helped to found the Dunn County Historical Association and served as its president.

The new director of college relations and development, John Furlong, was hired in 1963 as the Assistant to the President. Previously Dr. Furlong had been a school superintendent in Minnesota. He played an important role in the creation of the art

department and in the formation and growth of the Stout Development Associates, Incorporated—the Stout Foundation.

There is an obvious shortage of women in this first major administrative reorganization of the school in over fifty years. In part this is due to the times. There were very few women in administrative positions in either public or private employment. Perhaps, just as important, though, was the disarray that was going on in the school of home economics—the part of the school where women in leadership roles predominated. This disarray would continue within home economics for the coming decade. Dr. Alice J. Kirk had been dean of home economics since 1947. In 1959, she was given a two-year leave of absence to serve as educational consultant to the Minister of Education of India. During her absence, Dr. Fern Horn was acting dean of home economics. Both she and President Fryklund believed that she would be made permanent dean when Dr. Kirk chose to retire. When Kirk returned there were conflicts as to who was in charge, conflicts perhaps made more complicated because Fryklund had been replaced by President Micheels. Many of the faculty within the school sided with either Kirk or Horn leading to further complications. The end result was that both of these people resigned from the school along with at least one other faculty member in 1963.

Gladys Trullinger, a member of the Stout faculty since 1936, subsequently served as acting dean of the school. (She was in ill health and died in 1965, which may not have helped the situation any.) In 1965, Dr. Agnes S. Ronaldson was appointed as the new dean. She was an outstanding educator from Berea College. Apparently the issues that were dividing the staff remained and Dr. Ronaldson was unable to deal with them. She was asked to resign in 1968, although she remained as a consultant for several months. In her place, Dr. Wesley Sommers was hired as a temporary replacement (the fact that he was a male did not help the situation in the eyes of some people). The end result was, however, that for an entire decade the leadership of the school of home economics was not able to provide someone to advance to the next administrative tier at Stout State College.

When President Micheels first took over the helm at Stout State College there was a great deal of diverse curriculum in the Graduate School. Students could take courses in home economics, home economics education, industrial education, and vocational education general or with a concentration in audio-visual, instruction, home economics, trade and industrial, or guidance. This may account why, for example, during the summer school of 1962 more than half of the students were graduate rather than undergraduate. There was much less diversity in the undergraduate curriculum when Micheels first arrived, but this was a situation that would soon change. Within a few months of his arrival he had proposed two new majors in Manual Arts Therapy and Light Building Construction. Within a short period of time many more majors would be introduced.

In addition to changes in curriculum, there were other programs on campus that reflected the growing social conscience of the early 1960s. In 1961, Dean Ray Wigen of the graduate school was appointed as the contact person for the Peace Corps project sponsored by the University of Wisconsin. Peace Corps representatives were often on

campus for interviews and testing. Stout's specialized majors made students from here especially attractive to Peace Corps recruiters. In 1963, a special appeal was made to enlist six Stout printers for Kabul, Afghanistan. A somewhat similar idea was begun in 1963 with the People to People program on campus. This program was meant to create better relationships between Americans and international students.

It may have reflected the times when the local newspaper announced the sale of the last two prefab student housing units on the upper Stout Court in the summer of 1961. Just sixteen years earlier they had been slapped together at a very moderate price to provide instant housing for returning veterans and their families. They were now being removed to make room for a \$500,000 dormitory that would provide living quarters for 206 male students.

Although construction of the new classroom building, located where the Agricultural and Normal School building had been, began when President Fryklund headed the institution, it wasn't until Micheels took over that it was dedicated. Appropriately it was named Fryklund Hall. The three-story classroom-shop-laboratory-office building housed shop courses as well as English, social science and music classes. What made the building unusual was that for purposes of noise as well as uniform heat and light, there were no windows on the first two floors.

In March of 1963 a new residence hall for upper class women was named for Mary M. McCalmont who had been a faculty member at Stout from 1912-1952. What was somewhat unusual is that McCalmont Hall was named for someone even before it was completed. (In 1981 approval was given to remodel the dormitory for use in vocational rehabilitation and as home of the graduate college.) The opposite tack was used in the naming of two of the oldest buildings on campus, In 1963 the Sixth Street Home Management House was named in honor of Ruth Michaels who had been dean of the division of home economics at Stout from 1929 to 1947. At the same time, the Fifth Street Home Management House was named for Martha Ruth Amon who was head of the art department from 1949-1962.

Without a doubt the most expensive building project on slate in the early 1960s, and one that had been anticipated for close to forty years, was the health and physical education center. Ground breaking for the nearly \$1.5 million dollar building was held in July of 1963. This project was especially gratifying for the athletic director, Ray C. Johnson. When he arrived on campus in 1938 as an athletic coach, he had been told by President Nelson that a new building was only a year or two away. In addition to the new athletic facilities, by 1964 there were other major projects on campus including a heating plant, new dorm, and addition to the memorial student center.

The rapid expansion of the campus and the resulting loss of residence homes certainly placed a pall on the relations between the school and the City of Menomonie. An editorial in the student newspaper suggested that the fences might be mended if a special open house were held for local residents to view the facilities at the school and to learn about the various activities that take place there. Recognizing this friction between the

town and the school, the Menomonie Chamber of Commerce began hosting a recognition dinner in 1963 to honor both high school and Stout State College students in the ballroom of the Memorial Student Center. The school took a less subtle means of improving relations between the town/gown. In 1964 a special pamphlet began to be published emphasizing the economic impact the school has on the local community.⁸

One example of the changes that were taking place at Stout State College was the creation of the Board of Business and Industrial Advisors in 1962. This group originally called the Industrial Activity Advisory Committee and later the Board of Visitors, originally consisted of six individuals from business and education into which Stout graduates were often employed. The specific responsibilities of the group were: “to foster cooperation between industry and the college, and thus aid in developing a more adequate program; to provide counsel and advice with respect to improving the curriculum; to study, evaluate and make suggestions with respect to specific college courses required of each type of graduate, the content of the courses and the equipment needed to meet the objectives; to inform the college of the kind of graduate needed by industry; and to provide additional advice and suggestions which will lead to the future growth of the institution.”⁹



Board of Visitors

It was the American Industry Project that probably best reflects the changes that were occurring on the campus at that time; not so much because of the program itself, but because it showed the potential of funding future programs with external funding. The American Industry Project began in the academic year of 1962-1963 when a small group of faculty and administrators at Stout decided to investigate changes that ought to be made in the traditional program of industrial education. A grant of \$7900 from the United States Office of Education was used to carry the program through the initial stages. A subsequent grant of \$65,000 was received by the Ford Foundation to train ten selected industrial arts teachers to field test the program. In 1965, a five-year grant, again coming from the Office of Education, continued the program. The American Industry Project was the first large scale academic program attempted at Stout that was funded by sources outside of the State of Wisconsin. It gave experience in administration and grant

writing for many of its participants. (Among the early staff were Orville Nelson, Wesley Face, Eugene Flug, Lorry Sedgwick, and Harlyn Misfeldt.)

As early as 1962, faculty at Stout State College began searching for means to acquire a computer. Following an I.B.M. Corporation seminar, faculty members and administrative staff concluded that a computer could assist in instruction and in such administrative areas as student statistics and to aid in cost control of food service. Less than two years later Stout in cooperation with the state colleges at River Falls and Eau Claire acquired access to an IBM 1620 computer. On campus computers followed shortly. The technological jump as well as the cooperative nature of the joint venture would prove a valuable precedent in the years to come.

In the nine years since Stout joined the other schools in the Wisconsin State College System, enrollment, staffing and the physical plant more than doubled. The schools had grown well beyond their initial role as teacher's colleges and assumed a leadership role in higher education in the United States. "Believing that the state colleges had reached another plateau in their development, the Board changed the names again, creating the Wisconsin State University System."¹⁰ In 1964 Stout State College became Stout State University.

1. Stout Series 34, Chancellor's Inauguration File.
2. Stout Series 24, Box #, Administrative Council, March 23, 1964.
3. Ibid., Box 98, Undergraduate Fellows Program, letter from Lou Klitzke to William Micheels, August 5, 1962.
4. Ibid., Box 62, Independent Studies Program Report, June 8, 1963.
5. Ibid., Box 77, Railroad Service Discontinuation Hearing, letter from R.W. Peterson to William Micheels.
6. Ibid., Box 16, Board of Regents, telephone conversation between Eugene McPhee and William Micheels, July 3, 1963.
7. Stoutonia, February 14, 1864.
8. Stout Series 53, Brochures and Booklets File, Box 3, Town/Gown Relations, 1964-1966.
9. Stout Series 118, Board of Business and Industrial Advisors, Meeting, Fall, 1962.
10. History of Wisconsin State Universities, p. 16.

Chapter 20

During the 1960s, when the campus experienced unprecedented expansion in terms of students, staff, programs, and facilities, the cloud of Vietnam was always in the background. Initially there was a great deal of support for the war on campus, but as it became apparent that the government's report on the attack in the Gulf of Tonkin was less than truthful, that support dwindled. As more Americans died for a cause that became less and less credible there was organized resistance to the war at Stout State University. Stout, which has always been a conservative campus, did not experience the closures and violence that many of the other campuses in Wisconsin and much of the rest of the country did, but there was organized opposition to the war.

Probably the height of the opposition occurred during Moratorium Day in 1969. This event attracted much of the student body. It included a panel discussion about the war and a walk for peace. An attempt at a strike was made following the invasion of Cambodia and the subsequent death of four students at Kent State. The effects of the "strike" were somewhat mitigated when over 2,000 signatures of Stout State University faculty and students were gathered to register their support of the Cambodian invasion and the saving in lives of many American soldiers as a result of that invasion.. According to one Stout instructor, Warren Wade, who helped to organize a rally in support for the invasion; "I was extremely proud of the Stout student body last Thursday when they refused to give support to the strike that had been called by the Stout Peace Council. In my estimation this demonstrated a high degree of political sophistication and personal maturity."¹ At the same rally a fellow faculty member, Hunter Shirley, expressed views diametrically opposed to the student body who were rallying against the war; "...these malcontents are unable to cope with the frustration they feel over the Vietnam war because they feel guilty about staying at home while others fight the war, and they project their guilt onto the government and the university to excuse themselves."

Although their views were divergent, there is no doubt that both sides were sincere. Recognizing this, President Micheels expressed his views on protests from either side; "While it is not always easy to do, we must accept this principle with tolerance—that is, we must tolerate the individual's dissent when it is appropriately expressed. But dissent and dissenters have no monopoly on freedom. In effect, they must accept dissent from their dissent and they must give it the respect and latitude which they claim for themselves."²

On a much more practical level, the War in Vietnam resulted in the draft. Early on, students received a deferment as long as they were in school. (It has never been adequately explained why the life of a college student is more valuable than that of someone not in school or who had graduated.) Of course this largely affected the male students, but females with brothers, sons and boyfriends were also concerned. This was a strong inducement for males to excel at their studies and to contemplate graduate school. Until the lottery was approved in 1969, a student could not know his fate if he lost his deferment. Most National Guard and reserve units were filled and it took pull to get into them. Other options, such as self-mutilation, prison, and Canada were not usually highly

sought after. Stout officials were cognizant of this problem and often went out of their way to ensure that students would not have to face the draft. Following an alcohol and sex orgy that resulted in the dismissal of several students in 1966; in response to the pleas of the parents of male students; "They were informed that we tried to divorce this problem from Selective Service and they agreed that this was a defensible attitude."

At least five members of the Stout community lost their lives as a result of the Vietnam War. John L. Abrams, a 1962 graduate from Stout State College, served as a navy pilot. He was killed in action in 1968 when his plane was downed by enemy ground fire. Paul D. Derby, a Marine fighter pilot from the class of 1965, was also killed by ground fire. Jeremy Wojtkiewicz, class of 1966, died when a mine went off under the vehicle in which he was riding. Walter Cropp of the class of 1964 died when his helicopter crashed in the East China sea. O. Bruce Walley, a faculty member at Stout since 1965 and a member of the naval air reserve, was killed when his plane crashed during a training exercise.

Campus unrest was not restricted to the Vietnam War. Frequently classes were interrupted due to bomb threats. One of the first bomb scares was in December of 1968, but within eighteen months they had become so routine that they were the main focus of a newly formed Serious Campus Disturbance Committee. This group developed procedures to use in response to bomb threats.

Campus unrest was also not restricted to the students. What may be the only fistcuffs fight to occur on the floor of the faculty senate happened during hearings addressing the non-retention of two faculty members; Paul Faler and Malcolm Sylvers.³ Both Faler and Sylvers, instructors in the Stout State University history department, were not retained in their positions. At that time, the university did not have to give reasons for the non-retention of faculty who were not tenured. Faler, an admitted Marxist and Sylvers, an admitted socialist, believed that it was their political positions as well as their outspoken opposition to the War in Vietnam that was the reason for their "firing." They threatened repercussions against their department chair, dean and acting vice chancellor and then enlisted the Chippewa Valley chapter of the Wisconsin Civil Liberties Union to come to their defense. According to their department chair, the two were released for ineffective teaching methods, failure to keep office hours, and the refusal to use assigned textbooks. There was certainly some support for the two instructors, but by far the majority of faculty and staff sided with the university. A special petition to President Micheels was signed by 165 staff members to "Take this means of expressing our appreciation to you for the leadership you are providing for the total Stout Community." During a hearing by the faculty senate (at which point a physical altercation occurred over political views) the senate requested that the reasons for future terminations be stated by the administration, but support for the two faculty members was somewhat tepid. The two men lost their appeals but were able to find teaching positions at other schools.

The Micheels comet that struck this campus affected all aspects of the university. One area that had seen neglect during the Verne Fryklund years had been in athletics. Fryklund had given physical education adequate funding, but it was not high on his list of

priorities. President Micheels, who had been an accomplished athlete while attending the Stout Institute, took a keen interest in athletics. In 1965, for the first time in decades the Stout football team became the champions of the Wisconsin State University Athletic Conference. The football team, under the guidance of Coach Max Sparger, achieved a 7-1-1 record. Not to be outdone, the basketball team also won the conference championship three months later. Coach Dewey Mintz led the team to a 15-1 conference record. The team equaled this goal three years later and went on to play in the National Association of Intercollegiate Athletics in Kansas City.



1965 was the year of athletic championship.

Stout State University was equally as successful in several other sports during this time period. The school won its third championship in the 1965-1966 academic year when Stout was declared Wisconsin University Conference wrestling champion. The team was coached by Sten Pierce. Superior State had been declared the winners, but they were stripped of the title when it was discovered that they had used two transfer students who were ineligible to play. That year the gymnastics team, under Coach John Zuerlein proved to be competitive by placing second in the conference.

Non-conference sports also came into existence at that time. In 1965 a group of international students organized a soccer team to unofficially represent the university. A Skydiving team was also formed. In 1969 Chuck Yost became the number one Collegiate Parachute Accuracy Jumper at the 10th Annual National Collegiate Championship held in Phoenix.

One of the reasons for the accomplishments in athletics was the completion of the Health and Physical Education Center. This building, which had been in the planning stages since the 1920s, was dedicated February 21, 1965. The new building included a regulation six lane Olympic pool, a, auditorium that was 138 feet wide and 228 feet long, with a seating capacity for 3,200 for basketball and 4,200 for auditorium presentations. The building included one area that was set aside primarily for women. It was the “dance

studio and adapted area whose purposes are to teach rhythmic and dancing and corrective education.”

On December 11, 1970 the gymnasium area of the Health and Physical Education Center was named for Ray C. Johnson. Johnson retired in 1969 after serving at Stout for thirty-one years as athletic director. Following Johnson’s retirement, Max Sparger was named athletic director, Dwain Mintz became head of physical education, and Carol Dobrunz became associate director of the health and physical education program.

One of the most peculiar athletic related events that took place at that time period was that the National Football League needed the permission of President Micheels to televise a football game between the Minnesota Vikings and the New York Giants. Due to some obscure contract regulation, Micheels had to assure Pete Rozelle, Commissioner of football; William McPhail of C.B.S. Sports; and the general manager of the Vikings, James Finks, that that game on Sunday would not interfere with a game between Stout and Winona that was scheduled for the day before. In appreciation, Finks insisted on sending Micheels four tickets to the upcoming Viking-Green Bay game. The assistant CBS manager told Micheels; “May I on behalf of about 500,000 people who will watch the Viking game tomorrow, thank you for your willing cooperation in enabling us to televise this popular event. You are a real hero to a lot of people, and it was our pleasure to identify your role in the news releases which WCCO-TV and the Minnesota Vikings made.”⁴

In addition to athletics and their classes, there were many activities to keep students busy in the mid-Sixties. First though was the problem of trying to find a place to live. The burgeoning enrollment in 1964 quickly filled the dorms. So many men were in the men’s dormitories, Fleming and Hovlid Hall that many had to sleep in the infirmary and lounges. Tainter Hall, freshman women’s dormitory, exceeded capacity by fifty students. Many rooms in that dorm were expanded from two to three students to handle the overflow and other students were housed with upper class dorm residents who usually had single accommodations. That year enrollment exceeded 2300 students from every county in Wisconsin as well as 31 other states and 17 foreign countries.

In an effort to address the population crisis, the board of regents placed a limit of 20 percent for out of state students. In addition, these out of state students had to have placed in the top 40 percent of aptitude tests. The board also reserved the right to limit the number of out of state students in the system on a state by state basis. The year 1967 marked the 100th anniversary of the Wisconsin State University System. The system enrolled 44,044 students making it the seventh largest higher education system in the nation in terms of full-time students.

For those students attending Stout, one of the most positive innovations introduced by President Micheels was the elimination of scheduled final examination week. He explained; “This grows out of my strong belief that we must experiment, not only in evaluating procedures but in other ways of helping people learn.”⁵ He went on to explain that final exams accomplish little more than helping some students fail; “I realize that we

are flying in the face of tradition, but this is going to be necessary in many ways and in many places if we are going to do a better job in helping more and more students learn more and more subject matter in less and less time.” One year later President Micheels declared that due to the innovative approaches that faculty created to evaluate students that the end of final evaluations proved to be very successful.

Much more innovative (and in the end less successful) was the introduction of “human encounter week” or what eventually became called “sweet week.” The major goals of SWEET WEEK were to provide an opportunity for students to generate their own learning experiences and to determine the problems encountered in implementing a university wide innovative program. During this week students were free to explore questions of their own that they wish to have answered. “During the week classes were dismissed, textbook assignments were eliminated and formal testing was waved.” The program began following an address given by President Micheels entitled, “The Name of the Game is Learning ,” that was presented during convocation in 1969.⁶ At that time he stated that changes must be made at Stout and that “this is a week where students have the primary responsibility for determining the learning activities to be undertaken.”

President Micheels placed a high opinion on the ability and willingness of students to study on their own or with a modest assist from the faculty. “The outcomes of this experience are expected to contribute substantially toward the shaping of our five year program of self-renewal. In a large sense, then, Stout’s future is in your hands and I’m placing my bets on you to come though.” Many of the students involved with this program did take this time to create a unique learning experience. Some examples of this include: students interested in fashion and design arranged a tour in New York City; some chose to work in the poverty areas of Appalachia; others pursued interests in such areas as auto mechanics and in constructing a helicopter. Unfortunately, as could be expected, many more used this as an excuse to go home or hit the bars. The program was not popular with the majority of faculty at Stout. Their evaluations varied from “we must have rocks in our heads if we want to repeat this” to a more tepid; “There was not enough meaningful student or faculty involvement to justify a week off. Students generally do not possess adequate self-motivation for such situations—faculty probably would not do much better at self-motivation.”⁷ This was undoubtedly a great and idealistic experiment whose time had not yet come.

Many students pursued more traditional forms of education and entertainment as well. By the mid-1960s there were close to fifty student clubs, Greek and professional organizations. Many of these groups were affiliated with national organizations. For example, in 1964 Delta Kappa merged with Sigma Pi. In celebration the group held an open house to familiarize students and area residents a “closer look at Sigma Pi and fraternity life in general. Many veterans on the faculty were probably especially happy when a new organization called FUBAR changed its name to Kappa Lambda Beta in 1965. The group had been in existence for three years and active in such events as intramural sports and the Winter Carnival.

As a counterpart to the Winter Carnival a Spring Carnival was introduced in 1966. The carnival was sponsored by Inter-fraternity Council, Panhellenic Council, and the Alfresco Outing Club. The highlight of the first year was a bed race down Broadway to Wakanda Park. Other events included a canoe race, water skiing, a sky diving exhibition, and a battle of the bands. Of special interest was a concert in Harvey Hall presented by jazz pianist Thelonious Monk.

Both tragedy and triumph were experienced by the student body during the 1960s. One two-month mystery that turned into a tragedy was the disappearance of Stout State College Sophomore Robert L. Helgren. Helgren disappeared from campus on February 18, 1967. He had last been seen that evening in one of the dorms. He left behind his car, money, and most of the rest of his belongings. An intensive search was initiated on campus following his disappearance. It wasn't until two months later that his body was found in the Red Cedar River. What happened to the young man was not ever accurately determined but it was believed that he died of exposure rather than foul play.

A much more positive event occurred in the fall of 1969 when four Stout students were credited with saving the lives of the Henry Houle family. The four men, Cal Glover, Jim Sallis, Ken Denson and Cliff Perteete were on their way home when they noticed the Houle house on fire. The fire had spread too quickly for John Houle to rescue his parents, so the four Stout students coaxed the two seventy year old parents to jump from their second story window and caught them. Although a couple of the Stout students experienced minor injuries, everyone survived to tell the tale.

One sign that the times were changing was the introduction of computer dating. In 1966 the Chi Lambda fraternity sponsored a computer matchmaking dance in the student center. Over 700 participants had their personal information entered into an IBM1620 Computer. Participants were not told who their matches were until just prior to the dance. (Anyone who was engaged, married, etc. could still get into the dance if they paid a special price of \$.50 stag or \$.75 drag.)

A lot of doors were broken down and new opportunities began at that time on campus. In 1964 a class on "Women in Today's World" was introduced. The two credit class was open to all seniors and graduate students. That same year, a Graduate Women's Club was organized for all female graduate students on campus. Two years later, Dee Berglin became the first woman on campus to receive a safety minor. This program, which began as driver training nearly fifteen years earlier had become the largest program of its kind in Wisconsin and one of the largest in the nation. Shortly after completing her program, three other female students enrolled to follow Berglin's example. Dave Olson broke the barriers in the other direction when he became the first male to enroll in the Early Childhood Major. A brief sampling of other firsts happened in 1968 when Mary C. Olsen became the first woman to be awarded the Bachelor of Science degree in art education and Wayne Nero was the first recipient of the Bachelor of Science degree in business administration. Four years earlier these majors had not even existed at Stout. At the time of the graduation of Olsen and Nero, there were over 250 student enrolled in the art department and 150 business majors.

One of those doors that were opened was little notice at that time. In 1964 Emeterio Abanilla received his Master of Science degree from Stout. Abanilla was a member of the staff of the Cebu school of arts and crafts in the Philippines. In 1957, after receiving a grant from the American Association of Colleges for Teacher Education, Stout initiated an international program with Cebu. This was the first of many inter institutional agreements that Stout would engage in with universities and colleges from many schools around the world..

One protest on the Stout campus that did make it as far as the board of regents happened in early 1967. A large groups of students—at least 637 signatures on the petition—demanded that food service be improved in Tainter Hall. Their twenty-seven demands included such things as less greasy foods, hot coffee at all meals, improved method of serving lettuce, and what was especially important; “Student dress should be the responsibility to the individual student.”⁸ They warned the board of regents that; “If immediate action is not taken within seven days, upon receipt of this letter, the students will resort to other forms of protest.” The students’ demands were in fact, addressed by the administration at Stout State College and some changes were made. The one demand that the administration and regents could not meet was that in the serving of food; “Girls have the same proportions as men.”

A different sort of protest began with the publication of “Your Baby.” “This paper is the paper put out with the main purpose of informing the students and uniting them to confront the situation and deal with it.”⁹ The “situation” could include anything from R.O.T.C. at Stout, campus administration, and issues being faced by the State University System such as racism, women’s right’s and the Vietnam War. The short-lived publication was very good on presenting its views and only its views on vital issues facing the campus, state, and nation.

A much more traditional student publication, “Termites” began being written on campus a year earlier. This creative arts journal included poetry, drawing, and short stories. Within a few years it also contained photographs. In 1980 the publication’s name was changed to “Prometheus.” According to the editor, Craig Sherwin; “The name Termites got a lot of strange reactions. We decided to come up with a name that disassociated the journal with bugs.”

It was largely in response to student protests and the changing life style of young people that the board of regents undertook to define the guidelines regulating student conduct and disciplinary procedures. This brought about changes at both the system and university level in early 1968. It is a credit to the Stout campus that the Code of Conduct committee included student members as well as representatives from the administration and faculty. They decided that “Where possible we should encourage dialogs with students and faculty about the code.”

An outgrowth of the Student Code of Conduct was the revision of old practices and the creation of a new “Judicial System for Student Conduct Cases” at Stout State University

in 1969. The purpose of the judicial system was to insure that the mission of the university is safeguarded and to; “Protect the student from mistreatment, insure that students’ developmental needs are considered, safeguard the academic community from disruptive behavior, maintain desirable campus standards, and provide means whereby violations are dealt with efficiently and consistently.”¹⁰

The spiritual needs of students were not neglected on the Stout campus during the turbulent ‘60s; in fact such services expanded. In 1964 the Inter-religious Council proposed a series of “Faculty Firesides” to “encourage purposeful discussions and study of beliefs.” Faculty and students were encouraged to gather informally to discuss matters of philosophy, commitment, involvement, and belief relevant to modern life. The Campus Ministry itself became a part of the campus rather than apart from the school. Ministry activities were meant to include all of the campus not just specific religious denominations as had occurred in the past. By 1970 the Campus Ministry consisted of five religious leaders housed in one building.

Stout State University students were entertained by a number of artists during this time period including internationally known performer such as Glenn Yarbrough and the Kids Next Door. The number of speakers varied from humanitarians such as Pearl Buck to acclaimed photographer Ansel Adams. Students were exposed to the full rainbow of speakers varying from the head of the American Nazi party to civil rights activists such as Dick Gregory and Julian Bond. The one speaker who was banned on campus at that time by the Speaker Review committee was Allen Ginsberg. He was denied acceptance “on the grounds that his moral character does not justify his appearance on the Stout campus.”¹⁰ According to the student newspaper the “moral character” issue was because of Ginsberg’s sexuality. The Speaker Review committee, supported by President Micheels said that the issue was larger than that. Ginsberg, by the way, did appear at Stout several years later.

In the spring of 1969, four faculty members with 111 years of service to Stout were asked to evaluate their contemporary students. The faculty members were Anne Marshall, Erich Oetting, Ray C. Johnson, and Dwight Chinnock. Dr. Marshall probably summed up their feelings when she stated; “I don’t think they’re too different from the past. They want to know why. You handle them a little differently. You have to explain things a little better as to why we want to do it that way, but I think they’re pretty much the same.” Due to the conservative political nature of the school at that time, the vast majority of Stout students were not very radical as compared to their counterparts at the other Wisconsin State Colleges—they were not even as radical as their predecessors in the Roaring Twenties. Most of them were first generation college students with definite goals in mind for their future.

Most of the faculty were responsive to the needs of the students and were able to adapt to the changing face of the campus. With the expanding student body they had to. This fact was brought home rather quickly in 1964 when due to the increases in the student body; they lost both their parking privileges and the use of their faculty lounge (Cherry Lounge) in the student center. From now on it was on a first come, first serve basis.

It was not only the student body that was rapidly growing, so was the faculty. In 1965 the total number of staff stood at 190; the following year it had grown to more than 230. It may have been because of this huge faculty increase, not only at Stout but the rest of the Wisconsin State University System as well, that in 1970 the board of regents adopted an employment contract clause that prohibited strikes by faculty members. "Faculty members are prohibited from engaging in strike and boycotts against the normal teaching activities of said system and from encouraging others to engage in such strikes or boycotts and from advocating such strikes or boycotts."¹³ Violation of this clause could result in anything from fines up to and including termination of employment. Given the nature of the times it is somewhat unusual that more was not done by the faculty to attempt to retain their rights.

There were many faculty retirements and resignations during the late '60s but one of the most unexpected changes was the death of long time regent Robert Pierce in 1968. Pierce had served on the Board of Trustees of Stout Institute from 1940 to 1955 and on the Board of Regents from 1955-1960 and again from 1965-to his death. He was somewhat controversial as a local politician but he was also one of the strongest and most powerful advocates of Stout. At the time of his death at age 66, Pierce was attending the planning session for the 1968 GOP Republican Convention. During his career, in addition to his service to Stout, Pierce had been president of the following institutions; Dunn County Agricultural Society, the Board of Education, State Board of Vocational and Adult Education, Menomonic Centennial Corporation, Rotary Club, Chamber of Commerce, and of the Wisconsin Milling Company and Wisconsin Frozen Foods, Inc. James Solberg, a Menomonic attorney and member and president of the Menomonic board of education for fifteen years, was appointed by the governor to the board of regents to complete the term begun by Pierce.

One of the last official acts at Stout State University that was presided over by Regent Pierce was the election of the school's founder to the Wisconsin Industrial Hall of Fame in 1967. This honor came to James Huff Stout fifty-seven years after his death. A plaque honoring the senator's "outstanding contribution to the economic, civic and cultural life of our state" was placed on a wall in the president's room of the student center.

This honor to Senator Stout was somewhat of a precursor to Stout's yearlong Diamond Jubilee celebration which stretched from Homecoming 1967 to Homecoming 1968. The celebration was to the honor the 75th anniversary of the founding of Stout State University. The Diamond Jubilee banquet was the first of fifteen events that were held to honor the occasion. In honor of the celebration, Betty Micheels (wife of the president) and music director Harold Cooke wrote a special song; "Heritage and Horizon." As part of the Jubilee President Micheels stated; "It is perhaps important to remark that more than 10,000 persons have received diplomas or degrees from the Stout Institute, Stout State College, and Stout State University. It is important to note that through its history, Stout has been the largest single supplier of teachers of industrial arts and home economics for Wisconsin's schools. It is a point of pride that Stout alone among Wisconsin state

universities has established and maintained a world-wide reputation for the excellence of its training in technical skills and knowledge.”¹⁴

Just prior to the start of the Jubilee Year, President Micheels and the instructional staff prepared a list of goals for the university that were presented to the Coordinating Committee for Higher Education. On top of the list of goals for long range planning was that “Stout State University will continue to be a unique and specialized institution.”¹⁵ They believed that Stout could make the strongest contribution to higher education in Wisconsin by following this path rather than trying to be all things to all people. In the future, the group looked towards a more multi-discipline approach towards planning the curriculum. They also perceived the recent technological changes and believed that the future would show continued technical emphasis and that Stout should pursue degrees beyond that of a masters. That same document explains the general university objective: “To introduce students to the basic areas and systems of knowledge, to provide them with the tools and incentives for continual evaluation of experience, and to induce them to practice with these fundamentals in the pursuit of a specialty in depth.” It is interesting to note that the concept of in depth long range planning and mission statements was basically introduced by President Micheels in 1962. Before that time long range planning largely was confined to the physical plant.

It was in this same spirit that that President Micheels held an Interdisciplinary Retreat at Pigeon Lake, Wisconsin for three days in October, 1966. Here, where the faculty could get away from phones, families and other interruptions, papers were read and discussions were held to look at the past and future on particular educational disciplines and how these particular disciplines might be able to interact with one another in the future. Approximately thirty faculty members participated in the retreat.

This cooperative approach to education was taken a step higher when the Wisconsin Association of Higher Education was formed. The organizational meeting of this group was held in December of 1967. This group was the successor to the Wisconsin Association of Presidents and Deans of Institutions of Higher Learning. The new group “seeks to stimulate the discussion of problems of higher education and to facilitate the cooperation between member institutions in meeting the challenges of these problems.”

One idea that was introduced in 1969, although it would prove to be somewhat ahead of its time, was a proposal to the Academic Council for the Establishment of a Center for Innovation. The proposal stated; “Stout’s last ten years of growth have forcibly focused the attention of administration and staff inward upon adjustment problems and has drawn sharp attention to the need for a Planning and Institutional Research office.”¹⁶ The emphasis for this new office on campus was in response to the ongoing experience of the American Industry Project. It was believed that research and development of innovative programs should not be restricted to outside financial sources. It was also believed that such a function should represent the efforts of the entire university—many thought that the American Industry Project had been somewhat hamstrung by a lack of cooperation from other areas on campus.

It was outside funding, however, that created several enduring programs at Stout State College in the 1960s. One of the programs was vocational rehabilitation. In 1966, Paul Hoffman submitted a grant to the Vocational Rehabilitation Administration of the department of Health, Education and Welfare. The grant resulted in \$27,000 in funding to develop an “educational program at the graduate level in vocational rehabilitation at the graduate level for industrial arts students.” One year later Stout State University became the first school in the United States to offer a Master of Science degree in vocational rehabilitation. Under Hoffman’s leadership, the program mushroomed. In 1970 federal grants totaling over \$1 million were approved to support the program. The largest amount, \$727,614 approved by the Social and Rehabilitation Services Administration in the Department of Health, Education and Welfare, was for the formation of a Materials Development Center.

A similar grant (\$45,500 in 1969) was provided by the National Defense Education Act for Stout State University to provide an eight week Institute for Advanced Study in the area of plastics. Four years later the school received another grant (\$39,000) from the Department of Health, Education and Welfare to start a similar first-of-its-kind program in the United States. This program, coordinated by James Runnalls, “aimed at retraining professional personnel in industry and the military for new careers in education when they approach retirement. Its primary objective is to tap an unused resource of trained professional people and prepare them to serve as teachers in higher education—mainly technical institutes and junior colleges.”

A modest grant for \$2,000 for classroom teaching equipment and reference materials was received by Stout in 1965. The significance of this grant was that it was the start of a long and mutually beneficial relationship between Stout and 3M.

In an attempt to obtain more outside resources, President Micheels appointed John Furlong to expand the Foundation and Alumni Services. In 1965 Furlong hired Lloyd Trent to be director of development and alumni services. Under Trent’s leadership, the university received an anonymous \$20,000 gift for the foundation in its drive that would end after receiving pledges of over \$100,000 in cash and gifts in kind. He also played a role in creating the STOUT ALUMNUS magazine in 1966—the longest running alumni publication in Stout’s history as well as the Stout Home Economics Alumnae Association “a new and lively child” of the larger Stout Alumni Association.. Unfortunately a drinking problem prevented Trent from being more effective and may have contributed to his death three years later when he suffered a severe head injury. He was replaced by Jack Wile; “A campaign director for a Midwest fund raising firm and former executive director of the Eau Claire YMCA.”

Furlong also played a key role in creating the office of University Relations. Robert Phelps as director was assisted by part-time writers. The unit took on a more professional approach with the hiring of Charles Buelow in 1968 and John Enger a year later.



Barron County Campus

One of the more unusual experiences that Stout State University went through at that time was when the Barron County Board of supervisors petitioned the Coordinating Committee for Higher Education and the Board of Regents of the State Colleges to establish a branch campus at Rice Lake. President Micheels in turn was to petition the Board of Regents to grant Stout the authority to administer the University Branch Campus at Rice Lake. This petition was granted in 1965. President Micheels said that this would give Stout an opportunity to experiment with a program coordinating liberal arts with vocational education. John F. Meggers was appointed to the rank of Dean and placed in charge of the Rice Lake Branch. Following extensive building of both facilities and curriculum the campus was officially dedicated in the fall of 1968 (classes had actually started two years earlier with an initial enrollment of 114). On July 1, 1972 Stout State University—Barron County Campus became the University of Wisconsin Center—Barron County as one of the 14 two year campuses in Wisconsin. At that time administration changed from Stout to the University of Wisconsin Center System.

The expansion of the university led to many changes in the senior administration of the campus. In 1966 four vice presidents were named: Ralph Iverson, Student Services; John Jarvis, Academic Affairs; John Furlong, University Relations and Development; and E.J. Schoepp, Business Affairs. The following year the academic structure was also changed. The university was divided into the undergraduate and graduate colleges with four schools; the school of home economics, the school of applied science and technology, the school of liberal studies, and the school of professional teacher education. “In addition to the basic two-college, four-school administrative structure, the new plan for academic organization also contains a check and balance kind of system in which the various units of the university all can take a constructive part in evolving new programs and in re-evaluating existing ones.”¹⁸

Administrative changes in academic affairs were clearly necessary given the growth in the number of majors at Stout State University. The year 1965 saw the opening of a new pre-school education major along with a new degree in packaging. The following year a major in business administration was added along with one in fashion merchandising and

another in psychology. The psychology degree from the school of liberal arts was the first time in history Stout has offered a Bachelor of Arts degree. Early in 1967 three more majors had been approved at Stout; Bachelor of Science degree with a major in distributive education, bachelor of science degree with a major in applied mathematics, and a master of science degree with a major in vocational rehabilitation. The summer of 1968 saw the first offering of a degree in Child Development and Family Life. That same year, the Coordinating Council for Higher Education approved an Education Specialist degree in Industrial Education at Stout. This is an intermediate degree between the masters and doctors which requires 36 credits beyond the masters. There were several other degrees or concentrations offered at Stout during this time period, but two of the most popular would be in the areas of art and hotel & restaurant management.

In August of 1963, President Micheels appointed John Furlong as acting chair of the Art Department. “Dr. Furlong is not assuming this responsibility as a specialist in Art, but rather to organize and expedite the administrative activities of the department.” Furlong was being asked to create a different kind of art major—one that augmented the other majors on campus. It was going to be very controversial because many people on campus believed the new major was too divergent from the traditional educational goals and curriculum on campus. One of the first things that Furlong did was to hire Dr. Orazio Fumagalli of Duluth, Minnesota to create not only a major but also a unique art department. Fumagalli was given financial and emotional support for the new department, but he had two great problems; finding the physical facilities to teach in and attracting the artists to teach under those circumstances. Established artists were not willing to come to a campus program that was still under development so Fumagalli enlisted the aid of young artists with promise but little experience. Many of those artists would spend their careers at Stout. For physical facilities, the department had to spread throughout campus and the town. One of the larger buildings rented for the art department was the former farmer’s store. This structure (also known as the Carter Building) was rented for \$2500 a year on a two-year lease. This building was remodeled to include; “seven studios, the art office, a drawing room, a high ceiling sculpture room, an art metal room, a sliding library, a ceramics room, and a gallery for art exhibits.” Before long, the art major became one of the most popular on campus. An offshoot of the new major was that it attracted visiting artists from all around the world.

In 1967 the Board of Regents and the Coordinating Committee for Higher Education approved another somewhat unusual degree for Stout; a four year degree course in hotel and restaurant management. It was created in response to tourism becoming the third largest industry in Wisconsin. Stout was selected because of its long history with food science and nutrition. Harry Purchase was hired to initiate the new program. Purchase was a graduate of the Cornell University School of hotel administration and had been head of the hotel management program at Paul Smith College in the State of New York. Within a short period of time this program became one of the largest on campus. Regrettably Purchase could not enjoy the fruits of his accomplishments because he resigned due to a dispute over his exact title as the head of the program.

Stout State University experimented in other kinds of curriculum as well. One of the most successful was the field experience program. This program (unlike earlier ones that were more limited) allowed students from almost any major to receive educational credits for off-campus summer work experience. Students could be awarded up to two credits for each 320 hours completed. One of the reasons that made this program so popular was that students could pick their own business (pending approval from their advisor) and would often end up working for the company after graduation. The coordinator for off-campus field experience programs was Jack Ganzemiller.

One change that President Micheels attempted to initiate was less successful. In 1969 he proposed to the Stout Student Association that the school initiate a five-year plan that would abolish the grade system. Micheels confessed that the plan would involve a lot of trial and error, but that instead of a transcript of grades covering an individual's educational experiences, perhaps some sort of print out could be issued instead listing the abilities of that individual. This system largely failed because it was predicated on the success of "Sweet Week," which proved to be somewhat less than successful.

Many other programs were revised. For example, Stout said good-bye to one of its oldest and most familiar programs when the Micheels Home Management House was converted to a New Child Study Center in 1966.

Technology continued to play a role in the teaching/learning experience at Stout. In the 1960s, technology often referred to television. In early 1965 sixteen television sets were installed in Fryklund Hall. These TV sets were installed to enable teachers to present lectures on closed circuit television. This was especially important given the size of some classes due to the burgeoning enrollment. One year later, Stout State University spent \$58,000 to remodel and enhance a closed circuit television studio and production center. "Harry A. Herbert, coordinator of television explained that the new studio is the first phase of a program designed to place Stout as an educational production center for schools and colleges in the surrounding vicinity." 19 The studio, which had its origins dating back to 1962, was housed in the recently purchased Central elementary school (Communications Center). Within a short period of time CCTV was producing videotaped sessions for such areas as the American Industry Project and the Mathematics Department.

The value of telecommunications on campus received additional support following its efforts during the Stout basketball team championship team of 1968-1969. The Fieldhouse could only hold 3000 fans who watched the game between Stout and Stevens Point. Thanks to the efforts of many Stout staff members and Com-Tel, Menomonie's closed circuit television company, the game was made available to people in their homes or dorm rooms on local public television. The television crew followed the team to Kansas City to videotape the team's efforts in that national basketball tournament. The games were videotaped and then flown to Menomonie to be televised on Com-Tel.

In 1967 a half million dollars were earmarked at Stout State University for technical equipment to enhance technical education in the State of Wisconsin. The money was

necessary to upgrade such departments as audio visual, electronics, graphic arts, metals, power technology, and wood technics. This money was part of the 1967-69 building program for Stout. In addition to the money and gifts in kind, representatives from many regional industries willingly gave of their time to examine the facilities on campus and reviewed lists of equipment in view of the university's mission in connection with technical education.

Computer use on campus expanded so that by 1966 it played a key roll in such areas as grade recording, registration, financial aids, grade rosters, receipts, textbooks, special reports, student histories and many other areas. That was the same year that the library on campus made available the first Xerox copy machine for students. This was a major technological advancement for students doing research. For only ten cents a page (the same rate as today) the machine could turn out up to seven pages a minute.

In the fall of 1964 the student newspaper complained that the "Campus Obstacle Course is Growing." There was so much construction going on at Stout State University that students were talking about becoming too muscle bound from walking from distant parking spots or going broke from paying the \$2 parking fines. Even with all of the campus construction, the campus was not able to keep up with all of the required space needs. The First National Bank Building, for example, held art studios and faculty offices. Other privately owned areas housed the graduate college, art center, vocational rehabilitation center, psychology research laboratory and numerous other studios and offices. The University even had to rent parking lots and in the case of the railroad, a lease to use their driveway. The shortage of offices became so acute for the growing number of departments and faculty that the University purchased four trailers that were placed in the center of the campus. These were purchased for \$5,000 a piece. Each 68 foot by 12 foot trailer provided enough room for five offices and one work room. In 1969, as part of a campus beautification process, the trailers were moved to a different part of campus. Further office space was acquired near the campus when Stout signed a lease to use the Clinic Building on Main Street

In addition to renting space, the University found it necessary to purchase additional buildings; both for the use of the building and for future expansion. For example, one former Menomonie school building became the Communications Center. Perhaps, though, the most familiar building acquired was the old Central school property. The Central school was located directly west of Bowman Hall on Broadway and was purchased by the University for \$250,000. The Central school had a long affiliation with Stout. It was constructed in 1897 at the same time as Bowman Hall.

By 1968 current construction on campus totaled over \$7 million. A partial list of the buildings constructed at this time include; Heating Plant & Hansen, Keith, Milnes (1965), Curran, Kranzusch, Tustison (1966), and North Hall, South Hall, and Price Commons (1967). Construction of buildings later that decade, such as the library addition was placed on hold for a time due to a strike called on May 5, 1969. Although it was never constructed, plans in 1968 called for a parking ramp on campus that would increase parking by 816 cars. What is also interesting is that as late as 1965 Stout State

University received high praise for the efforts it made to include civil defense and fall out shelters in its campus construction.²⁰

As the turbulent 1960s drew to a close the campus was ready to slow down and take some time to evaluate where it had come from and where it was going. It was exhausted by all of the changes that had taken place during the past decade and needed a time to consolidate and contemplate its future. The same can be said for President William Micheels. In 1970, following eye surgery, he decided to take an extensive leave of absence.

1. Dunn County News, May 20, 1970.
2. Stout Alumnus, Spring 1969.
3. Tape 141, interview of John J. Jax by Chuck Buelow, 2000.
4. Stout Series 24, Box 11, Athletics, letter from Sherman Headly to William Micheels, September 10, 1965.
5. Stoutonia, January 7, 1966.
6. Stout Series 24, Box 61, Human Encounters Week, Name of the Game is Learning, September 8, 1969.
7. Ibid., Box 90, Sweet Week, Survey of Faculty Opinion Concerning Sweet Week, 1970.
8. Ibid., Box 18, Board of Regents, letter from Stout students to Eugene McPhee, February 27, 1967.
9. Your Baby, March 9, 1970.
10. Stout Series 24, Box 87, Student Conduct Code, Judicial Division, May 15, 1969.
11. Stoutonia, March 24, 1967.
12. Stout Alumnus, Spring, 1969.
13. Dunn County News, August 26, 1970.
14. Stout Series 24, Box 41, Diamond Jubilee Booklet, 1968.
15. Ibid., Box 68, Long Range Planning Document, October, 1966.
16. Ibid., Box 33, Center for Innovation and Development Proposal, May 1, 1969.

17. Stout Alumnus, Winter, 1970.
18. Ibid., Summer, 1967.
19. Stoutonia, May 27, 1966.
20. Stout Series 24, Box 33, Civil Defense, letter from E.J. Schoepp to William Micheels, April 21, 1965.

Chapter 21

It was unfortunate that President Micheels was to experience health problems during the last two years of his presidency. There can be no doubt that the enormous amount of energy that he expended in revamping the campus, combined with the effects of an off campus drinking problem contributed to his medical woes. What is more important, though, is that he was able to recover from his illnesses to lead a very productive life and play an important contributing role to the University of Wisconsin-Stout. In the minds of many people he was controversial and moved the campus too far too quickly, but there is no doubt that he returned to the institution a sense of the glory that he felt when he was a student here decades earlier. President Micheels was a great innovator and one of the better heads that Stout has seen.

While President Micheels was in the hospital recovering from failed eye surgery, he kept a journal (he recorded his thoughts and had his secretary Minnie Becker transcribe them) on his views on education, life and why he made some of his decisions affecting Stout. He begins by describing how difficult it was to reconcile to the loss of vision in one eye but then characteristically states; “This has been such a good place to have such a thing happen because you do not have to look very far to see people who are much worse off than you are. Furthermore, I will have one good eye; perhaps that’s why nature gave us two and there is no reason why I have to change any way of living other than to learn how to change my depth perception and compensate the fact that I can’t see to the right like I used to.”¹ His explanation for decision making explains much as to how he was able to make so many decisions in such a short time. “I have come to the conclusion that decision-making is pretty much of an art and not much of a science. ...I have found through experience that after fussing and fuming and using up a lot of energy in trying to arrive at a decision, when my mind is made up then I should act as rapidly as possible to get it behind me....Another aspect of decision-making that is easy to talk about and harder to do relates to the desirability of having as many decisions as possible made before they reach the President’s office.”

During his initial absence, President Micheels attempted to run the university through his administrative team. Each member of this team prepared written summaries of problems they encountered each week and what decisions they made. It was his creation of administrative teams that was one of Micheels’ proudest accomplishments; “This has been shown to be true, it seems to me, as a result of my absence during which time they have been able to consider many types of problems and make the necessary decisions in as satisfactory a fashion as if I had been there.”² It soon became apparent, though, that the school needed a full time administrator and that the President required time away from work to complete his recovery. Six months after his surgery President Micheels went on an extended leave of absence and vice president for academic affairs, John Jarvis was named acting president with full powers.

John Jarvis, the person who had caused the university to change directions by placing an emphasis on industry and technology, did not have the easiest of jobs. It is always difficult to be the interim head of anything. There is always the feeling that perhaps the

decisions made will only be temporary. On top of this, Jarvis had to face the ending of the turbulent Sixties as the War in Vietnam continued to drag on.

One of the problems that Dr. Jarvis had to address was the initial demands of students to have beer on campus. Many administrators at Stout (as well as the other campuses) must have cringed at the thought. Since its inception as a school, alcohol had been the main reason for non-academic student problems at Stout. (Dr. Jarvis also had to handle drug problems but these were relatively minor, although one mother complained that in Hovlid Hall “there is so much narcotics on his floor {her son} that he can’t stand the smell.”) The reason that was used to justify having beer on campus was that the war was continuing in Vietnam and young men were being called up to fight and possibly die but were unable to take a legal drink (actually in Wisconsin there were eighteen-year-old bars where beer could be consumed on the premises) or vote. In 1970 a special committee was formed to explore this issue. Finally, after close to a two year battle, beer was made available in the student center from 4:30-10:30. It was restricted to Stout students who were allowed to bring one guest. The issue became a little more moot in March of 1972 as the Age of Majority law was passed and the legal drinking age for hard liquor in Wisconsin changed from twenty-one to eighteen. Suddenly the “in places” were the bars that sold wine and hard drinks rather than just beer.

Another sign of the times was when George McGovern came to campus. The presidential hopeful was scheduled to appear in Harvey Hall but a bomb threat forced McGovern to speak in the Student Union Ballroom instead. Bomb threats became such a norm back then that they became a part of student life; although they did not affect such well known speakers as NBA superstar Bill Russell and internationally known film star James Whitmore from performing at Stout in 1971.

Of course most students acted as adults and were treated that way. In response, the school created one of the most liberal residence halls visitation policies in the State. Another concession, albeit a small one, is when the carillon was repaired in the clock tower it often played the music of the Beatles.

One of the most popular music events to occur at that time was the Back Forty Band Jam (also known as Woodstout). Thirteen bands appeared at a five acre sight two miles West of Menomoie. The event was pulled off peacefully and the law enforcement officers in attendance were tolerant of wine skins and grass.

For minority students, this was a time when Stout and the other Universities in the System addressed their special needs. In 1971, under the direction of Lee Morical, the Center for Women’s Alternatives was opened in the Ministry Building. The Center was created to address the problems and potential of women of any age through counseling, resource materials and speakers.

In 1971, Freda Wright from Stout met with representatives from five other Wisconsin campuses to discuss ideas related to the American Indian studies program. One of their main conclusions was that as difficult as it was to recruit high school Indian students, it

would actually be even more difficult to retain them without strong supportive retention services from the individual campuses in terms of counseling, financial aid tutorial aid, and a supportive faculty. A Native American Awareness group was later formed on campus and many faculty members provided support and adapted courses to fill the special needs of American Indians. This later led to the creation of a Native Americans Special Program Planning Committee which was created to work with the Great Lakes Indian Tribal Council and Urban Indian groups. Similar efforts, either at the local or state level were initiated to attract and retain black and Spanish-speaking students.

An effort initiated in 1970 to retain all students and to make the initial experiences of incoming students more attractive was the Program for Advisement for Stout Students (PASS). This program called for upperclassmen to advise incoming students allowing faculty to work with students who have already declared their majors. Faculty advisors were not assigned until a student had selected a major.

That same year saw the initiation of the Cluster Community. This program discarded the traditional classroom and grading; replacing them with a two-semester program that would encourage students to work independently and in groups conducting studies relating to the general subject of man. Students who successfully completed the program were allowed up to 32 elective credits that could be applied towards graduation. The original proposal for this short-lived program included the belief that: "The student movement, coupled with the impossible task of encapsulating ever growing bodies of knowledge, compels us to consider new alternatives to the established order. It demands that we give honest attention to what we have long claimed to be doing, helping students learn how to learn. It further demands that the university help students identify with basic needs of the world community."

During the winter break between 1971 and 1972 Stout initiated another new program for students; a "Mini-Session." During the two-week mini-session, students were offered 13 one and two credit courses. The original program, offered through the Office of Continuing Education, attracted 200 students.

One of the new programs at Stout that grew to achieve an international reputation was the Haute Cuisine class annual dinner initiated in 1971. The first haute cuisine dinner was restricted to 54 persons. The dinner consisted of thirteen courses served over a period of five hours and also included wine and champagne. The dinner was intended to "teach the students self-discipline and service and to show how well people can be treated. All aspects of the dinner were handled by the students."⁴ This annual event caught the attention of thousands of people. Each year the university relations office would be flooded with requests for information and the chancellor would have a similar number of requests for seats.

Another popular initiative, although the popularity was largely restricted to the campus, began in the fall of 1970 when radio station WVSS began regular programming. The station was manned by students from the radio production class on campus with the

assistance of local high school students. The programming was geared towards the school and the community. WVSS, 89.5 on the FM dial, had a radius of three miles.

The one program that Acting President Jarvis attempted again and again to push through was the Reserve Officer Training Corps (ROTC). He probably could not have picked a worse time in our nation's history to initiate such a program. The War in Vietnam continued to take hundreds of lives each week and the draft was still taking young men away from their families and jobs to participate in an unpopular war. To many, the ROTC represented the negative aspects of the military that had lied to us about the causes, duration, and morality of the war. In December of 1970, the students at Stout voted down ROTC. The faculty also used a vote to express their opposition to having such a unit placed on campus. Neglecting the input of the students and faculty, the administration continued to petition for such a unit. Approval was given on the last day of classes prior to winter break—response from the SSA was immediate. They felt that they had been betrayed—both because of the administration's decision to ignore their negative vote, and by announcing it when most students would be away from campus and would continue to be so for some time. They petitioned the board of regents who granted the student body a 30-day grace period. A second referendum was held and ROTC suffered a second defeat by the students, student senate, faculty senate, and the curriculum committee. At that point and to the disappointment of Dr. Jarvis, the Board of Regents over ruled his decision and took ROTC away from Stout.

In March of 1971, President Micheels felt well enough to return to work. Shortly after his return, Jarvis stepped aside as the Vice President of Academic Affairs (to be replaced by Wesley Face). He remained with the faculty for two more years and then retired in 1973. At that time, the new Chancellor, Robert Swanson, told his former mentor; "As you know, John, early in my career at Stout I followed your lead and advice in many things. The opportunity you gave me to develop an interest in statistics, the insight you provided in my professional development, your introduction of me to Bud Micheels, the encouragement to pursue the doctorate at Minnesota, and the opportunity to be your assistant dean are only a few of the things I will always remember as significant factors in the position I hold today."⁵

When President Micheels resumed the helm he was forced to make several changes in the administration. As mentioned above, when John Jarvis retired as vice chancellor he was replaced by Wesley Face. Face had been the assistant of Jarvis and had already had a distinguished career at Stout as well as being alum of the graduate school. At the same time, Wesley S. Sommers was named to a newly created post as Vice President for Administrative Services. Micheels also created a new academic department called the School of Learning Resources. This school combined the resources of the library and the audio-visual center. The first dean of the new school was David Barnard. Barnard had been affiliated with the school as both a faculty member and student since World War II. Another new face to achieve an important post on campus was Robert Dahlke. Dahlke, a graduate of Stout and a member of the faculty since 1968, was named placement director—an especially important position considering the mission of the university. One familiar face that was lost was that of Merle Price who had served on campus for close to

42-years. He had served as dean of men and later as dean of students. He was replaced by Samuel Wood assistant to the Vice President for Student Services.

To make this group more effective, President Micheels created the President's Administrative Team. The team, as it was created in 1970 consisted of eleven members, the president and his two assistants, the four vice presidents, and one assistant from each division. The team was established "for the purpose of providing coordinated administrative leadership in achieving the goals of the university. Problems of growth, budget restrictions, coupled with increased latitude and responsibility for budget expenditures, federal legislation and statewide planning efforts all conspire to make us increasingly aware of the need for comprehensive approaches to the administration of the university."

President Micheels' recent illness may have contributed to his efforts to increase the participation of faculty and students in governance. He and his staff had been studying the goals of the university and how the "various university constituencies participate in the achievement of those goals." The President's Administrative Team met in special session to study the issue and then presented their findings to the faculty at a special convocation in the fall of 1971. They concluded; "It is the purpose of university governance to harness the energies of the university constituent groups and to direct these energies to the university's goals. Therefore, far from being a conservative force, which impedes change, the governance structure encourages exploration along new paths of learning and experimentation with untested educational methods, while at the same time evaluating the effectiveness of learning experiences already initiated."⁶ In his address to the faculty on October 13, 1971, President Micheels expressed his specific views; "If this university is to achieve the ideal of the community within an environment of trust and respect and to conduct its affairs in a coherent and organized manner, our governance structure must provide for input from community members at the level of their concern and in the areas of their expertise." Discussion of the governance issue would remain the major topic of discussion by the Stout Student Association, departments, schools and the administration during the coming year.

President Micheels 1971



Building construction on campus continued at an astounding pace during the President's illness and following his return. The new science and technology building that was nearing completion was the largest instructional facility ever built at the university. Two other major buildings, applied arts and home economics were all in the initial phases of construction. There had also been some major improvements on Nelson Field to enhance its drainage and make it less "swampy." In addition to special ceremonies naming the library for former Regent Robert Pierce, other facilities were named in honor of Dwight D. Chinnock, Harry F. Good, Ray C. Johnson, Anne Marshall, Erich R. Oetting, and Ray A. Wigen.

One somewhat comical event, at least comical in hindsight, occurred on campus at this time. Due to student protests, bomb threats, etc. it was determined by the board of regents that the security on each campus should be evaluated. With this in mind, a special project team performed an exercise to test the security procedures and activities on each campus. The team arrived at Stout on August 25, 1970. The team, without determining the size or patterns of Stout's security forces, began by removing a single nail to enter the building housing the university's vehicles as well as maintenance and electronic equipment. To prove that they had been there, the security team drove three of the vehicles out and parked them on various parts of the campus. When a campus security officer saw the team locking up the building, he "discussed the weather and the fishing possibilities in the near future and went on patrolling the area."⁷ The team then went to the administration building which they opened through an open shipping door and subsequently gained access to the president's office through the use of a Sear's credit card. During the course of the day they gained entry to several other buildings including the library and Bowman Hall. They met the same security guard on two further occasions (when he again failed to ask for identification or inquire as to what they were doing) who commented; "You fellows certainly get around." Before leaving the campus they made sure to find the security officer and "wished him a pleasant good evening." Shortly afterward, following discussions between President Micheels and E.J. Schoepp, measures were taken to increase the surveillance of university buildings.

An area in which President Micheels and Stout State University were able to help the community was in the creation of the Menomonie airport. In 1968 President Micheels was asked to testify at City Hall before the Department of Transportation, Division of Aeronautics, on the application of the City of Menomonie for funds to finance the construction of a new airport. The reasons for President Micheel's support certainly included his hopes to offer connected coursework in the near future. During summer session of 1970 for the first time in Wisconsin flight training for academic credit was offered. The two credit course; "Introduction to Flight" and the three credit course "Private Pilot Ground Preparation" were created to provide all of the information necessary for a person to take a test to obtain a pilot's license.

This course certainly brought some excitement to campus, but what really caused a lot of heads to turn was when it was announced by the board of regents that Stout would be the first of the Wisconsin State Universities that would be allowed to begin offering doctoral work. In 1967 it was recognized that "An immediate need is to develop a strong doctoral

program in industrial-vocational-technical education.” The need for a similar doctoral program in the area of educational media was also recognized. In 1969 Stout offered its first degree to students that was above the masters; the Education Specialist (Ed.S.) in industrial education. Two years later a similar program was announced in the area of Guidance and Counseling. The natural extension of this occurred in 1971 when Stout proposed to the board of regents the introduction of the Doctor of Education (Ed.D) in Industrial and Vocational Education. This program was intended for persons who hold; “Educational Specialist degree preparation in Industrial and Vocational Education or equivalent; or, for those who wish to hold this degree but now have Master’s degree preparation in Industrial Arts, Industrial Education, Vocational Education, or equivalent.”⁸ The approval of this degree seemed a certainty but the merger that created the University of Wisconsin-System placed this on hold.

Most new governors in the State of Wisconsin look at ways to reconstruct education structures as part of their efforts to save money. During the late 1960s, Governor Warren Knowles appointed the Kellett Commission (named after its head William Kellett) to make recommendations on what changes should be made in education in Wisconsin. Before these recommendations could be acted on, a new governor was elected Patrick J. Lucey. Lucey decided to take a different approach towards education reform. During his first biennial budget message he stated; “We can no longer support an archaic organization of higher education which is a product of historic accident and ignores the converging social missions of the two systems that have been developing over recent decades.” His proposal, that was adopted in October, 1971, combined the two public university systems under a single Board of Regents and eliminated the state’s Coordinating Council for Higher Education. The merger called for the union of the 64,000 Wisconsin State University students with the 58,000 students in the University of Wisconsin System, forging one of the largest educational systems in the country. In addition to economic savings it was believed that it “would improve the quality of education that the state of Wisconsin delivers to its young people.”

At the time and in the decades since, there have been many arguments as to the advantages of the merger to Stout State University—soon to be called the University of Wisconsin-Stout. One of the main concerns was that the name of the school would change from Stout to Menomonie. President Micheels lobbied strongly both privately and publicly to retain the Stout name. When questioned by a reporter from the Milwaukee Journal soon after the merger bill was passed, Micheels, in talking about the peculiar mission of the school stated that Stout: “Will continue regardless of the administrative structure under which we operate.” He also stated that he would fight for the retention of the Stout name. His fight was successful because as of November 5, 1971 it was announced that the name would be saved and that it would now be known as the University of Wisconsin-Stout. Over the coming year there would be many more changes made as a result of the most recent educational merger in Wisconsin. Many people at Stout sat in on these sessions. One person, however, who could not sit in was President Micheels.

In November of 1971, President Micheels was in Mount Sinai Hospital in Minneapolis for possible polyp surgery. He was apparently recuperating at his cottage near Rice Lake when he suffered a stroke and was eventually returned to Sinai. At Sinai he underwent brain surgery. Following a month in the hospital President Micheels was released to his home for an extensive recovery.

During his absence, Ralph Iverson was named as Acting President of Stout. Iverson was Vice President for Student Services and had been on the Stout faculty since 1951. He was recommended for the post by President Micheels and this recommendation was approved by the Board of Regents.

Inasmuch as the school was immersed in merger talks this was a critical time for President Micheels as well as Stout. Following a series of conversations with the Board of Regents, on February 1, 1972 President Micheels stepped down as the fourth president of Stout. In a most unusual letter of resignation President Micheels concluded; "Right now, I think that some members of the Board will understand my use of a limerick to bring this request to an end. My present situation parallels that of ...

The delightful young lady from Trent,
Who said she knew what it meant.
When men took her to dine,
Gave her cocktails and Wine;
She knew what it meant – but she went!

So do I, and so will I."9

Shortly after his resignation President Micheels was reassigned as a Distinguished Professor with an office in the library.

During the years that William Micheels served as President of Stout he saw the enrollment jump from under 1700 to over 5000 and the size of the physical plant doubled. Most remarkable is that 14 new graduate and undergraduate majors were added and others were in the planning stage. New programs included undergraduate degrees in Art, Art Education, General Business Administration, Applied Mathematics, Marketing and Distributive Education, Psychology, Vocational Rehabilitation, Hotel and Restaurant Management, Child Development and Family Life and Technical Education. Graduate programs included Master's degrees in Vocational Rehabilitation and Industrial Technology; a M.S.Ed. degree in School Psychology; and Ed.S degrees in Industrial and Vocational Education and in Guidance and Counseling.

A Decade in Progress celebration was held on March 13, 1972 to honor the service of President Micheels and retiring Regent Eugene McPhee. It was an honor well deserved by President Micheels. A resolution adopted by the Board of Regents concluded with; "The members of this Board commend him for his contributions to the people of Wisconsin and wish him and his devoted wife, Betty, much happiness and good health in the years ahead." In the decades ahead, he continued to serve the University of

Wisconsin-Stout both on and off campus. On September 26, 1996 Micheels Hall was named in his honor. He died four years later.

1. Stout Series 24, Box 67, Micheels Hospital Diary, April 30, 1970.
2. Ibid.
3. Stout Series 168, Box 16, Cluster Community Proposal, 1970.
4. Stout Series 65, Haute Cuisine, Press Releases, March 25, 1971.
5. Letter from Robert Swanson to John Jarvis, June 6, 1973.
6. Stout Series 24, Box 27. Guidance for University Governance, Fall 1971.
7. Ibid., Box 83, Security Report to President Micheels, September 4, 1970.
8. Stout Series 206, Doctor of education Degree Proposal, 1971.
9. Stout Series 24, Ralph Iverson Papers, February 1, 1972.

Chapter 22

Because of the merger of the University of Wisconsin System, for the first time the students and staff of Stout were allowed to have meaningful participation in the selection of a new institution head. After a good deal of debate as to its membership, a search and screen committee was established composed of six faculty, three administrators, and two students. Nelva Runnalls of the chemistry department was selected as the chair. (A number of people expressed regret that a classified individual was not on the committee, but a similar number complained that there was not enough faculty.) The committee recommended several people for the position but it was up to the board of regents to concur with the System president's final selection. On September 18, 1972 President John C. Weaver announced that Robert Sterling Swanson would be the next head of the University of Wisconsin-Stout. "He seemed to me the clearly most qualified among the strong group of candidates I received from the Search and Screen committee and my recommendation of his name was sustained unanimously and with enthusiasm by the Board of Regents. I think he will serve Stout well and I am delighted that he has accepted our invitation to take this important responsibility. It seems to me that his very special background and competence matches well, indeed, with the very special mission and character of Stout."¹



Robert S. Swanson

The new chancellor had a long affiliation with Stout. In 1937, accompanying his father on a visit, Swanson had his first encounter with the Stout Institute. He returned five years later as a student only to have his education interrupted by the Second World War. Following service in an anti-tank unit in the European Theater, Swanson returned to Stout subsequent to his discharge in 1946. Swanson received his bachelor's and master's degrees from Stout in 1949 and 1950, and his doctorate from the University of Minnesota in 1955. He served in several different faculty and administrative positions at Stout. Prior to his appointment to chancellor, Swanson had been Dean of the Graduate School. Included among his professional honors was past president of the American Industrial Arts Association, named man of the year by the American Council of Industrial Arts Teachers, and "honorary member" of the National Association of Teacher Educators. His wife, Margaret Pennington Swanson was also a graduate of Stout. Swanson immediately

threw himself into the job by initiating a number of “rap sessions.” These discussions with students were held in a number of the residence halls. It allowed many students to see and listen to the new head of the institution and allowed the new chancellor to better understand what issues were most on the minds of students.

In the coming years Chancellor Swanson would be forced to face many problems—many of which had not been seen for over a decade. A national recession combined with a decline in the over-all number of people of college age would force financial hardships that had not been seen since the 1950s. Financial problems as well as many others could be anticipated, but just prior to his inauguration, Chancellor Swanson and his staff had to face a totally unexpected “sit-in.”

The seeds of the sit-in were planted in 1969 when Tom Reynolds was hired to teach in the English department. There is no reason to doubt that Reynolds was a popular and able teacher. However, there were some problems and it was decided not to retain him on staff. (One problem was that Mr. Reynolds was somewhat liberal in his grading—so much so that at registration his classes were immediately filled—according to one source his classes were sometimes filled even before registration. In this case there were tracks through the snow leading to the athletic department, but other than this no direct physical evidence could be found to account for the missing registration cards.) At that time it was not required that people be given reasons as to why they weren’t retained.

Following the notice of non-retention for Reynolds, a number of students and faculty signed petitions and wrote letters to the administration as to why he should be retained. One protest flier, perhaps a little more radical than most, used the illustration of a hand with an appropriately elevated finger to announce that the student body had been “screwed again.” In the coming year this issue would fester with many of the students. Reynolds, by the way, was later informed; “The reasons for your not being recommended for tenure are 1) the recommendations of the Department of English Committee on Staff and the tenured members of the Department, and 2) your failure to meet course objectives approved for the Stout State University curriculum.”²

The status quo remained for close to a year when Jonathan Kozol, a lecturer on education, appeared on campus under the sponsorship of the Speakers Forum Series, an organization that was funded by the Stout Student Association. During the course of his lecture he emphasized the importance of student activism and student power. Following the lecture a group of students concerned about the handling of Reynolds approached him. Apparently Kozol advised the group on how to take peaceful action against the University and the “Sit-in” began on April 10, 1973.

By any standards the 39-hour stand-off was less than radical. Approximately 50-75 students along with Tom Reynolds and Kozol occupied the vice chancellor’s office (the chancellor was out of town when this began) demanding that Reynolds be informed as to why he was not renewed and that he be “given specific reasons for his dismissal and also that he be given a hearing by students, faculty and administration to determine the adequacy of the reasons for that dismissal.” For the most part cool heads prevailed.

The group certainly had a valid point, but when Chancellor Swanson returned to campus and addressed the protesters, he stated that such a policy was made by System, not at the local level, and that “Merger legislation required development of a set of policies by July, 1973.”³ (Those policies were currently being written by a system-wide faculty group. The merger required a new statement because there were two policies currently in force; one for the old Wisconsin State University System and one for the University of Wisconsin.)

Given the nature of the times, it is interesting to note that violence did not in any way play a part in this situation. The protesters never seriously considered this an option. Chancellor Swanson did receive some well-meaning advice that local police or guard members should be activated or some more confrontational method be used to remove the protesters, but he chose a more peaceful approach towards dealing with the situation. Certainly discussions were held with local law enforcement officials as to how the situation should be handled and if the need was to arise, how the students should be removed, but the situation never came to that point. The patience of the administration as well as effective action by members of the Stout Student Association helped to defuse the situation. The students finally left by their own volition and Mr. Reynolds was carried from the administration building by security personnel and then released. At what point Mr. Kozol left the sit-in has not been determined, but it is rather doubtful that he was again paid by the university to address the student body.

It is interesting to note that due to the peaceful resolution of the situation as well as the justice of the cause that precipitated it, strong voices were heard from the students, faculty, and the administration in opposition to the old non-retention rule. A group of students were even asked to present their views at a meeting of the Board of Regents.

Shortly after the successful conclusion of the sit-in the University of Wisconsin held the inauguration of its fifth chief administrator. The ceremonies for Chancellor Robert S. Swanson were held on April 30, 1973 in the Johnson Fieldhouse. Representatives from hundreds of educational institutions from across the country were in attendance. During his inaugural speech Chancellor Swanson reaffirmed his belief in the established mission of Stout and its pursuit of excellence. He also stated; “Let us admit—yes, even advertise—that Stout’s major emphasis is, and will continue to be, career preparation. Stout will continue to be pragmatic in its approach. Let it be known, that we do concern ourselves with the preparation of people to earn a living upon graduation. And let us further admit, with pride, that we do this because we specialize in fields which have need for our graduates, and because we do prepare people well to do their jobs.” With this statement, Chancellor Swanson who has always been a student of the history of the school, reaffirmed the beliefs that were first expressed by the founder of this school, James Huff Stout.

One unexpected financial benefit for the university in selecting Chancellor Swanson as its head was the sale of the President’s House. This fourteen-room structure was located across Broadway from the Louis Smith Tainter building (now a parking lot). It had originally been purchased by Senator Stout for that purpose. This residence had been

provided rent free for the president and had included cleaning services, gardening, and free electricity and heat. Chancellor Swanson, who was already a resident of Menomonie chose to live in a home that he had constructed himself. Although this decision cost the new chancellor thousand of dollars in terms of services and utilities; “He said he and {his} wife made the decision not to move because they wanted to remain near friends in the neighborhood. They also felt this would enable them to entertain students and faculty in a more informal setting.”⁴ There were several suggestions as to possible uses for the former chief administrator’s residence. These included such ideas as an instruction building for home economics or art. The Alfresco Outing Club even asked to have the garage to store their equipment. In 1975 the building was sold for \$48,000 and the money was used to help renovate Eichelberger Hall (soon to be renamed the Louis Smith Tainter Building).

The savings found in not continuing to maintain a president’s house were a small start in the right direction, but it was apparent to all that the near future would have severe economic repercussions for the entire University of Wisconsin System. There was little that the new administration could do to affect the over-all problem, but they learned early to involve the entire Stout community in addressing these problems. In November of 1972 the faculty, administration, classified personnel and student senate were asked to attend a special brainstorming session to discuss such issues as budget reductions, enrollment shortfalls, productivity increases, tenure policies, merger, and bare-boned budgets. The immediate concern was how to reduce the budget by at least \$500,000. The ideas from the brainstorming session may not have found solutions to all of the problems, but at least it allowed participation in some of the difficult decisions that would have to be made in the near future.

The harsh economic conditions that the nation encountered during the early 1970s had not been seen in this country or the University of Wisconsin-Stout for many years. There had been so much growth in any sense of the term since World War II that it was difficult to face the reality of possible contraction. The problems were only intensified by the Arab oil embargo that caused energy costs to double and triple for such basic commodities as gasoline, heating oil, and electricity. The energy crisis became so severe that in 1974 the FAA told the University that to save energy it no longer had to light the campus smoke stack after dark. In response to the crisis, Stout created its own Energy Conservation Operating Plan in 1973. This plan had a clear set of criteria to be used by custodial staff, faculty and the heating plant to conserve on energy. There were obvious energy conservation measures in the plan such as turning off lights when not in use and making more effective use of the thermostat during times of excess heat and cold, but there were more radical experiments as well. This included closing buildings during holidays, turning off the hot water in all lavatories, and shifting the emphasis on the use of coal at the heating plant. The situation was considered serious enough that when the Chancellor’s Task Force on Energy listed their guidelines they flatly stated; “Conserving fuel and electricity may keep the university from closing down and it can help keep other businesses from closing down. In the Long run saving energy saves jobs.”⁵

One silver lining for the university that came out of this crisis is that Stout received a \$750,000 grant from the United States Environmental Protection Agency to explore using Western coal. Western coal was more accessible and less polluting than coal that came from the Eastern United States. On the other hand, Western coal produced half the heat of its counterpart. Because of this, most power plants in the United States continued to burn the Eastern variety. The grant was given to Stout to help determine if the heating plant could evaluate a cost comparison. The Power Plant was equipped with sensors that fed information to graphs and gauges that were housed in a mobile laboratory that was located on the site.

Two areas that were dramatically affected by the fiscal crisis were in cuts to staff and curtailment of student enrollment. In terms of faculty, Stout was informed by System to prepare for cutting up to twenty-seven faculty members in early 1973. That year the University of Wisconsin System was forced to not renew the contracts of 344 non-tenured faculty members. Thankfully, due to an unexpected increase enrollment, Stout reduced the number of cuts it had to make to thirteen.

The loss of non-tenured faculty positions is tragic enough, even though all new faculty know that their futures are tenuous until they received tenure; but in this case the situation was made even worse by the layoffs of tenured faculty. Four tenured faculty members at Stout were informed that they were on layoff—in all cases they were the faculty with the lowest seniority within the ranks they held at the University. On May 15, 1973, Chancellor Swanson informed the faculty; “The Board of Regents, at its May 11 meeting, made provisions for laying off rather than dismissing tenured faculty whose positions have been identified as surplus for budgetary reasons. A lay-off does not remove tenure rights by interrupting the faculty member’s service and it gives him first call on the position if funding is obtained.”

This unprecedented (at least in Stout’s history) of removing or “laying-off” tenured faculty created a great deal of anger on campus. A committee on Termination of Employment sought to stop the lay-off of two of the faculty involved, but their decision was overruled by the chancellor and the decision stood. This committee was more effective when the biology department attempted to have a tenured faculty member dismissed for ineffective teaching. At the urging of the department chair the administration joined in the process of attempting to have this tenured member removed. At hearings before the Termination of Employment committee members of the biology department were not as vehement in this man’s removal, as a result the committee found in support of the faculty member. Chancellor Swanson somewhat reluctantly supported their decision but with a certain sense of poetic justice, he insisted that “...if the Chairman concludes that dismissal is appropriate, he will submit it to a department vote.”⁶ What is somewhat remarkable is that when the man involved in this controversy donated his personal records to the university, he had only positive things to say about his experiences at Stout.

An unexpected result of the fiscal crisis was placing enrollment caps on the University of Wisconsin-Stout and four other campuses; Eau Claire, La Crosse, and Madison. The

original decision dictated in 1975, called for Stout to curtail enrollment at current levels for two years. Under this program, if Stout were to inadvertently go over the enrollment limitations, there would be no additional monies from System to help pay for their education. The University was forced to establish strict caps on how many new students were allowed in each major. Cynical students believed that the Board of Regents imposed enrollment caps to force students to go from successful programs to less successful universities in the state in an effort to transfer students rather than faculty. In March of 1975 Chancellor Swanson submitted a plan that outlined Stout's approach to enrollment limitations. Included in the plan were provisions that would limit the number of students in popular programs such as art, psychology and business administration. Students were also no longer allowed to enroll at Stout if they were undecided. Of course, students being students, they quickly learned to enroll in programs with openings, take basic studies or electives the first year, and then transfer to psychology, business administration, etc.—programs with limited enrollment. Even so, in the fall of 1975 Stout was forced to deny admission to 509 undergraduate and 54 graduate students.

The financial problems that would haunt the University of Wisconsin System and Stout would plague Chancellor Swanson during his first few years in office. To aid in preparing for future financial problems a Task Force of Fiscal Emergency was formed (later called the Faculty Consultative Committee). Luckily, after 1975, this committee was allowed to take a hiatus as the economic picture improved, at least temporarily for the State of Wisconsin and the Country.

When the University of Wisconsin System created the category of academic staff someone suggested that it was done "So that the wives of faculty members can have something to do." Perhaps a more realistic assessment is that it gave a greater buffer in terms of tenured faculty members and their rights. Needless to say the initial reaction of faculty towards academic staff appointments was negative. Chancellor Swanson also expressed his views to the faculty senate on November 19, 1974. "It may be that as the situation develops, there will be some requirements by the Board of Regents that we make such appointments. However, at the present time, it is not my intention to do so until the situation becomes more firm." It did not take long before the situation became more firm. At that point it had to be determined what positions should be labeled academic staff. This was followed by classified who wanted to be converted to academic staff, academic staff who wanted to be converted to faculty, and faculty who wished to become academic staff. The confusion became more muddled when there was a mixture of fixed term, rolling horizon, and indefinite status academic staff. To help keep straight as to who was who and to protect the rights of people within this category a committee for academic staff (later the Senate of Academic Staff) was created in 1982.

In response to some of the actions of the System and Board of Regents, the faculty at Stout and the other universities in Wisconsin attempted to form a state-wide union. The purpose of the union was to have been for collective bargaining and to represent the faculty in disputes with the board of regents. Two bills were submitted to the Wisconsin Assembly in an attempt to provide some sort of collective legality for faculty, but they did not meet the success that had been hoped for.

In defense of the University of Wisconsin System Administration, when the first fiscal emergency hit the state, the five top administrators rejected their own salary increases.⁷ In the case of President John Weaver, this was the third year in a row that he found himself within a self-imposed salary freeze.

The fiscal crisis in the nation and in the state did not prevent some improvements in the physical plant at Stout. In the fall of 1972, the Board of Regents approved three major projects for the campus; the remodeling of Harvey Hall, approval to build a vocational-rehabilitation building (somehow this got off track), and an addition to the library. Two years later the former Farmer's Store, once home to the Art Department, was remodeled and dedicated as the new Vocational Development Center. The most important building to be constructed at this time was the Home Economics Building which was dedicated on October 11, 1973. The new \$4+ million dollar building was the first building on campus constructed exclusively for home economics classes. Approval for the building was given in 1969 and construction began two years later.



Home Economics Building

One area that took an enormous amount of work following merger was the creation of the Mission Statement for the University of Wisconsin Stout. This was extremely important in that it would help to interpret the future direction of the University. In August of 1973, the Board of Regents approved the concept of Special Mission Institutions. Green Bay and Stout were designated as such universities. Characteristics of a special mission institution included: to serve the entire state as a uniquely oriented educational resource; to provide innovations on a continuing basis, to design, implement and evaluate mission-specific educational programs on a continuing basis; and to respond to changing societal needs.⁸ These responsibilities were to be considered over and above those responsibilities shared with institutions in the University Cluster. The special mission statement of the University of Wisconsin-Stout was approved by the Board of Regents in January of 1974. This document not only spells out the unique characteristics Stout would use in approaching its mission, but also ensures that that unique quality of the institution would remain in the future as well.

A new regional group that was formed following merger was the West Central Wisconsin Consortium. This group included the Universities from River Falls, Eau Claire, La Crosse, Superior, and Stout. Among the goals of this organization that was formed in 1973 were to develop cooperative programs among the schools, make cooperative use of facilities, and “the use of various faculty expertise among the different institutions.” Chancellor Swanson was named as the initial chair of the group.

It was also due to the creation of the University of Wisconsin System that requirements for an affirmative action program were created on this campus. A press release from January 21, 1972 stated; “University of Wisconsin Pres. John C. Weaver has called for development of an Affirmative Action Program applicable to the merged UW system which would provide ‘complete and equitable participation in every aspect of the University community by all of its members.’” Following the press release, acting Chancellor Ralph Iverson appointed faculty member Dr. Jane Rosenthal as “chairman” to the campus Affirmative Action Program Committee. In April of that year, this became a standing committee that reported directly to the chancellor. “This program will involve positive steps to ensure to all qualified persons regardless of race, creed, sex, national origin, or physical handicap equitable treatment in all phases of employment”⁹ It was soon discovered that the work load was too heavy for committee members to perform on a part time basis. Hence Rosenthal was named as the first Affirmative Action Director at the University of Wisconsin Stout.

The following year a Educational and Cultural Enrichment Center was created on campus. This center was originally staffed by three men from different ethnic backgrounds; Lewis Reed, Hector Cruz, and Lawrence Waukau. One of the main purposes of this group was to attract students to this campus from minority backgrounds. They were also expected to give spot lectures in classes that study other cultures and to create a workable study skills program. This program worked under the auspices of the Student Services Division.

One minor aspect of the merger was that Stout students in 1973 were called upon by President John Weaver to create a medallion commemorating the joining of the two former university systems. This medallion was to be presented to retiring board members, visiting dignitaries and other individuals deserving recognition. It was produced in Stout’s department of materials and processed under the direction of Don Wik. The medallion consisted of 27 stars representing the two and four year institutions in the System. It also has the dates 1849, 1866 and 1971 representing the formation of the two former systems that were merged at the latter date.

In addition to help from the state and regional groups, Stout looked towards its own resources to foster new programs. In 1973 the university formed the Board of Business and Industrial Advisors. This group, previously known as the Board of Visitors, reported directly to the chancellor. The new group was larger than its predecessor and each board member worked with a counterpart at the university. Given the greater emphasis placed on jobs by the new chancellor, the new group was created “to work with administrators

and faculty at Stout in efforts to more closely tie higher education to business and industry.”

The University of Wisconsin-Stout enhanced its local resources by creating the “Menomonie Plan” with the school district of Menomonie in 1972. “The Menomonie Plan is being cooperatively developed to maximize the use of all resources in the area to meet common goals by having the educational communities jointly expand, improve and innovate endeavors mutually beneficial to the two systems.”¹⁰ It took two years of discussions before a Coordinating Council was finally organized to administer the plan. Under the plan cooperative venture were to be launched in the areas of instruction, research and service. One of the first initiatives of the plan was to allow high school seniors access to many of the services in the university’s library.

A somewhat similar partnership program was with the Cooperative Educational Service Agencies. This program actually began in the 1960s but incentive for cooperative efforts between local schools and universities was probably given emphasis because Chancellor Swanson had been a previous president of CESA 5. One of the purposes of the group was to “provide direct coordination for more effective utilization of university resources to meet the identified needs of the area schools and D.P.I.”

Stout faculty also reached out beyond the campus through the “Extended Services Program.” (The Office of Continuing Education was formally organized in 1968. However it did not become dramatically active until four years later.) It was estimated that as many as 10,000 people were affected by this program each year. Stout faculty appeared throughout the State of Wisconsin to teach certain courses to faculty members, students, and management of other schools. These “continuing education” courses were usually taught by faculty for little if any pay, but it gave Wisconsin residents a chance to broaden their education and professional interests.”

International agreements provided Stout with opportunities to broaden its educational experiences. For many years there had been students from Taiwan attending the University of Wisconsin-Stout. In 1974, Chancellor Swanson accepted an all expense paid tour from the Taiwanese Office of the Cultural Counselor to visit that country. Following that visit and many others from key individuals from Stout and schools in Taiwan, an exchange agreement was signed between the Stout and the National Taiwan Normal University. This agreement called for the exchange of “special lecturers” in such areas as research foundations, instructional methodology, supervision and administration, and other abilities to teach professional courses related to Industrial Education. Stout also entered into a similar agreement with the National Taiwan Institute of Technology in 1977. Many faculty from Stout as well as schools in Taiwan had a heightened learning/teaching experience through these agreements.

Stout’s involvement with the government of Algeria began in 1971 when a delegation from that country visited Stout as well as several other universities to discuss technical training in the field of plastics. Within a few years Stout became involved in a multi-university project, funded by the World Bank, to establish the Institute of Electronics

and Electricity in Algeria. Stout's participation in the project involved the campus Library in establishing a technical library in Algeria and the School of Industry and Technology in establishing a plastics program and providing consultation regarding teaching technology. Joe Jax served as library project head which brought \$750,000 in World Bank Funds to Stout.

On campus at that time there was a flurry of creative activities that would play a key role at Stout for years to come. Stout's Vocational Development Center opened in 1974 and was operated in conjunction with the vocational rehabilitation program. This Center, under its first director John Wesolek, provided job placement through counseling and testing for persons "with a variety of physical, mental and emotional problems. It provided direct client service while providing training for students who would go on to establish similar programs in other parts of the country.

Funding for many of the programs that began at this time came from grants. In 1974, Stout received over \$700,000 in grants in such areas as Stout's Department of Rehabilitation and Manpower Services, the University's Research and Training Center, a teaching grant in vocational rehabilitation, the University's Center for Vocational Technical and Adult Education and many more. Most of these grants were funded from the United States Office of Education and the State Vocational Board. Two years earlier Stout received a \$200,000 grant from the Manpower Development Training Act to provide consultant to encourage Indian enterprise for reservations belonging to the Great Lakes Inter-Tribal Council.

In 1975 a special grant was received by Stout for \$59,000 from the National Institute of Mental Health. The grant was created to be used to train selected housewives to help provide preventive health care for women. A nine-week training program was created to enable its graduates to work as a peer counselor in a rural setting. Lee Morical was project director for the women helping women grant. On a similar note, the male dominated School of Industry and Technology made a special effort to attract female students through its publication; "Especially for Women."

In 1974 a number of units on campus combined their resources to create the Biofeedback Laboratory. This was a joint effort of the University Counseling Center, the Division of Academic Affairs, the Department of Education and Psychology, and the Department of Counseling and Personnel Services. This lab was in the basement of the Health Center building. The purpose of the laboratory were to "Provide a site where the feasibility of such a lab could be tested, to determine the interests of students in being trained in biofeedback technology and applications, to determine the demand for and apparent need for biofeedback treatment on the part of students, and to provide a facility for research."¹¹

In 1974, the University received \$650,000 from the United States Department of Health, Education and Welfare to purchase broadcast equipment for a local television station. Two years later the Teleproduction Center was created enabling the university to produce programs for broadcast on WHWC-TV, Channel 28. The center was located in the

Communications Center—the former elementary school. The original idea was developed by David Barnard; brought to development by Harry Herbert, with Greg Schubert as the original manager of the teleproduction center and with on air host Max Herbach. Educational television brought a number of well-known leaders in education and politics to campus. In later years, under the direction of Rosemary Jacobson, the Teleproduction Center expanded its services.

Starting in 1972, the Department of Apparel, Textiles and Design at Stout began hosting a long running conference called Dimensions. Dimensions brought speakers to campus “to broaden horizons and expand knowledge in various areas of textiles.” The first conference included talks by four fashion experts as well as exhibits and twenty Stout coeds modeling fashions.

A faculty member in another department of the School of Home Economics, Jafar Jafari introduced a unique publication that originated on the Stout Campus: The “Annals of Tourism Research.” This publication was intended as a social science journal focusing on the academic perspectives of tourism. International in scope, the Annals looks at tourism as both a discipline and dissemination of tourism research and facilitate the application of data and theoretical frameworks to the academic and practical problems of tourism. This publication was issued at Stout by the Habitational Resources Department at Stout until 1982 when Pergamon Press took over publication responsibilities.

The creation of several new centers and programs on campus created new problems in terms of safety, insurance and security. In response, the university created the Office of Protective Services in 1974. It combined the functions of safety, security and insurance, previously housed in different departments.

Students attending Stout probably were not aware of many of many of the financial problems or problems with enrollment caps that the school was experiencing. Certainly the big news on campus was that the War in Vietnam was over for the United States. President Nixon proclaimed victory and managed to get the American troops out before North Vietnamese troops occupied Saigon. The biggest fad on campus was streaking. In fact March 7, 1974 was celebrated as campus streak night at Stout. If streaking wasn't your thing, many Stout students managed to break the Guinness record by having 373 people sit on each others knees in forming a circle. Music groups performed on campus on almost a daily basis; including the Nitty Gritty Dirt Band, John Sebastian, and Billy Joel. Numerous activists appeared at the speaker's podium including Clyde Bellecourt, Father James Groppi, and Angela Davis. On a more serious note, a special veteran's service officer was appointed to the campus to help returning veterans and marriage and family counseling was offered for Stout students.

In February of 1976, Coach Dwain Mintz celebrated his 400th win as a College Basketball Coach. On the way to that achievement, his blue devil 1975 “Miracle Team” won a share of the WSUC conference. Perhaps, though, the greatest athletic achievement of that time was 1971 Stout Graduate John Peterson who won a silver medal in wrestling in the 1972 Olympic Games—only to top it with a gold medal four years later.

Many of the courses created at this time emphasized Chancellor Swanson's belief in career oriented training.. Under the guidance of Zeke Smolarek and Jerry Coomer of the Industrial Management department, a special course was offered to students on how to set up a factory. In return for 16 academic credits, the students had to work forty-hour weeks setting up a manufacturing facility and making it run. Light aircraft construction and learning how to build a cabin in the north woods reflected this approach to education. This was carried even further by the creation of a new restaurant called Corner 3 which replaced the one that had been located in the Amon House. The Niche, also located in the new Home Economics building, was a boutique operated by Stout students. It replaced earlier operations known as The Bottom Drawer and later Our Place.

As the University of Wisconsin-Stout entered the nation's bi-centennial year it was evident that Chancellor Swanson's emphasis on careers was paying off. For much of the country a college degree had lost its luster. Until then a college degree had been the key to the future but now there were jokes about liberal arts Ph.D.s driving cabs. In the early 1970s, the placement rate for college graduates at Stout varied from 90-96% while at most colleges it was hovering at 50% or less. As the university prepared to celebrate the 200th anniversary of the founding of the country, it was very clear that Stout was doing something right.

1. Stout Series 147, School of Industry and Technology, Box 7, Committees— Chancellor Search & Screen, letter from John C. Weaver to Herbert Anderson, September 18, 1972.
2. Stout Series 232, Mary Jo Rathke Personal Papers, Reynolds, John Non-renewal.
3. Stout Series 24, Box 148, Sit-in, letter from Swanson to Robert R.Polk, May 31, 1973.
4. Stoutonia, October 12, 1972.
5. Stout Series 24, Box 119, Energy Conservation, 1973-1974.
6. Ibid., Box 124, Faculty—Tenure Lay Off, letter from Robert Swanson to Committee on Termination of Employment, July 24, 1974.
7. Dunn County News, August, 15, 1973.
8. Stout Series 173, Mission and Long Range Planning, Box 4, Special Mission Funding Proposal,I 1974.
9. Stout Series 24, Box 103, Charge to AAC, April 3, 1972.
10. Ibid., Box 133, Menomonie Plan Contract,I November 13, 1972.

11. Ibid., Box 109, Annual Report of Biofeedback Lab, June 1, 1975.

Chapter 23

As the nation celebrated its bicentennial Stout was about to experience one of its most important periods of growth—not in terms of physical plant and enrollment—although both would happen; but in terms of enhancing its reputation as an educational institution. This process had been going on for some time. President Fryklund had managed to break the conservatism that had prevented the school from experimenting and expanding its potential. President Micheels had introduced new ideas and brought the energy that would bring many of these ideas to fruition. Chancellor Swanson had consolidated the ideas of his predecessor as well as bringing new ideas of his own. Chancellor Swanson also brought a sense of honesty and integrity to the office that at least to that extent had not been seen at the school before. These traits were essential during the period of downsizing the faculty and staff. More important, the new chancellor reaffirmed Senator Stout's original concept for creating the school—to train students so that they would be enabled to find jobs.

Beginning in the late 1970s and early '80s the country would see its worst economy since the Great Depression. Poor people without hope would begin living in Reaganvilles. Some would attempt to sell their body organs to feed their families and the unemployment rate would reach into the double digits. Many students graduating from liberal arts schools were finding that their college degrees were more of a hindrance than a help when they competed with high school graduates for the few low paying jobs that were available. On the other hand, at the height of the recession Stout's placement rate stood at 96%. The reason for this, according to Robert Dahlke, the placement director at that time; "Stout continues in its mission to provide career-oriented programs; programs that are vocationally oriented, but coupled with a strong liberal arts base. That combination produces a graduate that is highly desirable by business and industry as well as education."1

During the late '70s and early '80s the reputation of the University of Wisconsin-Stout would continue to grow. The more successful the school became the more popular it became with potential students. While many schools were competing for students Stout was being forced to turn them away in ever growing numbers. At the annual staff orientation session in the fall of 1978, Chancellor Swanson informed the faculty and staff that the school was in the best condition it had ever been in. "At the present time Stout can still enjoy the luxury of asking itself whether it wants increased enrollment or not. The choice doesn't present itself to most schools." He went on to explain some of the other advantages the school was experiencing; several major building projects (while most other schools were not), residence halls filled to capacity, new funding as a result of enrollment increases, and a record amount of extramural funding. He also warned that the lack of state funds would curtail growth and that it was not a time to be smug or complacent; "To remain attractive Stout must be able to change old programs and add new ones. We want to be in a position to create new programs, not merely repeat the old because that is the only thing that we can afford to do." He concluded by saying; "I'm sure there are people at other schools who take a certain snobbish attitude toward us, but now there's more of a bit of envy."

One month later, the Board of Regents held their first meeting on the Stout campus since the merger. At that meeting Chancellor Swanson thanked them for allowing Stout to retain its special mission status that aided in keeping the university so successful. As part of their visit, the board members toured the vocational rehabilitation facilities, as well as other unique facilities at the school. “But perhaps the most memorable part of the Board’s indoctrination to Stout was a seven-course dinner, complimented by harpsichord music and several varieties of wine.”²

The success did lead to several problems, though. While the number of students continually increased, that of the faculty did not. This often led to increases in class sizes; resulting in greater work loads for faculty and less individual time for students. The success also led to an increase in the number of students transferring to Stout. According to the Admissions Director, Don Osegard, by 1989 the number of transfer students represented one-third of the student body. In many cases this was because students who were not admitted to Stout subsequently went to another school for a year and then transferred here.

With little state money to construct new dormitories, a number of local business people took advantage of the expanding enrollment to build private student housing. In one instance, the Brittany Court Apartments, delays in construction forced thirty-two students enrolled at Stout to spend their first few weeks at the Best Western Hotel.

For most students, though, this was a great time to attend school. On November 2, 1978 President Jimmy Carter signed the middle income student assistance act. This allowed 1.5 million new students to qualify for financial aid. As a result of this act, the work study program increased by 25%. Funding from the Comprehensive Employment and Training Act also created a few jobs for college students, but more important it helped the University of Wisconsin-Stout to offer new programs and better serve in others. (Many of the federal programs concerned with education were cut following the 1980 election—the most well known being an attempt to make catsup a vegetable in the school lunch program.)

Many other students received help when the campus acquired over \$100,000 to begin a new program called Academic Support Program in a Responsive Environment (ASPIRE). This program was created “to provide handicapped, minority, economically and culturally deprived students, special services.” Offices on campus that participated in this program included the English and mathematics departments, ethnic services, placement office, counseling center, and the academic skills center.

A more modest attempt at attracting minorities and low income students was the Precollegiate program introduced in 1978. The University of Wisconsin-Stout received \$5,500 from System to continue this program of introducing the campus to prospective students in the summer. In addition to minorities; “We will also invite non-minority students who are in the lower quartile of their high school class and have been recommended by the admissions office.”³

Under the direction of Freda Wright, Stout continued to participate in the Home School Coordinator program. Stout first became involved with this program in 1972. The purpose of this program was to provide paraprofessional training to home school coordinators. In turn, the coordinators were to provide greater educational opportunities and services for Indian children and to effectively bring the Indian community into a closer working relationship with schools serving the Indian population. Training for the coordinators combined training on and off the university campuses with field experiences while on the job.

In January of 1977 a group on campus sought and eventually received permission to create a new minor in Women's Studies. This began when System, responding to the United Sisters/National Organization for Women, decided that "each university should have a group on campus to handle women's academic affairs." The University of Wisconsin-Stout approved a one-credit introduction to women's studies class in 1973. "During the nine sessions that the class will meet, students will discuss important women in history, the Women's Movement, education, how women view themselves and their bodies, the legal rights of women, the image of women in the media, women in their professional lives and the alternative lifestyles that women may now choose in this society."⁴ The course became popular on campus leading to the introduction of a minor in that field three years later.

The National Institute of Mental Health awarded a grant to Lee Morical of the Stout faculty to start a new program; "Rural Mental Health Dialogue." Morical had received a similar grant in 1975 when she helped to establish a peer counselor training program. The new grant, providing supplementary funding for "special initiative projects," was designed to bring together professionals and consumers to share concerns and hopes about mental health services.

One group of students who have often been over looked is the older returning students. These students are especially attracted to Stout because of the greater potential to find a job following their education. In 1977, 13 % of students were aged between 25 through 34 and 4% of the student body was over 35 or older. In addition, Stout offered free audit of classes by people aged 62 and older.

Thanks to Stout's strong vocational program and due to incentives from System, as early as 1977 Stout was looking to create a handicapped student coordinator. Within a short period of time Ann Yurcisin was hired as the coordinator for Services to the Handicapped. Her job was to assist the university in making it more accessible to handicapped individuals who wished to study at Stout. By the end of 1978 it was announced that the university had spent more than \$160,000 to make the buildings and programs more accessible to the handicapped. "Most of the 38 buildings on the 117 acre campus are now partially or completely accessible." The emphasis on working with the physically disabled allowed the Stout Vocational Rehabilitation Institute to offer new classes in such areas as the handicapped and sexuality.

The strong vocational program also attracted a number of developmentally disabled students and residents to the campus. The first Conference of the Developmentally Disabled, held on campus in 1976, may have been unique to the nation. Sponsors of the conference were the Stout Vocational Rehabilitation Institute, Continuing Education, and Unified Industries of Dunn County. By the third conference in 1978 there were 343 participants. The purpose of the conference was to give mentally retarded adults a chance to explore the potential in their lives and to allow others to see that potential. The conference provided a number of opportunities through panel discussions, tours, and workshops in such areas as dance classes, pet care, and how to apply beauty aids.

International students continued to find Stout an attractive place to study. During the first semester of 1979 there were 154 international students representing 30 foreign countries enrolled at Stout. Thanks to a \$55,000 Peace Corps project that was carried out at Stout in the summer of 1978, seven educators were trained to help Honduran junior high school educators develop and offer course work in industrial arts. At that time the University of Wisconsin-Stout entered into several other educational exchange agreements. One agreement in 1977 that would lead to others in the United Kingdom began with discussions between Stout's Psychology and Guidance Department and the Clwyd City Council in Wales. Within two years a more formal commitment was agreed to between the Northeast Wales Technical Institute for Higher Education and the University of Wisconsin-Stout. (With all of the international agreements that Stout was entering into at this time, it is interesting to note that the foreign language department on campus only contained one person; Martha Wallen.)

The overthrow of the Shah of Iran had immediate ramifications for the University of Wisconsin-Stout. The policies of the new dictator, Ayatullah Khomeini combined with a mail strike prevented many students from receiving financial assistance from the country and families. The situation intensified when the American embassy was seized in that country and American citizens were tortured and held hostage. This led to a freeze of Iranian assets that intensified the financial crisis for many Iranian students. Several faculty members on campus attempted to alleviate this crisis through a special Stout Iranian Assistance Fund. The short-term problem of the Iranian students finances was reached when the System announced; "Although a freeze has been placed on all Iranian funds deposited in United States Banks, the national office of NACUBO has advised us that checks submitted by Iranian students to pay for academic fees or for other university service will be honored by the banks." Although there was hostility to Iranian students on many campuses, this was not a major problem here.

In many ways the mid to late '70s was an ethical high point for at least a large minority in the country. President Carter could have used the Iranian crisis to ensure his reelection and to secure a steady oil supply through the use of force. Instead he used diplomatic means to resolve the crisis, knowing it would cost him the presidency but saving the lives of thousands of people. Many of the students and faculty at Stout reflected these high ideals. One area in which they expressed their views was in searching for alternative forms of energy and in conservation.

Stout, along with all of the state agencies in Wisconsin, was ordered by the governor in 1979 to reduce all gasoline consumption by 15%. The university responded to the directive by not only reducing the mileage for fleet and work vehicles by the required 15%, but by reducing the use of personal vehicles for university business by a similar amount as well. Among the methods used to decrease gasoline consumption were better maintenance of vehicles and car pooling on campus as well as with people from other universities. An increase in the number of teleconferences also played a role in gasoline consumption. A further attempt at energy conservation by the administration was to close most of the buildings on campus during the four-day Thanksgiving break in 1979. Employees were asked to make a sacrifice in terms of a vacation or floating holiday to enable the university to experience a significant savings in electrical and heating costs.

During the winter of 1976-1977, the energy crunch, combined with one of the coldest winters on record, convinced many students that the campus would be forced to close down. The rumor was false, but the university was ordered by the Governor to again lower the thermostat in both classrooms and dorms.

Many students took a more aggressive stance in addressing the energy crisis. Almost entirely through their own efforts, Stout students were able to reduce the electrical use in dorms by 11% and water usage by 16%. Joe Brown who was the assistant director of the University's Auxiliary Services stated; "We find when we go into a hall there are students in the crowd listening to us who know more about energy conservation than we do." It was largely due to the insistence of students that a number of "energy days" and energy conservation contests were held on campus. During the 1978 Energy Day, students demonstrated energy conservation techniques in such diverse areas as cooking food and wearing more comfortable and warmer clothing in the house. Lectures on energy were held in most classes that day. Other examples of energy conservation were cold meals and "candle-light bowling" in the student center.

A contest which was originally proposed by Chancellor Swanson and then sponsored by the Wisconsin Industrial Education Association was the first "Technology for Society Theme of the Year Contest: Sources of Energy—A Technological Solution."⁶ The contest, which gave a scholarship and other awards for students, was designed to give industrial arts students in Wisconsin the opportunity to become involved in the solution to contemporary societal problems.

Alternative energy sources were also explored by students on campus. A day-long solar energy exposition was held on campus on August 25, 1979. Among the topics discussed were solar tax credits, site selection, greenhouses, and solar heat. Another source of energy that was explored at that time was wind energy. As part of a contest, Stout students erected a 2.5 kilowatt wind generator on campus. In response to a similar contest Stout students constructed a petroleum free, non-polluting energy efficient car that ran on hydrogen.

Classes were also taught on campus to increase awareness of the energy crisis. Among the courses offered was Energy Education for Secondary Programs, Energy Alternatives,

and Energy Management. Stout's Department of Energy and Transportation even offered a course called; "Bicycle Maintenance, Repair and Transportation."

As bad as the energy crisis was, many Stout students and staff joined in the fight to prevent the construction of a nuclear power plant south of Menomonie. The \$1.3 billion Tyrone Nuclear Plant had been proposed by Northern States Power Company in 1973. Opposition to the plant was largely based on safety issues. For close to a decade the two sides clashed until plans for the plant were finally shelved.

The heroic efforts that Stout students put forth during the energy crisis are certainly one of the high points for the student body at the school. It is somewhat ironic that at the same time a number of their contemporaries were giving the school a black eye through their homecoming antics. The initial problems began when people would congregate after the bar closings on homecoming weekend. The usual problems associated with such drinking activities, bar fights, vandalism and so forth were to be expected, but then a myth was created that several years earlier a group of students spontaneously got together and marched through North Menomonie and closed I-94. This never happened, but every year a group of students would attempt to emulate this. This in turn resulted in more and more legal authorities being called to aid the local police. The number of students arrested each year eventually climbed to close to 200.

The event certainly had negative connotations and created bad publicity for the university. The abusive behavior of many of the students carried over into other aspects of homecoming such as the parade; causing many secondary schools to stop their participation. Discussions were even carried out concerning canceling homecoming at the University of Wisconsin-Stout. Of course it was only a small percentage of the student body who participated in these activities and many of those who were involved were not even Stout students. For example, in 1982 of 235 arrests during homecoming, only 103 were Stout students. The problem probably could have been easily handled in the earlier years by closing the bars early or enforcing the limits placed on the number of people who could be in individual bars, but according to some Stout officials, this was not done because the local police chief used this to justify his budget. Eventually, though, thanks to actions taken by university officials, law enforcements officers, and the students themselves, this was a tradition that died out

If the actions of some students during homecoming hurt the relations between the students of Stout and the City of Menomonie, the reverse can be said by the actions of the City of Menomonie against Sigma Tau Gamma fraternity. Sigma Tau's fraternity house, the former T.B. Wilson mansion, was located on 4th Avenue West. The City of Menomonie attempted to take control of the house through a law that enables a city to condemn property so that it may be given to a private commercial developer; in this case Don's Supervalve. The fraternity fought back and began a two year legal fight with the city. (The university was also brought into the fight due to its sale of the President's House adjacent to the fraternity house three years earlier.) After spending \$17,000 in its defense, the fraternity won the lawsuit when the State of Wisconsin refused to uphold the tax incremental law that was cited by the City for the right to take private property. The

incident should have been over at that time, but six months later the City of Menomonie attempted to seize the land under the blighted areas law. Initially the fraternity chose to fight back again. After pointing out that they were living in the house of the grandson of one of the founders of the city, the fraternity stated; “We are not looking for money or fame, but are fighting for a basic principle, the right of the citizens to own and enjoy their property as they see fit.”⁷ One year later, a deal was worked out in which the fraternity was paid \$150,000 by the city plus \$80,000 for relocation benefits. The fraternity did build a new house near the Brittany Court Apartments and did manage to save the “carriage house.”

Curriculum for the students of the late ‘70s maintained pace with their interests. In response to societal needs the University of Wisconsin-Stout was able to develop new majors, submajors, concentrations, and thrusts within its mission. Many of the new programs were related to art as well as counseling. In cooperation with the 3-M Company Stout introduced course work in industrial ceramics. Other unusual classes included one on hypnotism, aircraft building, owner-built housing, Leboyer childbirth techniques, and “The Art and Science of Catching Fish.”

Fashion Merchandising students were given practical experience with the opening of the Niche and the Niche 2 in the home economics building. Students were expected to work five hours a week in one of the stores in addition to three hours of classroom. Although the university provided space, the businesses were self sustaining. A somewhat similar experience was provided by hotel and restaurant management instructor John Hall when he allowed his own hotel, the Anderson House in Wabasha, Minnesota, to become a working classroom for Stout students. Students were expected to work in all facets of the hotel’s operation from maid to manager. Although students graduating from Stout were assumed to be assigned management positions, they were trained at the hotel to work as waitresses, busboys, bartenders, and front desk. According to Hall; “I think a good lesson to be learned out of this whole thing is that if you are a general manager, you may end up in a cooking position real quick if your cook doesn’t show up.”

A different kind of learning experience was offered by the Department of Food and Nutrition, the Foods Study Tour. This three-week course allowed participants to study how food was grown, processed, prepared and consumed. Tours included such areas of Europe as Scandinavia or Western Europe. People could take the tours for credit or just for fun.

With all of the hands on training at the University of Wisconsin-Stout, a study was conducted in 1979 to determine how many laboratories were on campus. The study concluded that there were 129 rooms or parts of buildings designated as laboratories or laboratory-related rooms.⁸ These areas encompassed a total of 187,636 square feet.

An educational experiment that was initiated at Stout in 1977 was the apprenticeship program. Under this program students served as apprentices to veteran teachers, “learning from their teachers while assisting them with their duties.” Students and faculty would enter into contractual agreements which would specify the number of hours

in which the student would help and learn by performing laboratory experiments, correcting tests, updating curriculum and similar tasks that are part of the educational process. Perhaps the main point of the program was to get students to start thinking like and performing many of the duties of a teacher.

For teachers themselves, there were many changes that were occurring during the first half of the Swanson Chancellorship. Many of Stout's long term faculty retired at that time including Herbert Anderson, Dean of the School of Industry and Technology, and affiliated with the school as a faculty member for 28-years and as a student even longer. (He was replaced as dean by faculty member James Bensen.) The loss of Dwight Agnew as a faculty member was especially hard felt. He had been on staff since the 1940s and served as the first dean of the School of Liberal Studies. (For a short period of time he was replaced by Ted Baker who in turn was replaced by Gerane Dougherty.) Upon Agnew's retirement Swanson stated; "One of the parting legacies of Dwight Agnew was the emphasis on working together. He reminded us that we all have valuable roles in molding professionally competent graduates who understand and grasp their purpose in life."⁹ Dwight would continue to contribute to the university in many ways up to and even following his death a quarter-century later.

A woman who probably knew more of the history of the University of Wisconsin-Stout, at least the secrets, celebrated her 40th anniversary as a Stout employee and her retirement in 1977. Minnie Becker Hengel had served as the secretary to the presidents and chancellors of Stout since 1938. In a press release on December 13, 1977, she gave a thumb nail description of the institution heads. Burton Nelson: "a very kind, fatherly gentleman. He was a stickler for appearance and social formalities. He thought the students should learn social etiquette too and the clerical staff was included in the training." Verne Fryklund: "I think he was a strict administrator, but he was soft-hearted, human person inside." He "would walk through the halls of the university and if he spotted a romantic couple holding hands he would speak with them." William Micheels: "A very friendly outgoing person with an excellent sense of humor. Some persons mentioned his ability to roll with the punches and we found this to be correct." Robert Swanson: "Everything about him is calm and organized. I've never seen him lose his temper or even get too disgusted about things and I marvel at his patience." Jan Jordan was hired as her replacement.

Many Stout faculty were recognized for their achievements at that time. For example, Paul Hoffman received a plaque signed by President Jimmy Carter for his work with handicapped individuals and Evelyn Rimel received a major award from the American Personnel and Guidance Association. A special contribution was made to the university when Mike Ritland chaired a committee to create an Athletic Hall of Fame at Stout in 1978. The charter members of this hall include; Vern Damberg, Dave Stori, Harley Hesselman, Gale Woelffer, Bob Young, Glenn Harke, Mike McHugh, Mike Thompson, Ray Johnson, Dwight Chinnock, Mel Coleman, and John Peterson.

It was also due to the efforts of faculty that extramural funding was playing a greater roll in the financing and growth of the university. During the 1976-1977 academic year the

university had 72 funded projects with a financial amount of \$2,316,999. This was a huge increase over similar funding a decade earlier. In his annual report to the Board of Regents, Chancellor Swanson stated; “The university continues to stress that extramural resources must be supplemental in nature and not the sole support for program development on campus. Extramural resources used to augment state allocations can provide significant support in initiating new program developments as well as supporting special program needs for existing program categories on campus.”

One such product of extramural funding was a special grant with the imposing title; “The Implementation of a County-Wide Multi-Service, Broadband Communications System to Enhance the Quality of Rural Life.” This grant was funded by the W.K. Kellogg Foundation for \$525,000 and was administered through the West Central Wisconsin Consortium. It resulted in a national model for rural cable television following its implementation in Trempealeau County, Wisconsin.

An idea that was promoted through financing provided by the Stout University Foundation was the Center for Future Studies in 1978. The Center, originally envisioned by Lee Smalley and Ray Barlow in the early ‘70s, was one of the first of its kind in the nation. The purpose of the Center was “to allow people to become involved in creating their own future and understand important issues, problems and opportunities they may face in the future.” One practical use of the Center was in future curriculum planning.

On a somewhat similar note, in 1975 the University reevaluated its long term planning process in response to the state governor’s request of the Board of Regents to study plans for reducing the University of Wisconsin System. The following year Stout implemented a planning procedure through a decentralized process under the direction of Valerie Hansen of the Planning Office.

Many other ideas and initiatives were explored by Chancellor Swanson and others at this time. Life long learning was one of the concepts proposed by the chancellor as was cooperative education projects with other schools. One such project was an Advanced Vocational-Technical Learning Center proposed by the University of Wisconsin-Stout and the Gateway Vocational, Technical and Adult Education District Kenosha, Wisconsin.

The concept that continued to grow in importance was technology—especially in the form of computers. When Stout was asked by System in 1977 to list in priority their ‘Basic Skills Improvement Projects’ computer software and hardware were the top priorities in all areas. Computers were beginning to play an increasingly important role on many parts of the campus. For example, by 1977 many students were using credit cards to purchase food. The cards were inserted into an automatic reader that recorded the transaction in a centralized computer. Now it is difficult to imagine a different system on campus, but that was quite revolutionary for the times. In 1974 the library had its first computer available to the public; four years later there were seventeen computer terminals on campus that were being used by nearly all academic departments. The head

of academic computing, Gordon Jones issued a warning/prayer that has been heard many times since; “We need more terminals, more speed and more capability.”¹⁰

Not everything on campus was positive and going the way that people hoped. An arsonist in the area had attempted to burn down Harvey Hall and the Lange Building during the summer of 1977 as well as two privately owned buildings on Main Street and Crescent Street. (Four months later a Stout student was charged with arson related activities in Tustison Hall.) A more serious problem occurred when an employees strike was called in July of 1977 by the Wisconsin State Employees Union. It was estimated that 60% of the 275 employees represented at Stout walked out during the strike. The reported reason for the cause of the strike was that the union wanted a 13.5% pay increase in each of the next two years and the state offered a total 15% over the same time period. Within two weeks a contract was agreed to and the employees returned to work. During the strike the campus continued to operate. Chancellor Swanson thanked everyone for keeping the strike peaceful and especially those who managed to keep the campus operating. Although not unsympathetic to the strikers, he believed that the campus owed it to the students to remain open. “Many have come from far and at great expenses to study here this summer. Because some employees have made that extra effort, near normal operations have been maintained.”¹¹ In a nearly prophetic statement, the Chancellor said the only time he could remember that the campus had ever closed down was during a severe storm.

According to the Stout Alumnus Magazine; “There was nothing like it in most people’s memory. What began as a warm peaceful summer evening ended in a night of destruction and terror. When it was over, the University was closed, the City of Menomonie was without electricity and millions of dollars of property lay in ruin.” The storm that struck almost all of Western Wisconsin on July 15, 1980 contained straight line winds in excess of 100 miles per hour. The campus, without electricity and water, was forced to close down. Students were asked to go home to conserve on dwindling resources. The university responded by providing foodservice to the Red Cross and volunteers. It also made available space in the residence halls for National Guard troops. A parking lot on campus became the assembly point for guard vehicles. Although damage to the campus and all of Western Wisconsin was extensive, there were very few injuries.

Even before the campus had finished cleaning up from the straight line winds, it was hit by a storm of another kind. The recession that had been gripping the county continued to worsen. The election of a new President, Ronald Reagan, meant that many educational programs would be cut. Stout was facing its second great economic challenge since Chancellor Swanson had been in office.

1. Stout Alumnus, Spring, 1980.
2. Ibid., Winter, 1979.

3. Stout Series 24, Box 139, Pre Collegiate Program, letter from Robert Swanson to Donald K. Smith,, June 24, 1977.
4. Stout Series 134, Mary Richards Personal Papers, Introduction to Women's Studies Brochure.
5. Stout Series 124, Box 131, Iranian Students, letter from System to Universities, December 14, 1979.
6. Stout Press Release, March 27, 1977.
7. Stout Series 306, Chuck Buelow Personal Papers, Sigma Tau Gamma letter, May 4, 1980.
8. Stout Series 24, Box 178, Labs, letter from Glen Schuknecht to Robert Swanson, September 24, 1979.
9. Annual Report to Faculty and Staff Members by Chancellor Robert Swanson, August 27, 1977.
10. Stoutonia, March 23, 1978.
11. Stout Press Release, July 12, 1977.

Chapter 24

In 1982, the school and Chancellor Robert Swanson celebrated his tenth year as head of the University of Wisconsin-Stout. During that decade a lot had been accomplished. The appearance of the campus itself had changed. Over \$20 million in building projects had been completed and another \$15 million in projects were in the works. Two academic buildings; Home Economics and Applied Arts were now in operation as well as a new Library Learning Center and General Services Building. A major remodeling project in Harvey Hall extended the life of that building and an addition to the heating plant was completed. Additional construction included a new student center and extensive remodeling of the old library and McCalmont Hall.

One of the major accomplishments of Chancellor Swanson and his staff was “sorting out” the gains of the ‘60s. One of the areas in which this was applied was in curriculum development. In part due to the rapid expansion of the previous decade and in part due to budget reductions, no new undergraduate degrees were added during this time period. Instead the university developed concentrations. Concentrations allowed the university to expand into new curriculum areas at little cost. By 1982 there was somewhere around eighty-five concentrations.

The Chancellor’s first decade saw many accomplishments in other areas as well. Extramural funding increased by over 400% and the scope of the international program dramatically expanded. A new long range planning process had also been introduced that provided an avenue for innovation and change. Incentive for this planning was encouraged through funding idea proposals and in being used as a criterion in funding from the University Foundation.

Perhaps the greatest accomplishments had been in terms of students and faculty. In that ten year period, 12,805 students graduated from Stout, more than in all of its previous history. During a 1976 evaluation of the University by the North Central Association, they reported that students told them; “The best thing about Stout is the faculty. The faculty likes teaching. They take an interest in us as both students and individuals.”

The major stumbling block faced by the administration in the first decade was the stagnant economic climate. Lack of funding hurt the development or expansion of many programs on campus and created financial problems for many of the students and staff as well. This would continue to be a major problem as the University entered the decade of the “Eighties.” It is ironic that in a decade where people would be taught “Greed is Good” there was little financial assistance from the State or Federal government to enhance the university’s efforts to emulate the shift in attitude that was taking place in the nation’s capital and much of the rest of the country as well.

In 1980, Stout was directed to comply with a state directed funding cut of 4.4 percent. In response, Chancellor Swanson ordered a freeze on all capital equipment purchases, placed a hold on all idea proposals, and ordered cuts in commitments to limited term employees and student assistants. Other cuts included ending a thirty-year old tradition

on campus, the annual guidance conference. In explaining the decision, Sam Wood the dean of students stated; “We’ve made a priority decision and we’ve decided whatever funds we have are going to be devoted to teaching and counseling students.”¹ Funding cuts also contributed to overloaded classes. It was estimated that year that 188 sections of classes in home economics classes were overloaded as were 46% of the courses in the School of Industry and Technology. In an attempt to alleviate the cuts, the University of Wisconsin System assessed an emergency \$30 surcharge on each full-time student. The following year, Wisconsin Governor Lee Dreyfus claimed that because of the surcharge, the UW-System did not pay its fair share and he ordered further cuts. Chancellor Swanson stated; “This kind of chopping, a little bit each year, has gone on for the past four or five years. That makes it tough to point the finger and figure which straw broke the camel’s back.”

The financial crisis was deepened for many Stout students by the advent of the Ronald Reagan administration in Washington. Their efforts to cut financial aid caused hardships for many students from low and medium income families. The new President’s benefit reductions for veterans also had a negative effect on many students—especially those who were from the Vietnam era.

By the spring of 1981, Stout was forced to take active steps to reduce the size of its student body. “Inadequate financial support for the present size student body was cited as the reason for the move.” By fall of that year, the University was expected to drop its enrollment by two-hundred students. One study indicated that due to budget cuts Wisconsin had dropped from sixth in the nation in terms of support for students in higher education to number 36. A special System task force headed by Chancellor Swanson warned that the ability of the University of Wisconsin System to contribute to the economic growth of the state had been severely compromised. The study was entitled; A Profile of University Service to Business and Industry 1980-82. According to Swanson; “We feel that we can make a case that putting more money into higher education must be viewed as an investment.”

In 1983 when it was announced that there would again be no raises for the University of Wisconsin System faculty, Chancellor Swanson called it a “severe setback” for higher education. On the plus side he noted; “Public debate made the person on the street aware of the situation’s seriousness. There is at least some agreement now that quality of instruction is suffering because salaries are not competitive. Institutions are finding it difficult, if not impossible, to hire or retain key members.”² He went on to state that a possible plus for the future of the UW-System is the growing importance of computers and the need for their use by and the need to provide training for the universities. “We are an information age and universities will be changed by that fact.”

Wisconsin Governor Lee Dreyfus did make a suggestion that may have helped the University of Wisconsin-Stout through the economic crisis. At a political rally in the Menomonie Fairgrounds in 1980, Dreyfus said that he believed that Stout should return to and be incorporated into the Vocational, Technical and Adult Education system. He believed that Stout could then turn out doctorates in technical areas and eventually turn

“to research and become the research arm for the state and its educational system.” When questioned about this idea Chancellor Swanson stated; “This proposal has not been seriously considered and a proposal has not been written by anyone proposing that we do switch back, but in regards to the Governor, I don’t think he completely understands Stout and its mission.”³

Early on Chancellor Swanson and the staff of the university saw that a more feasible means of improving Stout’s quality of education and financial resources was through greater cooperative efforts with business and industry. A new bachelor’s degree in “applied technology” was approved in the winter of 1983. This degree, with concentrations in the areas of microelectronics, manufacturing systems, material and process engineering, and communications systems, was designed to offer a more well-rounded person for industry “who are hands-on applications oriented and who have much more science and engineering oriented backgrounds.” The degree was created with the help of industry to solve its need for people who can “hook hardware together.” Contact between the University and industry continued though the years as the program matured. An added bonus to Stout as a result of this program is that as many as fifty companies made contributions of equipment to help start the new major.

The new major was expected to bring more Stout students to industry, but another program was created to bring industry to Stout. The “Arthur R. Cabot Executive Residency,” was supported initially by an endowment by the Cabot family, including his son, Scott, a Stout graduate. This program was designed to bring business executives to campus where they were to be involved in faculty development, lectures, and seminars. On a similar note, Stout in 1983 Stout began a new program titled; “Sponsored Business and Industrial Professorships. The program brought current or recently retired business professionals to campus to perform a variety of duties from “lecturing classes to developing curriculum.” In developing the program it was concluded that; “To continue contemporary preparation it is essential that at least some of the instruction, advisement, curriculum development, and research be performed by people who have extensive and recent experience in business and industry.”⁴ By 1987 there were some twenty former and current industrial professionals who participated in this program. James R. Johnson, head of 3M’s think tank was the first industrial professor-in-residence.

In his address to the faculty in 1984 Chancellor Swanson stated that among other things, two of Stout’s main goals were to build bridges with industry and increase faculty creativity. Both of these goals were met with the creation of the “Projects With Industry” program. This program called for a commitment to “provide effective placement assistance to disabled people in a manner responsive to the real needs of the business community.” In 1983 some 140 disabled people in Western Wisconsin received jobs through this program.

On July 30, 1980 Chancellor Swanson gave his approval to create Stout’s Center for Innovation and Development. This center, created by John Entorf and Jim Bensen of the School of Industry and Technology, “makes available to industry the University’s extensive technical facilities and its staff members who are experts in various aspects of

management and technology. At the same time, the Center is exposing students and staff to the kind of problem-solving tasks carried on in the industrial world.”⁵ Typical activities included technical assistance, mechanical design, product development, and product assessment and employee relations. The financing for projects were provided by the sponsor. The university contributed financially through staff time, supplies and indirect costs.

Staff members of the School of Industry and Technology also played a role in Stout’s participation in the Center for Manufacturing and Productivity. The Center, created in 1985, was created by the Wisconsin Deans of Engineering and Technology. “Through the Center, the state’s technological institutions plan to work together to assist manufacturing through faculty exchanges, seminars and short courses, graduate and undergraduate degree programs, and basic and applied research in manufacturing technology.” The original roots of this group were planted in 1983 when System President O’Neil asked Chancellor Swanson to “bring together the services of five University of Wisconsin universities who could offer engineering-technology services to business and industry.”⁶

At the same time, the School of Industry and Technology was experimenting with a similar concept, “Entrepreneurship Incubation” at Stout. The School offered space and ideas for assisting small businesses. “This will be a facility with a prime mission of creating jobs by assisting new business set-ups, with yet another mission being to cooperate with already established companies on projects involving research and pilot lot studies.”⁷ Among other things, incubator tenants were offered access to facilities, staff, and support services such as office space and clerical help. The university also benefited from the incubator program by exposing staff and students to real life problems faced by small businesses.

In 1986, the University of Wisconsin-Stout accepted an economic development grant from the Department of Commerce and the Economic Development Administration. The Center was one of 37 in the United States. In return for the \$100,000 grant, the center would: “conduct training on a wide range of economic development topics for regional agencies; develop communications systems for information sharing; promote technology transfer; and provide technical assistance to small and medium sized firms.” Bruce Siebold, chair of the business department, was selected as the first head of the Stout Economic and Technical Assistance Center.

The University also became involved with “Forward Wisconsin” when one of this group’s three offices was located on campus. Forward Wisconsin was formed following a 1983 study by a Marketing Wisconsin Task Force. It became the state’s economic development marketing corporation; formed as a public/private venture. Its main purpose was to attract business to the State.

In 1986 the University began one of its largest individual involvements with industry. Case IH was a joint venture between the University of Wisconsin-Stout and the Case plant in Wausau, Wisconsin. The three year manufacturing engineering project involved

up to twenty faculty members and close to double that number of students. Under the directorship of Larry Schneider, Stout staff assisted in “plant layout, design and layout of assembly operations, material analysis, inventory control, installation and streamlining of flexible machine cells, and automatic process plans and standards for all new products.” The first year of the program was funded by \$392,300 provided by the UW System employee benefit account.

Under the leadership of Chancellor Swanson there were many other cooperative programs with business as well. Swanson told a reporter; “People in this state need to examine the roll of the university in economic development compared with other countries where universities are much more hand-in-glove with business and industry.”⁸ One project with industry that Chancellor Swanson first proposed to Stout Foundation Director David Williams in December, 1985, was to look into the potential of creating a Stout Technology Park. This idea would continue to be explored although it would be up to others to bring it to fruition.

In addition to its cooperative efforts with business and industry, it was crucial that the university look towards other means for extramural funding. Chancellor Swanson informed his support staff in 1981; “As we look at the state’s financial picture in the coming biennium and beyond, it seems evident that significant increases in state funding to the UW System will be hard to come by. If we are to grow and develop, extramural resources will be necessary.”⁹ To emphasize this point, preference was given to grants that might bring in extramural resources and job descriptions were changed to emphasize writing and research projects.

In 1986 the University reported that it had averaged more than \$2.4 million annually in extramural grants for the past twelve years. Grants were in such areas as “flexible manufacturing, robotics, optical discs, the foodservice industry, correctional facilities, as well as service grants for incubators, employment evaluation, employer assistance programs, job training, and many other areas. Specific grants included such areas as \$80,000 from 3M to assist the university in developing new technology based degrees; a \$350,000 federal grant to set up a cooperative education program with business and industry; and a grant from the National Science Foundation to “improve techniques for detecting minute traces of harmful substances in ground and waste water.” Perhaps the most successful unit on campus in terms of receiving outside support was the Stout Vocational Rehabilitation Institute. For example, during the 1982-1983 fiscal year it received \$1.6 million in outside grants and contracts. It was largely due to the efforts of Paul Hoffman and others involved in the program that a permanent home was finally found for this program following a \$3.4 million renovation of the old Pierce library building and McCalmont Hall.

Gifts in Kind provided another alternative source of funding for the university. This was especially true in technology areas. One of the more interesting gifts at that time was a Coats and Welter Scanning Electron Microscope that was donated to Stout by the Sperry Corp. This microscope, valued at \$115,000 was capable of magnifying objects up to 60,000 times their normal size.

The Stout University Foundation enhanced its role at the school at this time. Under the leadership of Dave Williams (Jack Wile had died in 1980) the Foundation enabled the university to undertake projects and programs it could not otherwise pursue. With Jerry Talen as chair, the Foundation began its first major fund capital campaign; "Toward Century II." This campaign sought to raise funds for the areas of faculty and staff development, curriculum development, library and learning resource materials, instructional equipment, renovation of the Louis Smith Tainter Building and annual funds. In less than a year it achieved its base goal of \$1 million and was well on its way to meeting its challenge goal of an additional \$1 million (by August of 1987 when the campaign came to a close, \$2.1 million had been raised). The Foundation also entered into specific fund raising projects such as helping to equip a new \$3.1 million graphic arts facility on campus.

The Foundation also played a key role in the creation of the Dahlgren and Hormel Professorships. The Hormel professors were funded by the Geo. A. Hormel and Co. to support recipient's professional activities. The Dahlgren Professorships, in honor and memory of Stout graduates Reinhold and Eng Dahlgren, were provided to improve teaching through professional travel, attendance at special meetings and conferences, supplies, equipment, books, computers or support help.

Stout's involvement with international programs also allowed the university to expand into new areas at little cost to the state. In July, 1981 the Office of International Programs with John Stevenson as its first head was established on campus. One of the first major successes of this office was expansion of the exchange programs between Stout and the North East Wales Institute.

Given the success with Wales, it seems like a natural progression that a similar agreement was signed with another country in the British Isles four years later. Under the auspices of the West Central Wisconsin Consortium, a special study center was established in Dalkieth, Scotland. Participants in the Wisconsin in Scotland program stayed in a rather imposing mansion, Dalkeith House. The initial program requirements from foodservice to laundry had to be established from scratch. However, WCWC investigators reported; "Considering that this is a start-up effort and the program is in its first three months of operation, initial procedures have been established which are actually better than we had anticipated." The Wisconsin in Scotland program would soon be one of if not the most popular international program Stout participated in.

The same cannot be said for an agreement signed in 1984 between the University of Wisconsin-Stout and Kansai University of Foreign Studies in Japan. The number one purpose for this agreement was to "promote international friendship and world peace by stimulating and supporting intercultural activities and projects among students from the U.S.A. and Japan." The program was somewhat of a disaster from the Stout point of view. There were problems comparing actual costs (segregated fees for example) and an implication that Kansai Gaidai was "...concerned about the academic weakness among students whom we have received in the past."¹⁰ In the same letter they mention,

however, that Stout students may enter through Eau Claire (although it was not mentioned why that would make them better students). There were also problems concerning the difficulty Japanese students had with transferring credits from “vocational or studio oriented courses” opposed to liberal arts classes with accommodations for students with poor English language skills. After a two year trial period, both schools decided to forgo what each perceived as a rather one-sided agreement.

A much more successful program was launched when Stout entered into international agreements with two schools in the People’s Republic of China; the Beijing Institute of Light Technology and the Northwest Institute of Light Industry. Under these agreements faculty and staff were to be exchanged in such areas as mechanical engineering, automatic control, electro-technics and food. The agreements were signed following a visit to that country by Chancellor Swanson, Vice Chancellor Face and a Stout professor born in China, David Liu.

The University of Wisconsin-Stout entered into other international agreements at that time. One of the more unusual ones was with the Monterey Institute of Technology because the agreement encompassed the two communities as well as the universities. This would also prove to be one of the most popular of international agreements that Stout was to enter into.

Due to the success of the international programs a proposal was funded in 1986 to create an English as a second language institute. This was created to provide coursework to improve the transition of non-native speakers of English to Stout’s academic life.

Unfortunately the success of the international agreements led to some totally unexpected problems. The two largest ones involved students from Nigeria. In 1983 the Nigerian government refused to pay the costs of students from that country attending schools in the United States due to a “shortage of foreign exchange currency and had frozen the release of funds from Nigeria. These actions affected thousands of students in the United States in general and over fifty at Stout in particular. For several months the lives of these students were in limbo as they accumulated educational and living debts. Efforts of local people to help the students were of some help, but were not close to covering the estimated \$750,000 they owed. Largely through the tireless efforts of Wes Sommers and John Enger a settlement was finally signed in September of 1984 that allowed the difficult situation to be resolved.

The killing of a Stout student from Nigeria, Sani Tela had an extremely negative impact on the reputation of Stout and the community of Menomonie. Tela was beaten by several local residents following an incident in a bar and subsequently the victim of a hit and run. The preliminary autopsy said either one could have killed him. The Menomonie police department was unable to find a suspect and the case was placed on hold. Needless to say many people of color were fearful for their own lives while the case remained open. More than three years later a suspect was finally apprehended. The suspect, who had earlier that night put a cigarette out on the nose of the deceased, claimed it was an accident when he ran over Tela.. Apparently the jury believed that the two events were

also just a coincidence and the defendant was convicted of a lesser charge of homicide by negligent use of a motor vehicle and given six months in jail (with work release privileges). Many people on campus were upset at the verdict. The president of the International Relations Club on campus stated simply; "I feel very disappointed after hearing the outcome of the case." The ramifications of the decision by the all white jury can still be felt on the campus today. 11 Two years later, when a black man was convicted of killing a white custodian at Stout, the final judgment against the defendant was not so tepid. (For anyone who has an interest in such things, perhaps the worst year for the Stout community in terms of crime was the academic year 1985-1986. It began with the murder of a Stout student in the State of New York, followed by numerous sexual assaults on campus, the conviction of a professor for sexual assault on a sixteen year old girl, and the demise of a dean for sexual harassment and other allegations.)

During the hard economic times the university soon learned that by turning to technology it could effectively reduce costs in many areas. The erection of a wind powered generator on campus in 1982 showed a direct (although modest) application to cost reductions due to technology, but it was in the area of computer applications that the University was looking for real savings in terms of registration, foodservice and other areas.. In 1980, although primitive by today's standards, an IBM computing system was introduced that increased storage capacity by more than 250 times that of the computer system introduced eight years earlier.

The advent of computers soon led to changes in the curriculum. In the summer of 1983 Stout offered "A summer With the Microcomputer." This was the topic covering six computer courses that explained how computers could be used in such areas as counseling, teaching and special education. The following fall the Stout Office of Continuing Education and the Stout Vocational Rehabilitation Institute helped sponsor a national conference in the Twin Cities to explore the use of computers for people with disabilities.

Every year the University of Wisconsin-Stout expanded the computing capabilities on campus. In 1984 a \$1 million computer upgrade on campus added personal computers to departments and schools and expanded the centralized academic computer center. One early proponent of expanded computer facilities on campus (David Barnard) stated; "Certainly in a technologically oriented university, computing is not just nice. It is an absolute necessity to do many of the things that we need to do in instruction and research."¹² The use of computers began to expand throughout much of the campus. The School of Industry and Technology introduced its own computing service center in Fryklund Hall in 1984. Two years later, thanks to a grant from the National Science Foundation, a new microcomputer-based physics laboratory was established on campus. That same year because of the heavy strain being placed on the campus computer labs, 26 IBM personal computers were installed in all of Stout's residence halls. The use of computers was somewhat set back following a freak electrical storm on March 26, 1985. This storm caused over a hundred-thousand dollars in damages due to a power surge that damaged many of the computers and signal lines on campus. It was quickly determined that the cost involved in investing in surge protectors should be reexamined.

Technology, of course, meant more than just computers at the University of Wisconsin-Stout. Contributions from industry played a key role in technological developments at Stout and contributed to such projects as the “Fryklund Hall Robot.” In 1985 the university sponsored a special “Technology Education” program that attracted sixty school officials from throughout Wisconsin who attended seminars on such topics as; “The Impact of Technology on Today’s Education.” The following year the University offered a special five-week pre-collegiate course called “Technology Now” that was designed to introduce minority students to the academic opportunities available in various fields of technology.

One of the units on campus that reflected Stout’s emphasis on technology was the library. The new Library Learning Center opened its doors to the public in early 1982. The design of much of the \$6.7 million structure had current as well as future technology in mind. On the fourth and fifth floors the building provided Apple microcomputers and terminals with access to the University’s Academic Computer Center. Within a year, the building incorporated an Automated Library Information System (the first in the UW-System). This \$267,000 computer application allowed users to rapidly search the holdings in the library and also eased the job of librarians in such areas as checking in books. It also allowed students to search the resources of the library from off site terminals even when the library was closed. Within two years it replaced the old card catalog entirely. In response to other student needs, a computer laboratory was opened on the fifth floor of the building. By concentrating all of the computers in one area the LLC staff was better able to address noise, security and user problems.



Library Learning Center, now the Swanson Learning Center

The library felt comfortable enough with technology that in 1987 it entered a joint venture with libraries at Purdue and Cornell universities and the American Hotel and Motel Association to establish an electronic bibliographical data base in the lodging and travel industries. Technology also played a role in the library’s ability to help handicapped students. Thanks to the generosity of Xerox Corp., the library received a

Kurzweil machine to help the visually impaired. This machine was able to convert books, magazine, letters and reports from printed materials to spoken English.

Technology was expanding to become more important in many of the functions of the campus. When the University applied for System funds for laboratory modernization, the six top areas were in the Packaging Lab, Food Production Lab (Corner III), Library Campus Computing Lab, Chemistry Lab, Computer Applications in the School of Home Economics, and Electronics Microprocessor Lab.

Educational development at Stout reflected the growth in technology and the financial problems being experienced by the state. Three new approaches in education were first experimented with at Stout in 1980. The first approach involved expansion of the "extended degrees" program which allowed students to graduate from the university while studying in their home town. The introduction of a "universities studies degree" allowed students to pick their study area from thousands of possible topics. The third approach was "specializations." Specializations allowed studies in new areas "in a different way than through traditional majors, minors, concentrations and credit requirements." Specializations did not require students to work towards a specific degree program, but it could accommodate people who wanted to expand their knowledge. The four specializations that Stout offered at that time were in inventing, future studies, training and resource development, and craftsmanship.

The idea of craftsmanship, which was one of the only ideas introduced at Stout in the early '80s that was not technology oriented, was expanded a couple of years later. It was promoted through the university through the "Center for Craftsmanship" and the "Craftsmanship Specialization." Craftsmanship is one of the oldest educational processes in human history. The concept at Stout provided activities ranging from "helping students master a craft to supporting craft efforts of local artisans." Specific crafts could include such things as ceramics, metals, textiles and wood.

Stout maintained a strong relationship with the community by expanding its special course offerings through its continuing education office that were tailored to the needs of the community. In a typical year 50 courses would be offered serving close to 5,000 people. Courses were in such areas as "stress management, communication, small appliance, land contracts, teenage pregnancies, time management, genealogy, coping with personal criticism, and dance."

There were many other changes in curriculum development at this time as well. For example, the business administration program began placing a greater emphasis on technology in an effort "to separate it from the business program you can find at so many other institutions." One of the most unusual, though, was the establishment of a fast-food operation on campus in 1983. This may have been the first college-level course in fast food restaurants. One year later, this program expanded due to a \$150,000 from Burger King Corp.

A new Cooperative Education program began at Stout in 1982 when the University received a \$35,000 grant from the Department of Education Office of Cooperative Education. The Co-op program grew into a “partnership between a business and a university in which a student alternates semesters of employment with semesters of schooling.” One of the differences between this and similar programs offered in the past was that it was also open to sophomores and juniors. This program continued Stout’s traditional emphasis on hands on learning.

In an attempt to develop curriculum and to retain students from both sides of the educational curve, the University developed new programs. The Academic Skills Center grew out of a faculty senate meeting in 1980 when they developed a document; “Recommendations on Basic/Collegiate Skills” and forwarded it to the Chancellor. The Center was created to aid in the correction of deficiencies in the academic skills of students. At the same time the faculty senate went on the record as wanting to create a “Student Honors Society.” This group, which was formed in 1982, was formed for “the purposes of recognizing academic excellence, providing intellectual stimulation, and promoting campus pride in scholarship.” Membership required a GPA of at least 3.75.

While the above two groups were certainly of interest to some students, the group that most students may have had an interest in was “Length of Terms to Complete Degree.” By 1985 it took an average Stout student 8.7 semesters to complete his or her degree rather than the 8 that most students anticipated. System believed that this was caused by students taking courses in an improper sequence that resulted in “bottle-necking” later on which extended the degree period. Administrators at Stout believed it had more to do with such factors as Stout students often taking two majors rather than one and the split-policy programs that allowed final semester undergraduate students to take graduate courses during that semester at a reduced rate. Both groups were probably right, but this issue would continue to be a sensitive issue for students.

In spite of the length of time it took to graduate and in spite of the efforts to cap enrollment, the number of students attending the University continued to grow. In 1980 a concerted effort by the school to cut enrollment from 7400 to 7200 failed when the actual number of full-time students was recorded at 7458. Ordinarily growth is considered good, but Stout was unable to receive increased funding to provide continued quality services for the students. Two years later Stout was able to cut back on the number of students but the following year it had risen again to 7,730. One of the main reasons for this continuing problem was that the University continued to maintain a high placement rate. When asked by a reporter of the Chicago Daily News about the reasons for Stout’s high placement rate, Chancellor Swanson responded; “A part of Stout’s success formula is that new majors are developed as needs of society change. For example the hotel and restaurant management major was added as a result of career opportunities—jobs in Wisconsin.” (Chancellor Swanson sent this and other complimentary newspaper articles about Stout’s placement rate to Wisconsin State Senators showing how state tax dollars were being put to good use.)¹³ It is important to note, though, that as early as 1982 it was recognized that Stout would not always be in the position of having to turn away students. That was the year that the University first explored the possibility of creating a

marketing plan to attract new students. Three years later a more active roll was initiated with the creation of a marketing/recruiting task force.

The students attending the University of Wisconsin-Stout during the early to mid-'80s may have been more serious in their approach towards school and life in general, than the students of a decade earlier. Certainly a "National Shovel Day" celebration in 1983 showing the absurdity of surviving nuclear war placed a crimp on some social activities. (The Reagan administration in Washington as it explored brinkmanship with the Soviet Union stated that all most Americans would need to survive nuclear war was a good shovel.) Some of the new clubs formed at that time also reflect some of the changes students faced. The Organization of Adult Students Involved With Stout was formed for non-traditional students over 25 years of age and the Handicapped Organized Women was formed to provide emotional support, and educate disabled women in the community through education and the sharing of experiences. Students were also serious in addressing alcohol abuse which continued to be one of the major problems on campus. A new group called SUDS, which stands for Students Understanding Drinking Sensibly, was formed to get students to think of doing things other than drinking and to get them to think about their own drinking. The non-alcoholic Bash on the Grass that was introduced during homecoming was designed "as a positive alternative for all students to take advantage of, rather than going uptown and getting drunk."

This does not mean that the students of that time period did not know how to have fun. In 1983 they, along with the Community/University Relations committee created the first "Meet Menomonie Night." This picnic which included a 220-pound pig roast, thousands of hamburgers and everything that goes with them, was meant to introduce incoming freshmen and Menomonie residents to one another. Beginning in 1983, the University began hosting a "Festival of Crafts" which attracted many Stout students as both exhibitors and observers. In 1980, the premier athletic event of the area began, the first annual Menomonie Tin-Man Triathlon. There were one-hundred-fourteen participants in the initial athletic endurance contest involving swimming, running, and biking.

During this time period Stout athletic teams experienced some successes. The baseball team won a championship in 1982 and two years later the men's gymnastics team won the NAIA National Championship. The Stout Tennis Team established a dynasty by winning its fifth consecutive NAIA District 14 Championship in 1987. Perhaps, though, the most unusual athletic events at that time involved a football broadcast that wasn't, and another that was.

The broadcast that wasn't began when Howard Cosell on a Monday Night football program announced that ABC would be carrying live coverage of a football game between Stout and Platteville. (Where the hell is Stout, Wisconsin?) According to a contract with the NCAA the networks were required to carry a certain number of games played by smaller schools. On the big day everything was set to go, but then they discovered that they could not make the microwave link to the Twin Cities. The problem was attributed to bad weather, equipment malfunctions, and the Knapp hills.

There were no problems, at least problems large enough to prevent the televising the Oshkosh vs. Stout football game in 1982. The live broadcast of this game was largely due to a player's strike that was taking place in the National Football League. To accommodate the NFL the game had to be rescheduled for Sunday, but in return the schools were to receive \$30,000. Unlike the previous year, everything went according to plan. (At one point it was suggested that the game be blacked out in Menomonie, but cooler heads suggested that it would probably not affect the attendance for a nationally broadcast football game.) There was a glitch when the crowd turned to face the flag when singing the national anthem only to find that someone had forgotten to put the flag up, but overall things went well. It went especially well for the Blue Devils who won the game 23-15.

For graduate students 1985 was a special year. That year celebrated the fiftieth anniversary of the state legislature decision to allow Stout Institute to offer graduate degrees. It was noted at the time that Stout had conferred more master's degrees and more education specialist degrees than any other university cluster institution. At that time 6,234 graduate degrees had been awarded at Stout and the university offered 16 graduate degrees, two of which were at the education specialist level.

The speakers at this time offered a full spectrum of views on the current state of the world. Gloria Steinem a leading activist in the feminist movement and the founder of Ms. Magazine appeared on the campus to present her views in 1981. The following year G. Gordon Liddy of Watergate fame expressed his ideas, many of which were not in concert with those of Steinem. Black civil rights leaders Coretta Scott King and Ralph Abernathy both appeared during Black History Month. Wounded Knee veteran Russell Means, a leader in the American Indian Movement, was sponsored by the University Speakers Series Commission. One of America's leading intellectuals and the founder of Americans for Democratic Action, Arthur Schlesinger appeared in the Johnson Fieldhouse. Ralph Nader appeared before a standing room only audience when he addressed the issues of energy conservation and solar energy. A somewhat smaller crowd was on hand when Carol E. Baumann of the Milwaukee Institute of World Affairs spoke on the topic; "International Terrorism: Is the U.S. Next?"

During the mid-1980s the Stout campus became one of the most beautiful in the University of Wisconsin System. Much of this can be attributed to a former Stout student (class of 1935) Wilmer Flory. Over a four year period Flory donated flowers and bulbs worth thousands of dollars to the University. Some of the bulbs retailed at over \$100 each. According to Flory he wanted to thank Stout "for helping him achieve an outstanding career in education and for enriching his life in many other ways." He also created the Wilmer Flory Scholarship fund. He died in 1987.

There were many other physical changes also going on the Stout campus. The Library Learning Center was occupied in 1982. Three years later the new Memorial Student Center was opened for business. This building combined high technology along with special features such as conference rooms and a Great Hall that can seat 900 people. In 1986 a special program was held in the new building's Crystal Ballroom to dedicate the

Memorial Student Center to those “who died in war so others could live. There had been some conflict as to the location of the new Student Center, but a group led by Bob Johnson, Bill Siedlecki, and others led the way to its present site

In 1987 the Stout Communication Technologies building was opened, housing together for the first time the Media Technology and Graphic Communications departments. The building, which included over \$700,000 in donated equipment, also housed the duplicating center and a teleconferencing room.

At this time the university said good by to two old friends and rededicated two others. The President’s House, the 14-room house on Broadway that had been the home of the heads of Stout since 1908 was torn down. The same fate befell the Modulux. This prefabricated building was located on campus in 1969 to serve as a temporary classroom and office facility. It was removed to help make way for the new student center. In the fall of 1980 the Science and Technology Building was named for John Jarvis, retired vice president for academic affairs. Four years later the Applied Arts Building was dedicated to William J. Micheels, former president and chancellor of Stout and the impetus behind the creation of the art major at Stout.

The campus had two close calls with fire in the early ‘80s. North Hall residents were forced to evacuate in the early morning hours in November of 1982 when a fire destroyed a room and damaged several others. The following year fire caused damage in the amount of six figures at Jeter-Tainter-Callahan Hall. This fire forced the Tainter dining hall to close for the remainder of the year. No one was hurt in either fire. On a more positive note concerning the physical plant, in 1985, for the sixth consecutive year, Stout was named the lowest consumer of energy among campuses in the University of Wisconsin System.

During the early ‘80s faculty at Stout continued to be afflicted by the economic problems that were gripping the nation and the state. For more than a decade the salaries of faculty and staff suffered. Even during relatively good economic times, the staff continued to suffer as the State of Wisconsin attempted to deal with drops in enrollment in the University of Wisconsin-System. There were, though, some new opportunities for at least a few members of the faculty. Many were allowed to teach overseas due to exchange agreements with institutions in other countries. Something that was also new to the university is that first time money was being raised by the foundation to begin endowing a Chair for some departments. Strong advancements for women were also being achieved on campus at this time. Two of the seven academic deans in the UW System were at Stout and the percentage of women with the rank of full professor was 13.3% at Stout as compared to the lower system average. Stout also compared favorably at the associate and assistant professor level.

During the session marking the opening of the 1981-1982 academic year, Chancellor Swanson informed the university; “The quality of a university is based on many things, but most important is its staff.” After acknowledging the financial difficulties he continued; “Even in difficult times, the university must continue to move forward. We

cannot afford to stand still. There are very few institutions with programs like ours. We have a contribution to make in higher education.”¹² The response of the staff, as always was positive, but it is difficult to maintain morale at the local level when financial hardships are placed on people and program development by the State.

One way System and the University attempted to raise faculty morale was through increasing faculty participation in university governance. However, a special governance study concluded; “On the other hand, these increased faculty governance responsibilities have coincided with the emergence of a constrained fiscal environment. This fact, coupled with inadequate funding for increased enrollment at Stout, has resulted in a significant increase in faculty workload. It is hardly surprising that workload, class size, enrollment policy, and the use of academic staff stand out as major sources of dissatisfaction over governance at Stout.”¹⁵ The results of a questionnaire submitted to state by a special task force confirmed that faculty morale was low.

In spite of the problems, it was pretty obvious that Chancellor Swanson and the staff at the University of Wisconsin – Stout were doing something right. In a copyright story published in 1984 issue of the Wisconsin State Journal, Wisconsin Governor Anthony Earl recommended that other UW campuses follow the lead of Stout.¹⁶ “I’ve never quite understood why more of the cluster campuses didn’t exploit what Stout has exploited. “ He went on to say; “Stout is different. Stout puts a premium on hands-on skills. A lot of liberal arts educators might sniff at that, but Stout has carved out a niche for itself and done very well.” He concluded; Stout doesn’t try to be like UW Eau Claire, or La Crosse, or Stevens Point, or Oshkosh. Many of those others try to be, to an extent, images of Madison.”

On August 28, 1987 Chancellor Swanson delivered his annual opening remarks for the school year to the faculty and staff. Perhaps the people in attendance should have been aware of what was going to happen because the title of his remarks were; “We’re ready for the Next Step in Our Evolution.” Most of the faculty and staff in attendance though were shocked when Chancellor Swanson concluded his speech by saying; “I probably never will leave Menomonie and Stout, but I will be assuming a new role. Its called retirement. One of the luxuries of my present situation is that I can choose the day. I have chosen March 20. On that day in 1908 Senator Stout and four of his associates signed the articles of incorporation which transferred the 15 year old Stout Manual Training School into The Stout Institute and moved the institution into the second phase of its evolution.”

Faculty and staff who worked with Chancellor Robert Swanson often used two words to describe both him and his administration; honesty and integrity. There were certainly many accomplishments that occurred during his tenure; emphasis on career education, curriculum enhancements, cooperation with industry, technology, extramural funding, and many others, but perhaps the greatest accomplishment was to give the university a clear sense of direction that had been missing from the previous administration. Chancellor Swanson accepted many of the ideas of his predecessor, added ideas of his own, and then brought the university together to achieve unified goals. The Swanson

administration certainly had its detractors, as reflected in the faculty morale study that was being conducted on campus at that time, but while his administrative policies have had its detractors, the same cannot be said for the man. His understanding of the history of the school and its unique place in higher education has been seldom equaled and never surpassed. For many years ahead he would continue to play a leadership role for the university, Menomonie, and the State of Wisconsin. The feelings of most of the students for the former chancellor may have been best expressed by an editorial that appeared in the student newspaper shortly after he announced his retirement, "We are proud of Chancellor Swanson, we thank him for all of his support through the years, and we wish him a very happy and healthy retirement."



Robert and Penny Swanson, 1989

On recommendation of the system president and board of regents Wesley L. Face was named as acting chancellor of Stout. Face, who received a Master of Science degree from Stout, had been on the faculty of the University for thirty years. The previous fifteen years he had served as the Vice President of Academic Affairs. Face stated that in addition to helping to make smooth transition for the new chancellor it was his aim that, "I plan on resolving those issues that need resolving, to keep the university as operational as possible, and keep progress moving forward." It is interesting to note that the board of regents had asked him to apply for the position of chancellor at that time as they had earlier when Chancellor Swanson was hired. On both occasions he chose to decline in favor of concentrating on his personal life. Besides, "I like the job of vice chancellor and the people that I work with."

One of the earliest decision that Acting Chancellor Face made was to correct the founding date of the school. At some point in the school's history, someone had decided that the school was created in 1893, the same as the first permanent structure was completed to house it. Of course, the school, if you wish to consider a school the people Who attend it rather than the building that houses them, had already been in operation for more than two years. Following the suggestion of the university archivist, Gayle Martinson and after discussions with the Stout Student Association, faculty senate, and

administration, on May 23, 1988, the founding date of the school was officially changed from 1893 to 1891.

Just prior to this decision, a new governing body was created on campus, the Senate of Academic Staff. This group was in part in response to a survey on how to improve morale on campus through more active governance participation. Prior to this there had been a group called the Academic Staff Committee. The new group consisted of representatives from each of the schools on campus as well as from student services and administrative services.

In a further attempt to enhance faculty morale, the acting chancellor introduced a new program to improve communications on campus. The "faculty and staff forum" involved a series of university wide meetings during which staff members are encouraged to discuss campus issues. Early discussion topics included the need to upgrade campus laboratories, admission standards, "methods of serving adult students, and concerns about computing services." The forums proved to be popular with both the "interim council" and the faculty and staff.

The results of the actual two-year faculty morale study were released on January 12, 1988. The study was compiled by a special faculty staff task force with Tom Franklin as chair. This was the first study of its kind undertaken by any school in the University of Wisconsin System. One of the major concerns of the study was the relationship between the faculty and the administration. "Staff comments in this area covered a full range from highly praiseworthy to extremely critical. The majority of comments, however, were comments about administrative changes which would help one to do their work more effectively." The report concluded: "Comments regarding what is needed involved clearer expectations, more personal involvement in decisions, more access to administration, better communication, more awareness of personal needs, fewer administrators, reduced statistical tail-wagging, more respect for teachers and teaching, more supportive working conditions, supervisors requiring some training in personnel management, and, in general, a more trusting relationship between staff and administration." The study also recommended that a similar study be undertaken every five years. It was unfortunate that inasmuch as this was a pilot study, there were no comparisons that could be drawn with other schools in the System.

There were many other activities that occurred during this interim period. In February, 1988 the first Hospitality Industry Symposium was held on campus. This event, sponsored by the Special Events Commission and the Stout Hotel Sales and Marketing Association, brought outstanding leaders in the hospitality industry to campus. In response to Stout's participation in more programs overseas, a new International Studies specialization was introduced on campus in the fall of 1987. This may have been one of the reasons that the school received a two-year \$84,000 grant from the U.S. Department of Education. Part of the funding was to be used to develop and revise courses in such areas as international business law and global perspectives for educators. The grant also called for the creation of a course on Japan and China, and a two-course sequence on beginning and intermediate Chinese.

The interim period of acting chancellor Wes Face continued the policies that had been established by Chancellor Emeritus Robert Swanson. The acting chancellor could boast a number of accomplishments of his own as well. Soon, though, the sixth head of the institution would assume the helm.

1. Stout Press Release, September 23, 1980.
2. Dunn County News, August 24, 1883.
3. Stoutonia, October 30, 1980.
4. Stout Series 24, Box 224, Sponsored Business and Industrial Professorships, Brochure, 1983.
5. Stout Alumnus, Winter, 1981.
6. Stout Series 24, Engineering, letter from Robert Swanson to Wes Face, September 12, 1883.
7. Stout Series 147, Box 78, Letter from Jim Benson to Lee Mathison, July 25, 1984.
8. Eau Claire Leader Telegram, January 15, 1885.
9. Stout Series 24, Box 187, Extramural Funding, letter from Robert Swanson to Vice Chancellors, January 9, 1981.
10. Stout Series 324, John Stevenson, letter from Kansai Gaidai to Stout, September 16, 1986.
11. Many students both black and white continue to come to the archives to ask about his case.
12. Eau Claire Leader, August 13, 1984.
13. Stout Series 24, letter from Robert Swanson to Senator Lynn S. Ademas.
14. Dunn County News, August 26, 1981.
15. Faculty Participation in Governance at UW-Stout, October, 1980.
16. Wisconsin State Journal Article as reprinted in the Kenosha News, December 28, 1984.
17. Chancellor's Addresses.

Chapter 25

In early June of 1988 there was a good deal of excitement on campus. It was expected that the new chancellor of the University of Wisconsin – Stout would soon be selected. Once the decision was made it would be announced to the Stout community by the ringing of the carillon in the Bowman Hall Tower. The carillon would toll six times to represent the selection of the sixth president of the institution. Traditionally, the campus had looked to one of its own to head the institution. There was an active campaign by some on campus to petition the board of regents to continue this policy by selecting a candidate from the School of Industry and Technology. Many people on campus, however, were opposed to this. They believed that SIT had received an inappropriately large share of the campus resources over the past half-century (one of the reasons cited for low faculty moral) and were actively campaigning to bring in an outsider. The appointment of a new chancellor, not only from a different university but also with a liberal arts background, brought a great deal of surprise to many on campus.

The forty-seven year old Charles W. Sorensen came to the University of Wisconsin – Stout from Winona State University where he had served as the vice president for academic affairs since 1984. He was born in Audubon Iowa, January 21, 1941, the third youngest of six children. He grew up Moline, Illinois where he attended Black Hawk Community College. Chancellor Sorensen received a bachelor's degree from Augustana College in 1964. He went on to pursue graduate work at Illinois State and later received a doctorate in history from Michigan State University. He subsequently became a teacher and administrator at Grand Valley State College in Michigan; eventually becoming the dean of the college of arts and sciences. Prior to becoming chancellor at Stout he served for four years as the vice president for academic affairs at Winona State; a 6,500 student campus along the Mississippi River.

Charles Sorensen



Inauguration ceremonies for the sixth head of the University of Wisconsin-Stout began on April 30, 1989 with a reception at the Campus Ministry and a “balloon launching” outside of the home economics building the following day. The actual inaugural ceremonies were held at the Great Hall in the Memorial Student Center on May 6. It was attended by faculty and delegates from over 100 institutions of higher education. More than 700 people attended the event in the Great Hall. In his inaugural speech the new chancellor reaffirmed his recognition of the school’s traditional role; “Stout’s mission is one of a kind. You don’t create this kind of university overnight. Stout, its programs and methods involve a culture developed over a long period of time—almost a century.” He also stated that it is essential for the university to develop new programs within its mission. “We must offer programs that meet the changing needs of society. It may be more critical at this university than elsewhere that Stout not stand still on curriculum development.” He also stated; “Each succeeding chancellor has had his dream for Stout and I have mine. It is for a university where ideas thrive, where intellectual curiosity leads people to new experiences, where the love of ideas meets the need for practical application, where learning is real and where quality education is simply not a cliché. We share the responsibility to ensure that Stout maintains its excellent reputation. We share the responsibility to create an environment where human potential is our most important resource.”

The new chancellor inherited an outstanding institution of higher education. Shortly after Chancellor Sorensen assumed his new duties; three areas on campus were designated “Centers of Excellence” by the Board of Regents. They were in Advanced Technology, Hospitality, Food & Tourism Industries, and the Library Learning Center. These were three of the only 49 such centers approved by the board from a total of 300 nominations. The recognition of these programs were the result of a regent plan that was introduced in 1986 called; “Planning for the Future.”

Even as the University was welcoming a new chancellor, it was saying so long to an old friend, the Tower. Except for a one year hiatus due to a paper shortage during the First World War, the yearbook had seen continuous publication since 1909. A combination of lack of interest and lack of money led to the demise. In 1988 only 400 yearbooks were sold to a campus of approximately 7,500 students leaving a deficit of about \$6,000.

It was also at this time than another old friend left campus; Wisconsin Public Television. The Wisconsin Educational Communications Board and the Wisconsin Public Broadcasting Foundation decided to move its operations from Stout and Menomonie to the Eau Claire area. The decision was largely due to financial reasons. Although the University of Wisconsin – Stout was unable to prevent the move, it did receive some concessions. One of these was a resolution passed that stated; “The WHWC-TV/FM official on-air identification will retain the present geographical order of reference ‘Menomonie-Eau Claire,’ as in WHWC-TV/Channel 28, Menomonie-Eau Claire, and WHWC/88.3FM, Menomonie-Eau Claire.”¹

That year the Yearbook and public television on campus may have been in decline, but the same cannot be said for the placement of Stout graduates. A study completed that year found that the placement rate for bachelor degree graduates at Stout had reached an all time high for recent decades. A record 96.92 percent of the graduates had found employment and 92.8% of the students said that they were employed in or related to the major that they graduated with. One of the reasons for this success was attributed to how lab intensive Stout was that enabled its graduates to begin work immediately.

Many of the activities of students on the campus at that time reflected a growing maturity and a greater sense of diversity. For example, a new group that was organized in 1988 was the Resort Property Management Association and three years later Mao Yang and Nou Yang became the first Hmong women to graduate from Stout. Conferences that were beginning to be held on campus at that time included a kindergarten seminar and a Hmong conference.

Of course not all students fit into this mode. There continued to be problems related to students at this time—the most notorious being the “Rugby Club Incident” of 1990. That year the Rugby players held a party called “What the Ruck” at a tavern west of town. The party was pretty well supervised by the club but the size of the crowd soon became greater than anticipated; by some estimates over 1,000 people. The huge crowd, combined with large amounts of alcohol consumed, caused the party to go beyond anyone’s ability to control. Sometime during the evening an accident occurred in which two young women were killed, including a Stout student, and five others were injured. As a result, the Rugby Club was temporarily suspended and an investigation of the incident was conducted by the University and local law authorities.

Except for the suffering of the students and their families the incident should have ended there. The university and students were studying the problem and seeing what measures could be taken to prevent the repetition of such an incident again. Unfortunately, the following fall many Stout students and others used this incident, along with other issues such as the legal drinking age, to form a mob and attempt to march north on Broadway in an effort to close I-94. The media was contacted by the students ahead of time concerning their “protest” and a crowd estimated at 100-200 students was turned back at the Lake Menomin Bridge by law enforcement with the aid of hoses. It was never quite determined what it was that the students were “protesting” although reinstatement of the Rugby Club was frequently mentioned, but it did not achieve much in the way of support from the vast majority of the student body at Stout and certainly drew little support from the local or university communities. If anything, this delayed the eventual reinstatement of the Rugby Club as a recognized student club on campus.

The new chancellor had to face a different sort of problem in the athletic department. For many years it was alleged that there was creative financial bookkeeping in that unit. Supposedly individual sports managed their own finances through their own bank accounts, padding of expense accounts, and the use of the weight room as a way to garner greater income that could then be used to attract athletes in some sports. During an audit in 1990 it was discovered that several basketball players were receiving pay for work

supposedly performed when the building was not open or in other cases where there were discrepancies. When some players were asked why there were problems comparing their time cards with that of scheduled work hours, they were surprised to learn that there was a time clock—they assumed it was the job of the coaches to punch them in and out. Some coaches said these were false allegations and others stated that they were not even aware that the players were employed by the university. Although the district attorney's office and the NCAA were informed of some of these problems, the university was able to resolve many of the issues on its own.

Certainly the University did have some problems; but Chancellor Sorensen must have been impressed with many of the accomplishments that the school had achieved – especially in the areas of technology and cooperative programs. In 1987 Stout was an early participant of Western Wisconsin 2000. This program, initiated by Congressman Steve Gunderson, called for an overall approach to improving the quality of life in the economic development in the Third Congressional District. This group led to the creation of the Western Wisconsin Coordinating Council on Economic Development. Faculty from the University of Wisconsin – Stout played a key roll in the activities of this group.

Stout played an important although less active roll with a similar group that was organized at that time. The Blue Ribbon Council for Business/Education Partnerships was organized in 1989. Among the aims of this group, which was largely centered in Eau Claire, was; “How can schools and the community together cultivate an entrepreneurial spirit toward change.”

In 1988 the University created; “New Ventures: A Program to Assist Wisconsin Manufacturers.” “This New Ventures program is a technology transfer process that has as its primary objective the transfer of state-of-the-art manufacturing practice, both managerial and technological, to Wisconsin industry as a means of strengthening the state's economic base.”² The expansion of the role of this group led to a name change one year later to “Manufacturing Technology Transfer Program.” The aim of the MTT was to work with individual manufacturers to; select and apply appropriate technology, maximize employee productivity and manufacturing capacity, reduce product cost, enhance product quality and customer satisfaction, and facilitate long term planning. A somewhat unexpected benefit of this program was that it allowed Stout faculty member Bob to develop a new course; “Design and Simulation of Manufacturing Systems.” Many other faculty also discovered that the experiences they had in working with industry made them better teachers in the classroom.

The next step in this evolution was when the System Administration gave the University of Wisconsin – Stout approval to establish the Stout Technology Transfer Institute in 1991. This provided a single contact point for people and organizations using Stout's: center for innovation and development; the center for vocational, technical and adult education; loss control center; manufacturing technology transfer program; packaging research and development center; and the Stout Technology Park. This move played an important part in the state's economic development.



The idea of the Stout Technology Park had been on the boards for a number of years; almost as far back as when the land was first purchased in 1967. When Robert Swanson was still chancellor a committee had been formed to discuss the concept. The actual ground-breaking ceremonies were held on July 26, 1988. Phillips Plastics Corporation was the first company to build in the park when it opened a fully automated plastic molding operation. In addition to private companies that located there, in 1989 the Chippewa Valley Technical College began construction of a Menomonie Center in the park. The \$1.5 million branch facility offered training in technical areas to regional employees.

In preparation for the opening of the Stout Industrial Park the school issued a special bulletin; “Proven Partnerships: UW-Stout/Business/Industry.” In this bulletin the university listed the benefits that businesses could expect in working with Stout in such areas as technical help and internships. “The Stout-industry partnership dates back almost 100 years. It began during this country’s industrial revolution and has continued to flourish. Through the partnership, a network of programs developed that tie Stout to the private sector in a variety of ways—all benefiting economic growth in the state and region.”

There were many other ways in which the university worked with business and industry at this time. For example, in 1989, thanks to contracts totaling more than \$200,000, Stout provided research assistance for Hoeganaes Corp., of Riverton, New Jersey. The contracts were to improve the durability of goods that the corporation manufactured. A different example of the symbiotic relationship between Stout and private industry is when Marquip Inc., donated \$273,000 worth of equipment to the School of Industry and Technology. The equipment included such things as hydraulic controls, sensors, electronic devices, and hydraulic power packs.

The federal government contributed to these cooperative efforts when in 1989 the U.S. Department of Education provided Stout with a \$343,000 grant. The grant was to create

a high technology training program to meet the ongoing skill shortage in those areas that was faced by business and industry.

To enable the university to continue to graduate technologically savvy students Stout was constantly looking for money to improve the laboratories on campus. During the 1987-89 biennium the school found \$1,328, 052 to spend on lab modernization—funding sources were from the state as well as other sources such as private industry which provided both gifts-in-kind and money. Even so, at that time the school estimated it needed an additional \$2,705,670 in lab equipment. “This figure includes \$1,031,355 in general laboratories, \$975,430 in dedicated microcomputer laboratories, and \$698,905 in general microcomputer laboratories.”³

The university responded in many other ways to the growing needs that students had for technology. In 1987 the Library Learning Center began using compact discs for informational storage. Two systems which employed this technology were Infotrac and the Educational Resources Information Center. That same year, the School of Home Economics obtained a Lectra Systems Computer which was used by the apparel industry in patternmaking. Within two years, the departments in home economics spent \$170,000 on educational computers and software. Stout’s Center for Independent Living became a leader in identifying new innovations in technology which could allow people with disabilities to live more comfortably. These devices included cordless telephones, voice activated telephones, lamps that would light with a touch, and voice activated watches. The Center also held open houses for people to view new innovations in technology for the hearing impaired.

Although engineering had been an important part of education at Stout for many years, it wasn’t until Chancellor Sorensen was appointed that there was a potential for an engineering degree. Although that degree was still years away Stout did become involved in 1988 with the Technology Based Engineering Education Consortium as originally proposed by the William C. Norris Institute. Their mission statement reads; “The Technology-based Engineering Education Consortium is dedicated to collective action by member institutions to improve the process and quality of engineering education, to provide for the cooperative development of technology-based education materials appropriate to higher education engineering programs, to explore alternative technologies for providing these materials to learners, and to make the technology-based education materials available to providers of engineering education.”⁴

The development of the University of Wisconsin – Stout’s curriculum at this time reflected its emphasis on technology and business. In 1990 twenty-five percent of group instruction was a laboratory experience—well above other schools in the UW-System. In addition, close to seventy percent of graduates had hands on experience in co-ops resulting in employers stating that 99% of Stout graduates were educationally prepared when they started their jobs. At that time Stout only had 21 undergraduate degree programs, but 10 of those were offered no where else in the University of Wisconsin System; apparel design/manufacturing, applied mathematics, construction, food systems & technology, hospitality & tourism management, human development & family studies,

manufacturing engineering, vocational rehabilitation, and vocational, technical and adult education. The last degree listed; vocational, technical and adult education was made more readily available to the rest of the state via an agreement signed in 1991 that allowed students in the state's 16 technical colleges to transfer up to 65 credits to Stout towards a Bachelor of Science degree.

To help oversee the university's development in such areas as curriculum and technology the Stout Strategic Planning Committee was created in 1989. This combined the functions for the former University Budget Committee and the Planning and Thrusts Development Committee. The new group was an attempt to address all-university planning and budget issues in an integrated and comprehensive way.

There were many changes in the senior administration of the university at that time as well. In November of 1990 Wes Face stepped down as vice-chancellor and was named the James Huff Stout professor in recognition of his 33 years of service in higher education; 19 of them as the number two position (and acting chancellor) at Stout. In addition to being an honor, the award provided \$8,000 that could be used for professional development, research or travel. Face, who had earlier won an outstanding teacher award at Stout, remained in the classroom until his resignation in 1992. He died in 2001. Taking his place as vice chancellor for academic affairs was George DePuy. Prior to coming to Stout DePuy had been dean of the School of Information Systems and Engineering Technology at the State University of New York. The new vice chancellor held a PhD and MA from Syracuse University and a BS from the New Jersey Institute of Technology.

One year earlier Wes Sommers, the assistant chancellor for Administrative Services resigned. Sommers joined the Stout staff in 1956 and had served as the assistant chancellor since 1971. He developed and staffed "key areas of the university including Budget and Financial Services; Personnel and Payroll; Planning and Information Management; Protective Services; and the Physical Plant. He died in 2003. He was replaced by Jan Womack who had been vice president of administrative services at Oklahoma State University's College of Osteopathic Medicine. She received a bachelor's and master's from Oklahoma State University as well as a juris doctor degree in law from Oklahoma City University and a doctor of philosophy degree in higher education administration from the University of Oklahoma.

Dave Williams who had been the director of alumni services left Stout in 1990 for a similar position at Ripon College. He had served at Stout for nine years. Pat Reisinger, who was a graduate of Stout and who had also been at one time William's assistant, returned to Stout following a similar position at Northwestern University Medical School. As the new director of Development and Alumni Services her job was to oversee all fund-raising activities and to provide executive services to the Stout University.

Yet another change was the retirement of Sam Wood in 1990. Wood was the assistant chancellor for Student Services and dean of students. He had served as assistant chancellor since 1974. Prior to that he had served in many positions at Stout. These

included; the registrar, assistant to the vice president, and dean of admissions and records. He was not replaced. Following his retirement the activities of Student Services were assigned to other areas on campus. This and other changes led many other new assignments in administration including; Ed Biggerstaff served as acting vice chancellor, Robert Sedlak became assistant vice chancellor for graduate and undergraduate curriculum, Diane Moen became director of Budget & Financial Services, and Susan Foxwell became research coordinator for Research Promotion Services.

There were many changes at the dean level at this time and the retirements of many well known Stout faculty and staff. Two of Stout's leading educators also left at this time to take positions with other schools; M. James Bensen became president of Dunwoody Industrial Institute in Minneapolis and John Entrof became the dean of the College of Technology at Boise State University.

In 1988 an idea that had been in the works for close to two decades was finally reaching fruition; a Central Mall. The land across from the Applied Arts Building and south of the Memorial Student Center was turned into an "Arboretum" for nature lovers. At homecoming during the previous year the extensively renovated Louis Smith Tainter building was dedicated. The Memorial Student Center itself also received permission for major renovations and a \$5 million addition was added to the Fieldhouse. One of the most unusual acquisitions in the school's history occurred in 1990 when the Stout Foundation acquired ownership of one of the most interesting Geological sights in the area; "The Devil's Punchbowl."

The physical plant also suffered some setbacks. A fire which broke out in an art studio in Ray Hall caused extensive damage to the textbook library. This along with damage to other units in the structure, may have contributed to the soon to come demise of that building. Although not on campus the fire at Nature Valley apartments off campus left dozens of Stout students without a home. Damage of a different kind occurred when the Stout campus was forced to expand against the vehement protests of residents living in the Wilson Section Neighborhood. The residents were opposed to the creation of a parking lot in that area.

An on-campus controversy of an unusual sort began in 1987 when Stout instituted the System mandated "Design for Diversity Program." The intent of this program was to increase the numbers of minorities on campus both in terms of students and staff. Supporters believed that this program would reflect the growing changes in society as a whole and introduce people to new ideas. Opponents believed that it was reverse discrimination and would weaken the university by lowering admission standards and interfering with the affirmative action process in search and screens.

Perhaps less controversial but certainly more costly was the university's attempts at compliance with section 504 of the Rehabilitation Act that called for nondiscrimination of the handicapped. In 1989 Chancellor Sorensen signed a new policy that called for "commitment to providing reasonable accommodations to any employee or applicant for

employment who is disabled. That year it was estimated that there were 350 students on campus who required some sort of support activity for their disabilities.

Planning for Stout's Centennial began almost before the new chancellor assumed office. Highlights for the actual celebration were somewhat set back by the first Iraq-Bush War as several students were called up, but throughout the year there were many activities to express the pride that many students and staff felt at being part of interpreting Senator Stout's dream. Several books on aspects of the school's history were published at that time including; *An Anthology of Oral History* edited by Dan Riordan and *Women at Stout: A Centennial Retrospective* compiled by Beatrice Bigony with assistance by Penny Swanson and William Munns. Both of these books contain a wealth of information on the history of the University of Wisconsin – Stout. That year a biography of Senator Stout was also published; *James Huff Stout: Maker of Models*. In the preface of that book, the author Dwight Agnew concludes;

“The University of Wisconsin – Stout is a significant monument to the man and his ideas. Curiously enough, however, aside from two Menomonie streets bearing the Stout name there is no physical symbol of this outstanding individual. No building on the Stout campus is named in his honor; there is not even a room or niche set aside to remind students and faculty of the founder's importance. A modest flat stone in Menomonie's Evergreen Cemetery marks the place where his ashes lie buried in a plot whose large stone monument includes the burial place of the family of Captain William Wilson, James Stout's father-in-law. All this lack of notoriety was probably what James Stout would have preferred anyway.”

1. Stout Series 24, Education Communications Board, Wisconsin Public Television Press Release, March 4, 1988.
2. Stout Series 147, Box 74, New Ventures, 1988.
3. Stout Series 24, Box 15, Laboratory Modernization, letter from Wes Face to Kathleen Sell.
4. *Ibid.*, Box 230, Technology Based Engineering Education Consortium Mission, 1989.

Chapter 26

The University of Wisconsin – Stout entered the second century of its existence on a high note. During the centennial year plans for the creation of a proposed engineering program at the University were well underway. A team of outside consultants, headed by University of Maryland College of Engineering Dean George E. Dieter, visited the school and met with System administrators in Madison. They concluded that; “The proposed program in manufacturing engineering will be beneficial to the Wisconsin engineering education system and to the economic development of the state.”¹ They also concluded that; “The proposed program in manufacturing engineering program is a logical step in the progression of U-W Stout.”

In February of 1993 the Board of Regents and the University of Wisconsin System gave Stout official permission to pursue the new degree program. One of the major difficulties to overcome in creating this degree was the fiscal climate of the state, but many of the economic problems were solved due to the overwhelming support in terms of private donations and gifts in kind from business and industry. Even before the new degree was offered Stout entered into an agreement with the University of Wisconsin—Platteville which would enable students to complete an engineering degree at one institution after two years of pre-engineering study at the other school.

The manufacturing engineering program was one of only about a dozen such programs in the country. Unlike traditional engineering programs, this one was created to deal with designing the processes and equipment used to make products. Graduates from this program were to be trained in all areas from initial product planning and design through post-sale service. The new degree program was a natural continuation of Stout’s long held tradition of service to industry and technology. Dr. Peter Heimdahl, associate dean of the School of Industry and Technology was named as the director of the program.

The establishment of the engineering program at Stout was only accomplished by overcoming great odds. There was strong opposition to the program both on and off campus. Probably no other administrator in the System would have demonstrated the “guts and fortitude” to bring this undertaking to fruition. (These two words; “guts and fortitude” have been used by both supporters and detractors to describe Chancellor Sorensen.)

A similar effort that began at this time would also prove to be highly successful and beneficial to the new manufacturing engineering program as well; the Fryklund Hall campaign. The three-year \$10 million fund raising campaign was kicked off in 1993. The campaign was to equip an advanced manufacturing center that was to be housed in Fryklund Hall. (This building had recently completed a \$5 million renovation.) The goal of the project was so that; “Fryklund Hall will become a computer-integrated manufacturing facility linking the university’s technology, business and management programs with traditional and advanced manufacturing facilities.”² Support for this initiative was outstanding; reflecting the high regard the University received from business and industry. By the end of the three-year drive, Stout received more than \$12.2

million in cash, equipment, and technical support. Corporations and foundations contributed 43% percent of the funds, 49% came from the “friends of the university,” and the remaining from the alumni, community and campus individuals.

The Fryklund Hall campaign was certainly the largest, but not the only success that the Stout Foundation experienced in fund raising at that time. The University received a \$1 million gift from Robert and Esther Taft Quinn of Boston that was used to support the engineering program. Shortly afterwards, a gift in excess of \$1.5 million was received from the estate of Kiyō Nakatani from Hawaii. In less than a year a third \$1 million gift was received “under the condition of anonymity for the donor.” Not all of the gifts were designated for engineering. For example, in 1994 the estate of Evelyn Van Donk Steenbock, a 1925 graduate of Stout, left close to \$1 million to establish a chair to be established in the food science and dietetics area. There were many other gifts both large and small which enabled Stout to fund many programs and provide scholarships for hundreds of students. In 1994 alone, 270 students received more than \$195,000 in scholarships from the Foundation. Faculty and staff also benefited from Foundation grants which encouraged them to conduct research and participate in staff development. Thanks to the efforts of the foundation director, Pat Reisinger and her staff, the Stout University Foundation, Inc. received many awards including being named to the CASE (Circle of Excellence by the Council for Advancement and Support of Education), Washington, D.C.

A wide variety of outside grants also allowed Stout to enhance older programs and expand into new ones. The Gravure Association of America, a trade association for the gravure printing industry, named Stout as a Gravure Resource Center, one of only seven in the nation. The facilities were located in the Communications Technologies Building. The Center provided equipment and scholarships for students in graphic arts. During that same year, 1992, such diverse grants as a \$50,000 to help business owners to accommodate employees with disabilities and \$40,000 to improve and create a major in the packaging program. A former Stout graduate, Paul Ek, also helped the school by obtaining a \$21,000 computer system to be used in two food service laboratories.

The following year, the School of Home Economics received a \$280,000 gift from Stout alumnus Gladys Kriese Larson to establish a minority assistance fund and a graduate assistantship in her honor. At the same time another Stout graduate, Geraldine Raisler Hedberg, donated \$410,000 to the Fryklund Hall campaign.

In the spring of 1994 the University of Wisconsin – Stout received a \$1.3 million White House Grant to form the Northwest Wisconsin Manufacturing Outreach Center. Stout was one of fifty programs nationwide to participate in the Clinton administration’s plan to link defense and commercial industries. The Center was an attempt to bring into closer contact new companies and companies with fewer than 500 employees with larger businesses that will be able to give them technological assistance.

In 1995, the state Department of Development awarded \$500,000 to Stout, Chippewa Valley Technical College, Phillips Plastics, and Cray Research to develop and

“Advanced Design Center.” The new Center was created to level the playing field so that small and medium sized companies could have access to a Cray Research supercomputer to aid them in product development and in competing in the marketplace. The supercomputer was to be housed at the Stout Technology Park in the Phillips Plastic building.

One year later the Stout Vocational and Rehabilitation Institute under John Wesolek received a grant worth millions from the Rehabilitation Services Agency. This grant was to establish a “Continuing Education Center for Community Based Rehabilitation Program of Region V.” It was one of only three such centers in the nation, serving Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The Center was developed to serve the personnel training needs of about a third of the nation’s community-based rehabilitation programs. The funding level was at close to \$3 million over the course of five years.

One unexpected but very welcome addition to the University’s coffers was the student’s decision to implement a Supplemental Tuition Increase for Learning Technologies. The 1% fee created an additional \$125,000 that was used for improving areas on campus that were deemed “technologically deficient” at Stout. Among the early projects funded was the conversion of several dumb terminals in the library with personal computers, placing PCs in high traffic areas of the student center, creating a technology resource manual, and maintaining a web server for students.

The willingness of students to impose a segregated fee on themselves to improve technology on campus may have been one of the reasons that even though money was often scarce, the University of Wisconsin System was frequently generous in finding money for laboratory modernization. In 1992 University of Wisconsin-Stout was allocated close to \$650,000 for general computer access and laboratory modernization. Additional on campus funding was found by Stout either through gifts of money or gifts of kind. In the spring of 1994 it was estimated that Stout had received more than \$2.8 million in lab modernization monies from the System and had spent an additional half-million dollars from departmental accounts.

Many units on campus were able to upgrade their computer systems either on their own or in cooperation with other Wisconsin institutions. For example, the Library Learning Center introduced the PubCat System in 1994. This bigger and more easily accessible catalog system included the ability to search more periodical databases. It was accessible from the residence halls, offices, and homes. At the same time, the Communications Technology building received the state of the art in scanning equipment with the introduction of a Scitex Smart Scanner and a Scitex Dolev PS Image Setter.

One of the negative aspects of introducing more technological equipment on campus was the increase in theft. Several computers and technology related equipment soon disappeared from campus. Fortunately the university was in some cases able to recover the equipment. One thief, in a display of either ignorance or arrogance, advertised his stolen computers in the Eau Claire LEADER-TELEGRAM. Dave Kaun, director of the

telecommunications department, recognized the equipment from the ad and the criminal was soon apprehended.

Stout moved into a phase when it began its Integrated Support System Initiative in 1995. The \$1.3 million upgrade would replace all IBM mainframe based support systems with a friendlier “Client Server Technologies.” This was part of a two-year project that began with the installation of Hewlett Packard HP 9000 k200 mini-computer in the basement of the administration building. The chief reason for the upgrade was an attempt to keep up with the service needs of departments at the school.

To increase awareness of technological issues on campus and to address the increasing demand for Information Technology in all functions of the University, an Information Technology Steering Committee was formed on campus in 1992. The purpose of this group was to create an integrated information technology strategic plan for the campus. This was done through strategic planning in such areas as telecommunications and emerging technologies. The group also studied methods for funding the new technologies and how best to improve quality and quantity.

The University of Wisconsin – Stout attempted to increase technology awareness to people off campus as well. A study by Stout faculty member Ken Welty at this time attempted to gage the awareness of mid-westerners on technological issues such as nuclear power, genetic engineering, and automation. The study showed that only 10% of the people surveyed showed an interest in those areas. In 1992 Stout faculty in connection with Momentum 21 helped to initiate a Technology/Productivity Center. The center, located at the Chippewa Valley Technical College, was created to increase technology awareness in the Chippewa Valley.

One of the more unusual and successful of outreach programs in this area was an outgrowth of the initial class offering in Manufacturing Engineering in 1994. It was found that there was a great deal of difficulty in locating and attracting women and minorities who might be interested in the program. One means of addressing this problem was the creation of the Summer Technology and Engineering Preview at Stout for Girls. The STEPS for girls program was created as a one week introduction to the World of Manufacturing. The first tuition-free summer engineering and technology camp attracted 163 7th grade girls in four one-week sessions in July 1997. During the camp the girls were introduced to such areas as robotics, automation, and how to manufacture radio-controlled model airplanes in a production system. Many recreational activities such as swimming and biking were interspersed with the academic endeavors.

There were efforts made to attract women and minorities into other activities of the University as well. In 1994 a program was initiated to recognize and support women of color; Empowering Women Students of Color: Linking Cultural Roots and Leadership Development to Tomorrow’s Career Reality. To retain minority students Stout initiated the Campus Link program which brought together new or transferring students with faculty and staff on a one on one basis. A similar Faculty/Staff Mentor program was also initiated.

At this time a Junior Faculty Women's Mentoring Program was also initiated. The program was an attempt to provide support services to retain qualified female faculty members. The program was initiated thanks to a \$5000 grant provided by System in 1994. One year earlier, Chancellor Sorensen sponsored the creation of a Council on Women in Higher Education. In addition to looking towards ways of retaining female employees, the Council examined employment policies as they pertained to women, was empowered to recommend changes in hiring practices as well as the general university environment for women.

In addition to attempting to retain minority faculty, a concerted effort was made to attract and retain students. One way in which this was attempted was by making an effort in reducing the amount of time that it took for a student to graduate. This approach would also reduce the amount of indebtedness that students incurred during longer periods of education. For many years it had been a joke among students that they couldn't wait to be fifth or even sixth year seniors. In 1993 Stout addressed this issue by cutting all undergraduate degree programs to 124 credits. This was an attempt to reduce the average number of semesters to graduate from ten to eight. This was done by making the general education curriculum standard for all of the majors which helped reduce the amount of duplication.

Not being satisfied with this, in 1994 Chancellor Sorensen authorized a special task force to investigate the possibility of a three-year baccalaureate degree at Stout. The advantages of such a degree are obvious; earlier entry into the workforce and a reduction in debt accrued as a student. The task force demonstrated that such a program could be initiated through a combination of a revision of classroom courses and through more traditional means such as credit by examination and independent study. The program, however, did not receive great support.

Two other issues that had an impact on the student body at Stout at that time were the rising costs of tuition and tightening admission standards. During the 1992-1993 academic year the tuition rates at the University of Wisconsin – Stout climbed 7%. This was largely a response to the declining economic support provided for higher education by the State of Wisconsin. Admission standards were also on the rise at Stout. As the number of spaces for students declined, it was decided that the academic quality of perspective students should go up. New standards required that freshmen graduate from the top half of their high school class or have an ACT score of 20.

Certainly the most infamous moment that occurred to a student during the early 1990s was an alleged hate crime. A Stout student claimed that she had been physically tortured and verbally abused by several Stout students because she was a lesbian. As a result of the purported attack, Stout received negative regional publicity that gave a black eye to both the students and the school as a whole. On the positive side, the incident jolted the university community into addressing hate crimes. Support rallies and positive discussions were held as well as a reexamination of ethics and codes of conduct. Close to four months after the initial attack the victim claimed to have experienced a similar crime. After an investigation by the Stout and Menomonie police departments the

alleged victim was confronted with inconsistencies in her statements. She eventually retracted her statements and withdrew from the University. Damage to the reputation of the University could not be withdrawn so easily, but the experience did bring to the campus first hand experience on how to deal with hate crimes.

Of course for every negative thing that was the result of the actions of a Stout student there were many more positive ones. For example, in 1992 Stout construction students erected a \$100,000 building at the north end of the university's athletic field. The building was designed to house restrooms, custodial rooms, and areas for heating and electrical equipment. Students also built a six figure three-bedroom split-level home in the Shorewood Heights subdivision of Menomonie. Lyman Lumber of Eau Claire provided the capital and materials and the actual work was done by twenty-two Stout students of Sigma Lambda Chi, Stout's Construction Honor Society. The home was later sold with the profits going to the two groups.

Positive efforts were not restricted to Stout students. Stout emeriti Robert Swanson and Dwight Agnew, along with an assist from the University's grounds crew, were able to restore the grave of the school's founder James Huff Stout. The final resting place for Senator Stout's ashes was located in the Wilson family plot in Evergreen Cemetery. With financial support from the University's Foundation stumps and damaging roots were removed and Senator Stout's marker was replaced and the stone of his daughter was reset. The marker is now visible from the cemetery's road.

The University also had a positive impact in its recycling efforts. In 1991 Annette Taylor was placed in charge of the Solid Waste Management Committee on campus. In the first year of its resource management program the university was able to recycle nearly 700,000 pounds of materials. Two years later, Stout recorded \$46,000 in savings by developing new ways to safely handle hazardous wastes.

One of the more interesting "what ifs" that happened at this time was that the Stout campus almost became the training camp for a National Football League team. The University of Wisconsin-River Falls was already the home of the Kansas City Chiefs and many other NFL teams were located on college campuses as well. (Following this many of Stout's larger male students found the River Falls campus a great place for dating by pretending they were NFL players.) The team that came closest to coming to the campus was the Minnesota Vikings. Stout offered the team a contract to use its facilities at a cost of about \$200,000 a year. To sweeten the deal the local community raised close to \$60,000 as an inducement to come here.³ For a time there was a good deal of excitement about the anticipated team arrival, but apparently the Vikings were only playing Stout and the City of Menomonie in an effort to increase their bargaining power with their traditional home, Mankato State University. They stayed in Mankato after they received a \$100,000 dollar incentive package and promises to improve the playing field.

Stout was much more successful in the development of its physical plant. One project that had been needed for decades was finally completed in 1993; the North Campus Pedestrian Overpass. For many years it was dangerous for students in attempting to cross

highways 12 and 25 (Broadway) that divided the campus. The overpass, which measured 60 by 102 feet and was located between Hovlid Hall and Jeter-Tainter-Callahan, was a major accomplishment towards increasing the safety of students on campus.

Changes at Fryklund Hall did much to enhance the facilities at Stout and to prepare the University for the New Engineering Degree. The \$5.3 million remodeling effort was soon followed by the installation of millions of dollars worth of equipment that was the result of the Frykland Hall campaign.

One of the oldest landmarks on campus was razed in June of 1996; Ray Hall. Ray Hall had been a part of the campus for over eighty years. For twenty years the State Building Commission had recommended that it be leveled. It was estimated that \$4 million would have been needed just to bring the building up to code.

In part as a remembrance to Ray Hall a Historic Second Street Corridor was created in 1996. The Historic Corridor included several “nodes” to commemorate the history of the university and the City of Menomonie. The \$530,000 pedestrian path was a joint project sponsored by the University and City and was paid for by a federal grant and Ray Hall demolition funds.

There were several other major renovations that occurred on the campus at this time. A \$1.2 million building expansion below the Great Hall in the Memorial Student Center provided accommodations for many additional services. What made this upgrade somewhat exceptional is that the students were involved in the design and configuration of the rooms and were also responsible for naming them. There were renovations in the Merle Price Commons and other buildings as well, but the most expensive addition was the area between the Applied Arts Building and Jarvis Hall. This area was named for former University of Wisconsin – Stout President William Micheels. Micheels Hall, along with the remodeling of parts of Jarvis Hall was (up to that point) the largest construction project in Stout’s history coming in at over \$8 million.

The expansion of the physical plant and reallocation of other resources did allow the University to introduce several new majors to the curriculum. In 1994 the curriculum and instruction committee suggested that the packaging concentration should receive the status as an individual major within the Bachelor of Science degree. The following year a new graduate degree was offered in training and development. In early 1996 Stout received permission to offer three more majors; Bachelor of Science degrees in Telecommunications Management and Graphic Communications Management, and a Master of Science degree in Applied Psychology. There were additions and changes in concentrations as well such as in Bachelor of Science degree in industrial technology.

A degree that was again awarded by Stout in 1993 was the honorary doctorate degree. This degree had first been offered more than a century ago by President Burton Nelson. However, it fell into disfavor under President Verne Fryklund and had not been offered at the University of Wisconsin – Stout for more than half of a century. The first recipient of the new award was James R. Johnson. In presenting the honorary doctorate degree

Chancellor Sorensen stated that Johnson “was a friend of higher education who was being honored for his support, advice and counsel.”⁴ Johnson was a nationally known executive and scientist who served as an adjunct professor at Stout following his retirement from 3M.

One interesting change that was taking place on the campus at that time was a shift in the country of origin of international students. In 1994 there were 250 international students from 36 countries. The great majority of them came from Japan (40), Taiwan (45), China (23), Korea (17), Indonesia (12), and other countries from Asia. A decade earlier most of the international students came from Nigeria, the Middle East, and the Caribbean. Other changes included that international students tended to be younger than their predecessors and more likely to be single. That same year there were 85 Stout students who were studying abroad.

As Chancellor Sorensen was completing his seventh year as head of the University of Wisconsin – Stout there were a lot of accomplishments to be proud of. The approval of the manufacturing engineering degree was certainly at or near the top of the list. This continued the tradition of a unique hands on institution while setting a new path for its future growth.

The University was the recipient of several prestigious awards. It was one of only four first Diamond Award winners. The Governor’s Diamond Award was established to “recognize exceptional programs and practices that cut through the Glass Ceiling to allow minorities and women enhanced employment opportunities resulting in more diverse, productive and competitive business economy for Wisconsin.” The University was also one of only fifty to receive a National Media Fellowship from the Council for the Advancement and Support of Education. Under this program journalists were encouraged to spend time on campuses to “learn more about higher education and to better understand the intellectual resources of higher education.”

There were major accomplishments in other areas as well. Certainly most important, was a placement rate of over 98% with thirty of the undergraduate majors and concentrations reporting 100% placement. In terms of technology the University had made great advances such as a Cray supercomputer and the introduction of “computer integrated manufacturing.” The school had also received more than \$6 million in extramural funding and had made great strides in distance education. One accomplishment that was almost unprecedented in the System was the success of the Fryklund Hall campaign and allocations from Madison that resulted in \$20 million being added to the physical plant—a huge amount considering the recession of the early 1990s.

Given these and many other accomplishments the University appeared to be on the right path. Stout had just gone through a very emotional and disappointing North Central Association visit that suggested faculty morale was low. There was also the issue of Stout possibly becoming a charter school being discussed—considered a great opportunity by some and believed to be job threatening to others. So while there was certainly controversy in the air, it still must have been a shock when Chancellor Sorensen

was told, in a scene very much like that which happened to President Burton Nelson seventy years earlier, to return to campus from a west coast visit because the faculty senate was about to have a vote of no confidence.

The vote in itself (71% of faculty showing no confidence; the academic and classified staff also reporting in the negative) was somewhat anti-climatic. The atmosphere on campus quickly became vitriolic. One faculty member stated; "Ours is a reaction to years of subjugation by an administration that has demonstrated time and again that it is uncaring, autocratic, manipulative and vindictive."⁵ Battle lines were drawn with some faculty demanding reforms and others calling for the Chancellor's resignation. At the same time, the System president and the board of regents quickly defended the Chancellor. There were many reasons that have been voiced as to the negative reaction by the faculty and staff towards the administration of the University. At a distance and with hindsight it is possible to have an understanding of some of what was going on at the campus at that time.

When Chancellor Sorensen was hired morale on campus was already very low. Many people felt that the School of Industry and Technology was receiving more than its fair share of financial support and attention from the administration. Many on campus believed that this would change when someone with a liberal arts background became the head. Following the initiation of the engineering program many believed that Stout was falling back into old patterns.

Certainly the financial climate of the nation and the State of Wisconsin did not contribute in a positive sense to the situation. Following the first Bush-Iraq War the country slipped into a recession. In Wisconsin, poor planning by politicians resulted in severe economic cuts to the University of Wisconsin System. In the fall of 1995 it was announced that Stout's share of the cuts would be \$1,060,800. These cuts, along with a hiring freeze, certainly suggested to many faculty and staff that their efforts were not being appreciated by their elected leaders.

Many on the campus blamed the administration for making arbitrary decisions without consulting the campus. An example would be the choice of a school logo. For 99 years the unofficial logo of Stout had been the tower on Bowman Hall and its predecessor. The Tower had been the name of the campus yearbook, radio show, and repeated name of many columns from the student newspaper. Inasmuch as the tower was paid for by local residents it was also the symbol of the unity of the school with the community. In 1992 when a company Cy DeCosseDesign produced a quill as the logo of the University it was perceived as an arbitrary decision by an administration out of touch with the feelings of the staff and alumni and making a hasty and arbitrary decision without consulting the staff and alumni.

Even the University of Wisconsin System can bear some of the blame for the low faculty morale on campus. System placed pressure on local campuses to place time and fiscal resources behind the idea of "Total Quality Management." The concept was good, and the implementation of this process at Stout even won the campus an award, but

unfortunately it reached a point that in many units you could participate in the process or you could do your own job—there wasn't time for both.

Many also blamed the support staff directly under the Chancellor and blamed him for making poor decisions in their selection. In turn, the people selected were blamed for being indifferent to the wishes of the faculty and staff. There were many other factors as well such as academic restructuring and the cutting of pay for program directors. Finally the Chancellor must also bear some of the blame for a failure in not taking the faculty into his confidence on the charter school initiative and for losing touch with the general mood of the faculty and staff. Clearly trust would have to be reestablished between the staff and the administration; not an easy task and one that would take many years to accomplish.

While trying not to diminish the vote of no confidence and the pain that it brought to the University's community, it really was not that different than the opposition that most heads of this institution have had to face—there always seems to be an opposition by the faculty towards the administration and perhaps visa versa that is entirely different from that of a private business. There certainly was a loss of trust, but this situation was much less serious than the rebellion of the faculty against President Nelson which almost destroyed the school (except in that case the faculty lost their jobs and in this case it was the chancellor's job in danger). Probably the greatest tragedy in the long term is that Stout lost an opportunity to become a charter school with the immediate financial support of the State of Wisconsin. It is unfortunate that the crisis prevented this from being carried out. The University of Wisconsin – Stout would have been the natural leader to have instituted this idea in Wisconsin and with the initial financial support, could have made this a relatively painless transition for its employees.

1. Stout Series 24, Box 261, Consultant's Report on Proposed Engineering Program at the University of Wisconsin-Stout, January 22, 1992.
2. Dunn County News, May 19, 1993.
3. Stout Series 24, Box 333, letter from John Enger to Maureen Quinn, February 15, 1993.
4. Stout Outlook, 1993.
5. Eau Claire Leader, letter to the editor, Howard S. Heise, March 3, 1996.

Chapter 27

Following the vote of no confidence it was clear that the administration would have to take steps to restore the morale and trust of the faculty and staff. Initial support from the board of regents in terms of a vote of confidence and from the System President, Katherine Lyall who visited the campus gave the administration some breathing space; but real change would have to come from the administration itself. Meeting with individuals and groups did initially allow Chancellor Sorensen to understand the depth of feelings that were being experienced by many on campus, but it would require concrete long-term policies and initiatives to turn things around.

Certainly the most important initial step was to open a stronger dialog with the faculty senate and the senate of academic staff. This allowed these groups to become more involved in the decision making process. This was especially important in the budget process where many people believed that the Vice Chancellor (on leave at that time) exercised too much arbitrary power. A new Office of Budget, Planning, and Analysis initiated new budget procedures which allowed more participation by the faculty and staff in establishing campus priorities. A similar process was used in the creation of a Chief Information Officer that allowed centralization of technology issues into a single office whose head reported directly to the chancellor.

This initial step was carried further through the creation of a Chancellor's Advisory Council. The twenty-one member group included people from the faculty senate, senate of academic staff, student senate, and members of the classified staff and the administration. This group would meet bi-weekly to share important campus information, discuss the budget, review planning and make recommendations concerning the administration and future of the University.

It was also apparent that there would have to be changes on campus in key administrative personnel. This process, in fact, had already been taking place. Donna Weber had been chosen as the new assistant chancellor for affirmative action. She was more representative of the entire campus in the affirmative action process and more constrained in her parking habits than her immediate predecessor.

In early 1998 Provost George DePuy announced that he would be leaving Stout to head a new campus called the DeVry Institute of Technology that was under construction in Fremont, California. He was replaced by Robert Sedlak who assumed the duties as head of Academic and Student Affairs at Stout. Sedlak received a Bachelor of Science degree from California State College of Pennsylvania, an M.ED and Ph.D from Pennsylvania State University. He served in several capacities at Stout prior to becoming the Provost including such areas as the graduate school, research and the school of education and human services. In addition to his experience and capabilities, he brought a sense of accessibility to his office that was sometimes felt missing in the past. When he returned to his teaching responsibilities in 2005 Julie Furst-Bowe was selected as the new Provost and vice chancellor for academic affairs.

The Vice President for Administrative and Student Life Services, Jan G. Womack, also left at that time to become the associate vice provost for academic affairs at the University of Oklahoma Health Sciences Center in Oklahoma City. She was replaced by Diane Moen. With an educational background in business administration, Moen came to Stout in 1978 as a budget and management analyst. She became assistant controller and director of budget services in 1985 and interim director of budget and financial services in 1989. She also served at Stout as the director of business and financial services and deputy vice chancellor. She also brought a sense of accessibility that was much needed for the improvement of the interaction between the administration and the faculty/staff at the University of Wisconsin – Stout.

The Stout Foundation office, which also reported directly to the chancellor was already admirably staffed and had a number of major accomplishments to its credit. Pat Reissinger (who would be replaced by Robert Heuerman in 2005 & David Williams 2007) was doing a great job at fund raising; assisted by Sue Pittman who was appointed alumni director in 1997. In 1999 the Stout University Foundation announced that its total assets had climbed to over \$20 million.

There were many changes in the academic areas as well. John Murphy became the dean of the College of Arts and Sciences; Robert Meyer became the new dean of Technology, Engineering & Manufacturing; John Wesolek became the new head of the College of Human Development; Judy Jax became the first dean of the new School of Education; and Assistant Vice Chancellor Claudia Smith became the new head of the Graduate School. Robert Johnson, former head of the Memorial Student Center (replaced by Bill Siedlecki), was appointed as the assistant vice chancellor for Student Life Services. There were many other changes as well including the retirement of the library director, Joe Jax, who had been on the faculty for 45 years and his replacement by Phil Schwarz.

Chancellor Sorensen and the administration initiated several other attempts to improve relations with the faculty and staff. During the opening convocation in the Great Hall of the Memorial Student Center in the fall of 1996, Chancellor Sorensen called the coming academic year a “Year of Opportunity.” During winter break of that year many faculty, academic staff and selected staff participated in a University Retreat/Professional Development Day to search for ways to “Create a Healthy Campus Climate.”

Through addressing the problem head on and by assuming much of the blame, the administration was able to defuse the initial crisis. Through long periods of mutual discussions and university realignment a good working relationship was again established between the administration and the faculty/staff. This does not mean that dissension and anger was alleviated with everyone—faculty dissatisfaction with the administration has been a part of every presidency on the campus, but the University was now free to devote more time to its future rather than dwelling on real or perceived wrongs and the problems of the past. What may have helped the process as well was when many of the staff realized that they agreed with the direction the University was going; the disagreement was in the decision-making process that led to that direction.

The students on campus were certainly aware of the dissension on campus and the proposed charter school, but they were also aware of the problems that directly pertained to them. In September of 1999 in a scene reminiscent of their parent's generation the students had a campus-wide walk-out. The event, held outside of Bowman Hall, was sponsored by the Stout Student Association. "The purpose of the walk out was to provide funds for a tuition freeze, deny the Board of Regents full tuition flexibility, provide faculty and staff with a more competitive raise, and to persuade the surplus of state dollars to be utilized for campus-based aid programs and Diversity Plan 2008."¹ The walk-out may not have had an immediate impact on tuition and salary issues, but the students were at least able to bring their views to the attention of state lawmakers.

One issue of concern by students that was at least partially addressed at this time was the initiation of the four-year degree contract. This was open to freshmen in selected degree programs. Students, who met the eligibility requirements, could sign the contract and then agree to work with their program directors to continually monitor their progress. If the student met the requirements, the university in turn must do everything possible to ensure the student achieves that goal. If this was not possible through normal methods then the University agreed to facilitate degree requirements through such methods as priority registration, course substitutions, or waving tuition for courses required beyond the four year contract.

Many students benefited through the implementation of Winter Term. The first WinTerm was held during the winter break of the 1996-1997 academic year. About 40 classes were offered during the first year providing an opportunity to earn from 1-4 credits. Approximately 500 students took part in the first year of what was to become a very successful program.

There were several successful athletic teams and student athletes at the University of Wisconsin – Stout during this time period. Two Stout athletes who went on to achieve some success in professional sports were Jeff Hazuga and Tony Beckham. Hazuga became the first Stout student to play in the National Football League since Bob McRoberts played for Philadelphia during World War II.² Injuries helped to cut his career short with the Minnesota Vikings. Tony Beckham, an outstanding cornerback for the Blue Devils, was selected in the 2002 NFL draft by the Tennessee Titans and became a member of their playing roster.

Many of the students on campus were disappointed to see the destruction of another historic building in 1997. The old Dunn County News building had been a landmark adjacent to the campus for close to a century. After its most recent occupant moved to the Industrial Park a decision was made to tear it down and turn it into a parking lot. (One thought had been to convert it into a faculty lounge, but apparently the money was not available to renovate the building.)

In October of that same year, thanks to the initiative of a Stout alumnus John Meyer, Bowman Hall received a new set of four working bells. For close to half of a century the bells had not been heard from the Stout landmark because of damage due to weather and

misuse. The Stout Alumni Association helped to raise the funds necessary to replace the cracked bell at Bowman Hall. The old Bowman Hall Bell was kept in storage until 2001 when it was placed in a new bell structure that was designed by Stout students and located in the mall near Micheels Hall. At the same time, repairs were being made to the Bowman Hall clock which had been broken for close to a year.

A building constructed in 2000 and dedicated the following year was aptly named Millennium Hall. This building provided “UW-Stout with a state-of-the-art technology-based facility for distance learning; faculty, staff and student training; telecommunications and computer support; and media production.” The building was also designed to aid local business and industry for on-site and distance education training. Units housed in the building at the time of its construction included the Nakatani Center for Learning Technologies, Stout Solutions, and Technology & Information Services.



Millennium Hall

The construction of Millennium Hall made the Communications Center on Broadway obsolete and it was demolished in 2001 to make way for a parking lot. This building had been constructed by the Menomonie School District in 1950 and later sold to the University of Wisconsin-Stout.

A second major dedication was held on campus in 2001 with the grand opening of the Recreation/Athletic Complex during homecoming. This was a unique financial undertaking inasmuch as it included funding from the students, the City of Menomonie, Dunn County, the Menomonie area school district, the Stout Foundation, private donors, and even exclusive poring rights for Pepsi Cola. As part of the ceremonies the Don and Nona Williams Stadium was named in honor of the couple who had donated \$1 million to the project. Among the facilities of the new building were: indoor climbing walls and adventure planning area; outdoor adventure course; indoor health and fitness center; indoor group fitness facility; six outdoor lighted tennis courts; and outdoor lighted softball and soccer fields.

The packaging program received a multi-million face lift in 1998. Some 4,200 square feet was added to the program's area in the Applied Arts building. The State paid for changes in the physical plant, but the funding for equipment came from donations by alumni, packaging companies, and many others who had an interest in the program. The upgrading of the equipment is one of the reasons that the packaging program at Stout was considered one of the top three in the nation.

It is interesting to note that the campus and the nation looked upon the approaching new millennium with a sense of trepidation. Many people believed that the Y2K Bug would harm all of the computers in the world and bring civilization to a standstill. Of course this did not happen but it did seem to haringer a dark period in World History. Following a dubious presidential election the nation would experience its worst day since Pearl Harbor with the bombing of the World Trade Center. The nation itself became seriously divided following the second Bush-Iraq War and the United States as a whole lost its credibility with much of the world following its fruitless search for weapons of mass destruction.

The University of Wisconsin – Stout also appeared to face the new millennium with a certain sense of dread. In May of 2000 the University Counseling Center led participants through a two-day simulated disaster as a finale of a workshop for the Human Services Response Training Program.

Two years later the University received negative publicity on a national scale when a Stout student, Luke Helder, decided to go on his own spree of terrorism. Initially there was a great deal of speculation as to why Helder was doing this—it was reported that he was passionate about government and religion. As it turns out he was attempting to create a smiley face on the map of the nation. Stout faculty member Frank Kennett succinctly concluded; “This is just one guy who went over the edge.” The courts must have agreed because it was decided that Helder better belonged in a mental hospital than a prison.

A more significant loss to the campus was the death of William Micheels on June 1, 2000. Former President Micheels had been associated with Stout for well over seventy years. His wife, Betty, who also had a long association with the school, had died the previous December. Funeral services were held both at his home in Lake San Marcos, California, and on this campus.

Of course not everything was gloom and doom at that time. In 1998 U.S. NEWS & WORLD REPORT published its list of the best graduate schools in the country. The University of Wisconsin – Stout appeared on the list for its rehabilitation counseling concentration in the master's degree in vocational rehabilitation.

The Stout Technology Park also continued to be a positive factor for the University and Western Wisconsin. In 2000 it celebrated its tenth year of operation. Since its beginnings with Phillips Plastics Corporation the Park had grown to include such companies as West Wind Graphics, Andersen Window Corporation, Aurora Community

Services, Auth Colson & Associates, Inc., Center for Independent Living of Western Wisconsin, Dunn County Job Center, Chippewa Valley Technical College, DBD International, Ltd., and Oaklawn Bed & Breakfast. In addition to other favorable economic factors for the region, it was believed that the park provided employment for close to 500 people with an annual payroll of over \$12 million.

Stout and the University of Wisconsin System continued to play an increasingly strong role in the economics development of Wisconsin. A 1998 study by the Wisconsin International Trade Council stated that higher education in the state was a valuable export industry for Wisconsin and allowed the state to more effectively compete in the global economy.⁴ This was especially true for Stout which implemented a number of cooperative programs with business and industry that were both large and small.

At the start of the new millennium the university initiated Stout Solutions: Delivering Customized Learning and Research. According to its director Chris Smith; “Through Stout Solutions the university’s program development specialists, technical delivery specialists, marketing specialists and research and funding specialists will work hand-in-hand with faculty to build programs that meet the delivery needs of potential learners.” The creation of the new unit made available resources to new distance users who were not currently being served by the University.

The University was awarded an initial contract for over \$176,000 to begin the development of a computer-based training program for the Wisconsin Department of Workforce Development. This was part of a statewide training program to support implementation of welfare reform legislation called Wisconsin Works. Stout’s contract was part of a strategy to provide training for county-based financial and employment planners. The program was administered by Christopher Smith. On a much smaller basis, Stout and Dunn County health groups received the Partners in Public Health Award for “exemplary performance in public health practices.” The award was in recognition of how a case of meningococcal meningitis involving a Stout student was handled by the school and the community.

In 1998 a half million dollar telecommunications systems laboratory was awarded to Stout by Ameritech Wisconsin. The Ameritech Telecommunications Laboratory was located in Fryklund Hall. One of the reasons that the company invested in the lab is because Stout offered the only degree in telecommunications systems in Wisconsin. The director of the program Scott Simenson stated; “Our students need to understand the technologies of today, but they also must be able to help lead organizations into the future by being able to integrate a wide range of information technologies into the business operations of their companies.”⁴

A somewhat controversial agreement with a private company was when Stout entered into a “pouring rights” contract with Pepsi Cola. Some students believed that the University was selling its integrity for a few dollars while most believed that in the future schools will have to find alternative methods of funding. Under this contract Pepsi received exclusive rights to market its soft drink products on campus. In return the

campus received well over \$1 million in funding that went into the recreational complex, student scholarships, and programs sponsored by the Inter Residence Hall Council.

The University was able to raise money in more traditional ways as well. Many Stout alumni donated money through the Stout Foundation towards scholarships and other programs. For example, through the years it was estimated that Geraldine Raisler Hedberg (1951) donated over one million dollars, culminating in an endowed scholarship. Jack (1937) and Marjory “Steiner” Milnes (1938) left \$1.4 million from their estate towards a similar scholarship endowment. Other alumni chose to endow chairs such as the Landry Professorship and Frank and Ann Cervenka People Process Chair. By the start of the new millennium it was clear that alumni donations had become a very important part of the total funding on campus—an importance that would continue to grow through the years. In 1997 the Stout Foundation was third in the University of Wisconsin System in terms of alumni fund raising—only Madison and Milwaukee, much larger campuses, were more successful.

Grants continued to be a major source of income at Stout. In 2001 Stout received two grants totaling more than \$2 million from the U.S. Department of Education to help disabled and first-generation college students reach graduation. \$1.3 million of this money was awarded to the Student Support Services ASPIRE program over a five-year period and the \$795,000 award was to help support students who have attention deficit disorder or physical, learning or emotional disabilities.

In addition to university-wide grants, many departments were able to find funding to help finance their own programs. For example, the construction program was awarded a \$75,000 grant from the St. Paul Fire and Marine Insurance Company to integrate construction safety in classes offered in that major. A grant of close to \$50,000 was awarded to the department of art and design to explore “art with technology” with students from the Menomonie School System. One of the more unusual endeavors was an effort to increase the number of graduates in the graphic communications area. Funding from both private and State sources were to be used to create an additional enrollment of 100 students in that program. Stout was the only school in the University of Wisconsin System to offer that program.

One of the reasons that the University was so successful in obtaining grants was its commitment to technology. In 1998 Stout committed over \$1 million to boost its network connections in an effort to end the system clogging when students attempted to log in either on campus or at home. “Chief Information Officer, Joe Brown, likened the difference between the previous network and the upgrade to the difference between traveling 10 miles per hour on a crowded road and traveling 150 miles per hour on a highway you have all to yourself.”⁶

In the spring of 1997 an editorial in the student newspaper asked the question; “The Internet: High-tech Toy or Invaluable Tool?” It didn’t take long for that question to be answered. Within two years a pilot program was initiated which allowed students to register on the web. Within a year this service was available to all students. By 2002,

students could even go to a website to ask for their report cards to be mailed to them. "Access Stout" through Stout's Datatel Student Information System eventually allowed students to also view their financial aid information, class schedules and other information.

The advent of the World Wide Web had an impact on other activities on campus as well. Distance education classes could now be offered through a distance learning network and the World Wide Web. By using television monitors that used a split screen instructors were able to hear and see students from multiple locations. As early as 1995 the industrial technology program was able to make available degrees via distance education. Students located anywhere in the world had the potential to earn a degree if they had a computer and access to the internet.

In July of 1998 the Hospitality and Tourism Department received a \$344,000 grant from the University of Wisconsin System to launch a similar program. A Masters Degree Program, which was launched in September of 1999, was accessible any time of the day to anyone in the world. Initial global partners in this venture included; Nottingham-Trent University in England, Oxford Brookes University in Oxford, Paderborn University in Germany and the University of Wisconsin-Whitewater. Courses were delivered in six-week modules with four weeks off in between. Planning of this program was a new experience for all concerned in such areas as grade evaluation, vocabulary, and the financial structure for tuition and staff remuneration.

With the advent of technology and the internet there were many unexpected problems. The use of Napster allowed students to download music files in a digital format. The problems with this were that it was illegal and it had a tendency to congest the internet connections. It angered many when the University was forced to shut down Napster for those two reasons. Something even more unusual happened in November of 2001 when most of the campus found itself without electrical power. Along with the power outage fire alarms sounded and many buildings had to be cleared and classes cancelled. It was finally determined that a squirrel got into a substation that supplied electricity to the campus. Somehow the squirrel touched two wires at once resulting in detrimental effects to the campus as well as the animal.

In recognition of the increasingly enormous impact that technology was having on higher education, Stout introduced a master's degree in industrial/technology education. This program was designed to prepare "tomorrow's technology educators." Initial enrollment included students from twenty-one undergraduate majors.

In an effort to more accurately describe "the skills of the program's graduates," Stout changed the name of its technology education program to engineering technology. Since its inception by John Jarvis in the mid-1950s, 6,000 people had earned this degree at Stout. A name change did not mean a change in the basic educational principles of the program. According to Scott Springer the director of engineering technology at Stout; "Engineering technology stresses learning more through laboratory experiences and less through abstract mathematics. Because of this, our graduates benefit employers by

immediately applying sciences to industrial projects without a significant on-the-job-training.”⁷

In the first year of the millennium Stout introduced a new undergraduate degree program that was the first in the nation. The applied science program emphasized “flexibility through a broad scientific base along with practical experience.” The curriculum was based on biology, chemistry and physics. It was designed “to meet the demand in the business world for graduates who can adapt to rapid scientific and technical advances now being offered by UW-Stout.”

There were many other changes to the curriculum at this time as well. In 2000 new majors were introduced such as a new Bachelor of Science degree in technical communications, a Bachelor of Science degree in industrial management, and an educational specialist degree in school psychology. There was also the introduction of new master’s degree in mental health counseling which was the only program in Wisconsin that leads to a mental health certification. In March of 1997 the University received approval to initiate a Bachelor of Science degree in service management. “The program is designed to prepare managers who can effectively and efficiently manage the design, development and delivery of a service.”

The unique curriculum at Stout grew to encompass such diverse classes as casino/gaming management. By the start of the new millennium most of Stout’s undergraduate programs were offered no where else in the University of Wisconsin System. The programs included: vocational, technical and adult education; vocational rehabilitation; telecommunications systems; technical communication; retail merchandising and management; packaging; manufacturing education; industrial management; human development and family studies; hotel, restaurant and tourism management; graphic communications management; food systems and technology; construction; and apparel design/manufacturing.⁸

Not all of the programs introduced at this time were restricted to academics and technology. In 1997 the University held its first Body, Mind and Spirit Conference. This conference looked at “healing the whole person” through bringing to the campus alternative methods of healing, spiritual growth and spirituality. Two years later the Center for Ethics was brought to campus. The Center, created by Tim Shiell, was started with the idea of “promoting the study and awareness of ethics on the Stout campus.”

As the University of Wisconsin – Stout entered the new millennium there were two major developments which provided a capstone to the accomplishments of the past and a stepping stone to the school’s future; the Baldrige Award and the laptop initiative.

On December 4, 2001 Commerce Secretary Don Evans and the President of the United States George Bush announced that the University of Wisconsin – Stout was one of the five 2001 Baldrige Award recipients. The Malcolm Baldrige National Quality Award was established by Congress in 1987 to “enhance the competitiveness of US businesses.” The award was named in honor of the 26th secretary of Commerce. “The award promotes

quality awareness, recognizes the quality and performance achievements of US organizations, and publicizes successful performance strategies.” Stout was the first in higher education to achieve the award.

Following an application process, the University was subjected to a rigorous examination an outside board of examiners. Subsequent to the examination each applicant received a report citing “strengths and weaknesses and opportunities for improvement.” Associate vice-chancellor Julie Furst-Bowe who played a key role in the application process stated; “I believe we won the award because we were able to verify everything included in our application. And in many areas we are able to serve as a role model for best practices in higher education.”⁹ In addition to demonstrating its success in such areas as technology, Stout was able to fit the Baldrige categories for academic organizations: leadership; strategic planning; student, stakeholder and market focus; information and analysis; faculty and staff focus; process management; and organizational performance results.

The following March a contingent of 50 Stout delegates went to Washington D.C. to receive the award from the President of the United States. Chancellor Sorensen and associate vice chancellor Furst-Bowe were on the podium of the Washington Hilton Hotel on March 7 to accept the award from President George Bush and Donald Evens, the Secretary of Commerce. In his acceptance speech Chancellor Sorensen stated;

“I am pleased, I am proud, I am humbled to accept the prestigious Malcolm Baldrige National Quality Award on behalf of a fine university—the University of Wisconsin – Stout. While I have this privilege of being on this stage today, this award—the first ever given to a university—is really the reflection of a quality, dedicated faculty, academic staff and clerical and service staff who made this possible. The beneficiaries are the 8,000 students we serve annually, the tax payers of the great state of Wisconsin, and of this country. The Baldrige Award is a demonstration of American dedication to hard work, focus and commitment to excellence.”¹⁰



Baldrige Award

A joint resolution by the Wisconsin State Assembly was introduced to congratulate the chancellor, faculty, staff and students of the University on the receipt of the award.

Within eighteen months representatives from the university gave 125 presentations related to the honor in 39 states and 25 countries. Three senior administrators were even asked to write a book highlighting the university's experience in achieving the award.

The Baldrige Award was certainly one of the highest honors that the University has received and reflects the commitment of the people who staff it. It is somewhat of a coincidence to note that this award was received almost 100 years to the date since the school had received a similar high honor during the St. Louis World's Fair. Perhaps, though, it will be the laptop initiative that will establish the base on which the university receives its next high award following the end of the current century.

What made the laptop initiative unique at Stout was the combination of the computers, wireless campus and innovative classroom management software. According to one early Stout innovator, Bruce Maylath; "This is a revolution. Wireless access allows much more flexibility and spontaneity in the classroom."¹¹ This, like most changes on campus, was not without its critics. Many people were against using the new technology in their classrooms and were afraid of possible adverse enrollment effects due to the increase in tuition. Many others saw this as an opportunity for Stout to evolve into its next stage in development. It was indeed a challenge to the faculty who first initiated the program and to the technicians on campus who made this possible—for both groups there was a good deal of trial and error.

The laptop experience began in the fall of 2000 when freshmen in both the Technology Communication Major and the Graphics Communications Management Major were required to have lap tops. The following year Stout signed a \$25 million seven-year mobility initiative with Compaq Computer Corporation. As part of the initiative, faculty were given training in how to incorporate the new technology into their academic programs. A contract signed later included Apple laptops for some of the more specialized programs.

Beginning in the fall of 2002, all incoming freshmen were required to be part of the laptop initiative. At a cost of roughly \$36 per credit; students were given wireless access to the Internet and the Stout computer network environment throughout the campus including classrooms, hallways, and to some extent even outside many of the buildings on campus. One student who was a freshman at the very start of the initiative stated; "There were a lot of problems and it sure could have been done better, but over all, as much as we students like to complain, it has been worth it."¹²

The laptop initiative may not have been the greatest innovation in the history of the school and certainly was not the most popular, but it helped to position Stout in the forefront of technologically oriented schools. Benefits from becoming a digital campus included: "marketing and public relations, including increased student recruitment and leading the UW-System in technology as the first laptop campus; increased use of uniform technology by students, faculty and staff; immediate access to up-to-date information for students, faculty and staff; increased skills and competencies for graduates; and improved communication among students, faculty and staff."¹³ It is

difficult to assess the full impact that this innovation will have on the campus, because its full potential is still many years away.

1. Stoutonia, September 11, 1999.
2. Author's Interview with Layne Pitt, April 22, 2005.
3. Stoutonia, May 13, 2002.
4. Dunn County News, June 21, 1998.
 5. Stout Outlook, Spring, 1998.
 6. Stoutonia, April 16, 1998.
 7. Stout Outlook, Spring, 2002.
 8. Annual Report to the University of Wisconsin System, 1999-2000.
 9. Stout Outlook, Spring, 2002.
 10. Ibid.
 11. Ibid., Spring, 2001
12. Author's Interview with Katie Triphan, May 1, 200
13. Newsplus march, 2002

Chapter 28

It will be up to future historians to assess the impact of the current administration on the development of the university. Up to this point, looking to the past the closest comparable administration would be that of William Micheels. During the tenure of both Micheels and Charles Sorensen the campus has seen incredible changes. This change in both cases has resulted in strain with faculty and staff who often times are more conservative in their approach towards education. While their administrative actions are similar, their backgrounds and directions have been different. Ironically, William Micheels who came from a technical background moved the school into more of a liberal arts direction. Charles Sorensen, on the other hand, with a liberal arts background has placed a much greater emphasis on technology.

For exactly fifty years, since the introduction of the industrial technology degree in 1955, technology has been one of the predominant guiding factors in the direction and growth of this University. In that time it has been similar to a snowball going downhill—it has been increasing in volume and speed so that it now encompasses all aspects of the school. In the short time since the laptop initiative there have been many more changes on campus due to technology.

These changes in technology have been so dramatic that it has even resulted in program name changes. What had been telecommunications changed its name to Information Technology Management reflecting a change in emphasis from telephone systems to computer networking. The new focus allowed students to better understand the information technology used in modern organizations. “It is designed to provide an understanding of information technology, practical experience in its use and management perspectives on its utilization in organization.”¹

Technology has also been used in an attempt to attract new students. The introduction on campus of an “Engineering and Technology Career Day” was attended by many junior and senior high school students from Minnesota and Wisconsin. This program, introduced by the College of Technology, Engineering and Management was created for students and their teachers who may be interested in technology and engineering related fields. A similar program was introduced in 2005 to attract middle school girls from Wausau and Green Bay for a Science and Technology Day. The program was sponsored by the Equality for Women Initiative with support from Multicultural Student Services and Educational Opportunities for Women Students.

In a similar vein, an articulation agreement was signed by Stout in the fall of 2004 that would allow graduates of State Colleges and Universities, along with Community and Technical Colleges in Minnesota to use their credits towards a bachelor of science degree in industrial management.

On campus students recently experienced increased technological applications to their educational experiences as well. For example; “Students in Stout’s manufacturing engineer program recently worked with Toro and QA1 to build custom automated

machines as part of their senior-level Capstone experience.”² A special technology fair in the Memorial Student Center has allowed students from all majors to exhibit their ideas and inventions that were to “enhance human capabilities and had to solve a problem.”

Technology has however had a few downsides. In December of 2002 the library and much of the rest of the campus began requiring computer users to log in with their e-mail user names and passwords. This was in response to users, many from off campus, who were viewing illegal pornography or sending “questionable” e-mails. Perhaps a more important problem (although it may be a solution as well) is what are the long term legal and historical issues involved as more and more records are only retained electronically.

The emphasis on technology has also played an important part in Stout’s interactions with businesses. For many years Stout has hosted an annual Business, Industry and Technology Fair. The Fair has allowed businesses to have exhibits in the Great Hall of the Memorial Student Center and speakers in such areas as web development for businesses. A similar event was introduced in 2004 when the University and the Stout Technology Park sponsored a series of monthly presentations by local employers, titled “Tech Talk Business Briefings.” Small businesses were taught how to more effectively obtain government contracts with the initiation of an Annual Northern Wisconsin Government Business Opportunities Conference. This event, first held on the Stout campus in 2001, was sponsored by the Stout Technology Transfer Institute, Northwest Wisconsin Manufacturing Outreach Center, and the Wisconsin Procurement Institute. Stout also entered into an agreement with the Wisconsin Small Business Development Center in 2003. “The Center for Innovation and Development at Stout is now officially a part of the statewide Small Business Development Center network. The center will provide a unique combination of technical, market and business development expertise to help entrepreneurs bring innovative products and technologies to market.”³

Cooperative agreements between Stout and area businesses remain a mainstay of technological development. One such agreement with Spectrum Industries Inc. was the development of a high-tech electronic lectern that could meet the needs of the disabled as well as the general public without disabilities.

It was in part due to the needs of technology in business that Stout was authorized to offer a new master of science degree in Manufacturing Engineering in 2004. “The curriculum for the new program will emphasize project management, system design and integration, and automation and control.”⁴

The University’s reputation in technology and partnerships with industry has led to several grants. One such grant included \$500,000 from the National Science Foundation to help develop a national Center for Engineering and Technology Education. This is part of a larger grant meant to enhance engineering and technology education in universities and K-12 schools.

The University of Wisconsin – Stout received many other grants in other areas as well. The United States Department of Justice awarded a \$200,000 grant to help support the rights and safety of women on campus. “By receiving federal assistance from the Grants to Reduce Violent Crimes Against Women on Campus Program, UW-Stout will have the funds needed to begin a Campus Violence Protection Project on campus, recognizing that females as a group are at a higher risk for date rape and other forms of violence than women in the general population or comparable age groups.”⁵

A Title III program was awarded to Stout in 2004. This \$1.7 million grant was given to create a new program to “improve retention and graduation rates, as well as establish and implement a system for the assessment of student learning outcomes.” The five-year grant was to be used to strengthen advisement, retention, technology integration, and assessment efforts on campus.

It is well that the campus was able to receive extensive outside funding. Since the start of the new millennium the federal government has been experiencing severe economic problems. This has led to greater financial stress on the states that have passed on part of the problem to the universities. For several years the University of Wisconsin System, including Stout, has been ordered to cut its budget. All programs have been forced to take cuts and some have been greatly reduced, changed or eliminated. Faculty and staff salaries have also stagnated resulting in a lowering of faculty morale. Hikes in tuition have been less than enthusiastically received by students and their families.

Fortunately not the entire economic picture is grim on campus. In the fall of 2005 Red Cedar Hall opened its doors. This building was a first of its kind for the Stout campus. It provided housing for 296 students in 75 suites. Each suite consists of four single bedrooms, a living area, kitchenette and bathroom facilities. In addition there are full kitchens, lounges and laundry facilities on each of the five floors. The building was constructed with student user fees rather than tax payer dollars.

The student placement rate also remained high in spite of the weakened economy. The stagnant economy created a strong employer’s market, but even so six months after graduating 98.5% of Stout’s 200-2001 graduates were working or attending school for advanced degrees.

One problem that has been impacted by the economic malaise has been the relationship between Stout and the City of Menomonie. There are many reasons for this but the most important and recent one relates to economics. During the 1920s-1970s there was a closer relationship between the people of Menomonie and the school. Most people who worked at Stout also lived in the community. More important, there was little disparity between the incomes of the two groups. They helped one another out when times were bad and they made approximately the same amount of money.⁶ This is no longer the case as the nation shifts from a manufacturing base to a service base. The income of local people reflects this more than at the university. A person in a clerical position on campus generally makes more than his or her counterpart in the local community (this does not hold true for people in other government jobs such as a clerk working for the

county, but for some reason this is seldom raised when talking of town/gown relations). When a Stout employee making \$13 an hour complains about not having a raise for several years it leaves an impression, although not the one intended, on a local resident who is making \$9 an hour working at the same position for private enterprise. There are certainly many other reasons for negative attitudes towards the University and its employees, but the changing direction of the nation's economy in the last two decades is certainly an important one.

It is important to remember, though, that the University continues to be a strong economic factor in Dunn County. A study completed in 2004 stated that Stout's economic impact on Dunn County was \$312 million. The University also continues to have a positive cultural and social impact on the county. The school offers assistance in such diverse areas as counseling services for families to how to search for your family's roots. In a small but significant gesture Chancellor Sorensen donated \$1,000 through the University's Foundation to Company A of the Wisconsin Army National Guard. Sorensen stated; "This is a small effort from UW-Stout to make their lives a little more comfortable."

In spite of and in some cases because of the weak economy Stout has been able to develop an interesting and unique group of classes and majors in the new millennium. In 2004 Stout received approval to plan a new degree in golf enterprise management. This program, the first of its kind in the nation, placed a greater emphasis on the business rather than player side. The same can be said for the introduction of a gaming management minor and certificate. A new program was offered in 2002: a Certificate in Quality Management. This program, which was largely offered on the internet, was designed to give individuals solid training in a quality background for businesses and employees. A much broader program was the introduction of a bachelor of science degree in special education in 2005. "Graduates of this program will receive a Wisconsin teaching license in cross-categorical special education. They will be able to teach students with learning, cognitive and emotional behavioral disabilities from middle childhood through adolescence." 8 Another important program that was added in the fall of 2004 was a program concentration in biotechnology. "The biotechnology concentration is ideally suited to students who want to pursue careers in the health sciences. The unique combination of theory and practice prepares students for graduate and professional schools."9

A somewhat interesting program addition that reflects the changing times as well as the impact that politics has on a campus was the introduction of a Reserve Officer Training Corps program in 2005. When it was first suggested for the campus Chancellor Sorensen decided not to pursue it for diversity reasons. Local politicians and the board of regents then decided that we did want it for legal reasons. Thirty years earlier when John Jarvis was acting head of the institution he approved R.O.T.C. on campus, but he was overruled by the regents. The reasoning is not readily understood, but apparently we are more patriotic for having it and not wanting it rather than not having it and wanting it—or else the reverse is true.

Campus antics were not restricted to the politicians in Madison. In the fall of 2004 Spongebob Squarepants left his home above the Burger King Building to visit the roof of Harvey Hall; presumably with the help of some Stout students. On a more negative note, students from one Stout fraternity apparently went on a vandalism spree at a golf course in Douglas County. Conversely on a much more positive note, many Stout students assisted the Town of Ladysmith following a devastating tornado that destroyed large sections of that city.

Perhaps the high point in athletics so far for the new millennium was when the women's basketball team during the 2004-2005 season. They won the WIAC season and tournament championships ; won a NCAA Division III divisional title; and advanced to the Sweet Sixteen for the first time in their history.

One of the more interesting developments in recent years has been the creation of what would eventually become the Stout Historical Society. This group began in 2002 when a small group of Stout emeriti, Bob Dahlke, Glen Gehring, and Robert Swanson discussed the need for a museum to preserve the rich history of the university. With assistance from the university editor, Don Steffen and many other alumni, as well as former and current university personnel an organization was formed dedicated to the preservation of the school's unique history. The group is now a part of the Dunn County Historical Society and has found a home at their museum in Menomonie.

Like most schools, the University of Wisconsin – Stout will be facing enormous changes in the years ahead. It is likely that budget cuts will continue to be the norm rather than the exception and that the school will have to maintain a growing emphasis on the importance of outside funding. The intimidating strength of the religious right combined with the leftist constricting views of political correctness will certainly have an adverse impact on the intellectual development of current and future students. On the other hand, the advent of the internet and other electronic resources can, when properly learned; open up new worlds that were not even thought of by students less than two decades ago.

By their very nature, universities are resistant to change. It is difficult to disagree with the argument that Huckleberry Finn was a great book, is a great book, and will continue to be a great book. A certain argument can be advanced that the real change will be in what format Huck Finn is read in the future. Perhaps, though, the important measure of change; at least in terms of the future Stout graduate, will be inculcating that individual to have a desire to read Huck Finn while ensuring that he or she has a constructive and satisfying career that can at least in part be attributed to the knowledge and skills acquired while being a student at this institution. The number of students here who do in fact pursue reading as one of their leisure activities is a reflection of the success of liberal studies at Stout.

This university is lucky in that it has an outstanding faculty and staff—without a doubt the best overall faculty and staff in its history. It also has an administration that includes acknowledged leaders in the study of future developments in society, industry, and technology. Chancellor Sorensen is widely recognized for his vision of future trends in

education. He has been both admired and vilified for being ahead of his time. Together, though, through shared ideas the University will continue to be a leader in higher education in the future.

On many occasions in its history the argument has been made that Stout is a unique institution so why change it? This is certainly true, but at the height of its “uniqueness” in the early 1950s, that uniqueness very nearly brought the school to its demise. The Stout Institute had become like the Panda Bear. It was certainly unusual and even cuddly in a sense, but without the assistance of others it could not survive outside of its shrinking environment. The school, just like the Panda, could not compete with its more vigorous competitors. The introduction of the technology degree and similar changes soon distanced Stout State College from the other schools in Wisconsin by again emphasizing that the institution is in fact unique in its ability to change. Students continue to learn hands-on education only now their hands are holding a laptop rather than a trowel.

As higher education becomes more competitive it will be Stout’s unique ability to change that will allow it to stand out and be more attractive than other schools. The concept of UW-Stout 2010 was introduced to help the school achieve that distinctness. At the core of this idea was to attract the students of the future through the use of technology. One method that will certainly grow in future importance is distance education. Chancellor Sorensen explained the idea behind 2010; “We must look forward, plan for change, and adjust our structure and programs to meet the ever-changing needs of the 21st century. We have a vision that calls for this university, your university, to maintain a leadership position in educating men and women for this century, sharpening your focus on the **STOUT TECHNOLOGY ADVANTAGE**, strengthening programs that relate directly to societal needs, and educating men and women for the civic responsibility this democracy demands.”

Stout is, just as it had been 100 years earlier, the “School of Choice” for the new century. Senator James Huff Stout may not have recognized a computer or even the campus if he were still alive, but he would certainly identify with the efforts to give the students the best possible equipment to gain hands on training for future employment with business and industry. He would recognize the marriage of theory and practice in the educational training that is designed to prepare students for society and business. There is no doubt that he would approve of the dramatic changes that have been initiated in the past fifty years that have kept the school at the forefront of education. There is also no doubt that he would be very proud to know that in its hands on/minds on approach towards education, the school has changed very little since its inception.

1. Dunn County News, March 27, 2005
2. News Plus, May, 2003
3. Stout Community News, February 13, 2003

4. Stout Outlook, Autumn, 2004 p. 5
5. Dunn County News, October 6, 2004
6. Gertrude Callahan Interview
7. Dunn County News, September 1, 2003
8. Ibid. February 16, 2005
9. New Plus, 2005

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