

CHAPTER III

A COHESIVE SOCIETY: STUDENTS AND FACULTY IN THE 1930S

A Depressed Economy in City and Countryside

By 1931 the Great Depression had become acute in many of the communities from which the Eau Claire State Teachers College drew its students. Across Garfield Avenue from the college were garden plots where families were planting vegetables with free seeds furnished by the Family Service Association of Eau Claire. The Eau Claire Savings Bank closed in mid-July, and in September the Union Savings Bank and the Eau Claire State Bank suspended operations. The Community Chest undertook to raise \$100,000 for relief, the Family Service collected warm clothing, the first city relief project began in November, and hunters brought back rabbits for the Christmas dinners of those in need.

It was a hard winter, during which the city purchased and distributed potatoes and vegetables in carload lots, and the Red Cross gave away 1000 barrels of flour. By April 1932, over \$69,000 had been paid out in unemployment relief with funds derived from public subscription, the state relief fund, and the city treasury.

In the small towns and countryside of northern Wisconsin, banks failed and work was almost nonexistent. Somehow, fees were paid with borrowed money, and room and board were earned by living in with a family, but, even so, some could not attend their own commencement for lack of the final graduation fee, which included rental of cap and gown. One, Isadore Brothers, tells the story:

The banquet in the college gymnasium on the 10th of June was, of course, out of the question. It cost money. And then, on the 11th of June, I was to graduate, but I could not because I did not have the \$7 for cap and gown. My parents could not help me. How could they? There were eight children younger than I at home, all needing things; and Carol, the youngest, 17 months old, had not yet had her first pair of shoes. . . . Classes were over and tests were over, everything was over for me except that insurmountable matter of graduation, and it was the 11th day of June. . . .

My mother! My brother! Suddenly they were there, and my mother handed me \$7 in bills, all warm and all rolled up together, and more talking and laughing and excitement, but no time for explanations. We drove down Garfield Ave-

nue and the rest of the short distance to the college, paid the money, got the cap and gown, got to where I belonged, smiling at my friends with a great happiness, graduated, and my heart was more than full. . . .

On the way home I started prying at the story with questions, "But, Mom, where did we get the money?"

"Poppy earned it. He got a job of printing to do."

And then from my brother, "It wasn't that easy. He had to go out and get the job. He went and drummed up the business."

"Oh."

"And that wasn't easy because we didn't have any gas for the car."

"So what did he do?"

"He walked."

"To where?"

"To Sheldon. And he carried a sample case."

Sheldon is beyond Donald and beyond Gilman down the tracks — at least 20 miles — probably more — walked — carried — I accepted it; if I had been older I could not have borne it — my father walking and carrying a sample case. A heavy shadow descended over me. I faced the rest.

"And then, after he had solicited some job printing from the merchants in Sheldon — there wasn't much — he got an advance in cash from one of them, Mr. Brown, and took the train back and came home and did the printing," my brother finished.

But my mother went on, "I fed the press for the letterheads to hurry things, while Poppy ran off the envelopes on the little jobber. And then we were afraid to mail them for fear there might be a delay of a day or two in sending the money and that would have been too late, so I took the 'scoot' (a half-passenger, half-freight train that serviced the towns along the line) and went right up to Sheldon yesterday morning with the printing, collected the money, and came back yesterday afternoon. We got the car filled with gas and then left for Eau Claire this morning as soon as the chores were done." . . .

As we left the Chippewa County countryside and entered Taylor County, where the farms were rawer, newer, closer to the scars and destruction and ruthlessness of the lumber era,

where they were cut-over farms, and as we approached our own little niche in our own little dying mill town, as we approached home, my mother became more and more quiet. Our house was in sight when she finally said, "We haven't any food when we get home."¹

Faculty members who cared made it possible for many students to attend the teachers college in the decade of the 1930s. Among the first questions in the papers to be filled out by the applicant for admission were, "If wholly or partly dependent upon your own efforts, how much have you saved for this purpose? Do you desire assistance in securing employment?" Miss Miller for the girls, and Mr. Ackerman for the boys, and sometimes the athletic coach for the boys too, helped in locating jobs or situations. In many Third Ward homes, the "college girl" was an inexpensive source of help:

I was able to attend school in Eau Claire by the simple expedient of working for my room and board, a job I had gotten before starting school through correspondence with the dean of women, Miss Miller. She was on a pedestal for me all the time I attended there because she had made it possible. The work was not hard — housework and child care in a brand-new house, but it was usually necessary that I be there evenings after the children were in bed. All of my time, night and day, not spent in school, belonged to my employer in exchange for room and board. I had not mentioned to her or her husband that I needed money. I was their "work girl" as one of the younger boys described me. *Not* to mention my need for money helped me to maintain my dignity. Besides, they were not supposed to pay me money for my services — they were to give me my room and board, and this they did.²

For the *Spectator* in December 1931, Miss Miller and Mr. Ackerman estimated that 13 percent of the 580 students enrolled at the college worked for room and board, and that nearly 50 percent earned at least part of their expenses by working in filling stations, restaurants, and stores. Those who lived at home in Eau Claire or Chippewa Falls or the small town of Colfax, where a busload of commuting students originated each day, were probably best off. Others living in rented rooms in Eau Claire were able to go home every weekend and bring back enough food to last through the days at school. Aside from living expenses, the semester fee of \$20 had to be paid, unless canceled by the student's declaration that he or she would promise to teach in the public schools after graduation.

Financial Aid to Students: FERA, NYA, Legislative Scholarships

Help came first in the form of Federal Emergency Relief Administration funds in the spring of 1933. By October of the succeeding college year, President Schofield could announce that 12 percent of the students were being paid \$15 a month from this source, but he also found it necessary to scold some of the FERA recipients for loafing instead of really earning their \$.40 an hour.

In the fall of 1935, FERA assistance was succeeded by the National Youth Administration program. Laura Sutherland was appointed to administer the program for the women, and Monroe Milliren for the men:

Those in charge of the program prepared a questionnaire which became an application for aid. The students who worked under this program were at least a third of the enrollment. It seemed a strenuous program; but while it was in operation, it was so filled with human need that those in charge did not concern themselves with the demands of the work.

Student work at \$.30 an hour was done for members of the faculty, for the janitors, for the cafeteria; at the schools; in public service organizations such as the public library and the Y.M.C.A. No work was ever assigned to private industry.

The young people employed were not selfish. Examples could be given of requests that a fellow student be given a little more work even if it would be necessary to decrease the amount to be given to the one making the request.

Nor was there any political pressure at any time during the entire period of the operation of federal aid to students. During the election campaign of 1936 students wore big sunflowers, the symbol of the Republicans, as they asked for aid.³

The expenditures for FERA and NYA assistance were made through the regular payroll procedures of the business manager, Mabel Chipman. Records indicate that in the first three years 196, 219, and 218 students were helped, with men outnumbering women two to one.⁴

In 1935 the "Legislative Scholarships" were created. These amounted to remission of fees for entering freshmen who: (1) ranked first in the graduating class of a Wisconsin public or private school which had an enrollment of less than 250, (2) ranked first and second in a school with 250 to 770 students, and (3) ranked first, second, and third in a school of over 750 students. If the selectees did not choose to attend a state teachers

college, the grant would go to the next highest in rank who did intend to enroll in a teachers college. In addition to the new Legislative Scholarships, which were awarded by the high schools, the board of regents was given authority to grant scholarships equivalent to remission of fees to good students who were in financial need and who showed leadership qualities.⁵ Loans were available through a state-run Relief Student Loan Fund, and the *Spectator* reported in April 1935 that 90 students had submitted applications under this program. There were also several students who were eligible for veteran's bonus payments attending college at the time.

Improvements to the Physical Plant: CWA, FERA, WERA, PWA, WPA

With the exception of the "cottage" for the superintendent of the heating plant and grounds, a small two-story brick-veneer house at the corner of Park and Roosevelt Avenues which was built in 1931, all improvements to the college's physical facilities which took place during the decade were made possible through programs of public works.⁶

The Civil Works Administration, created to tide the unemployed over the winter of 1933-34, came to the campus in the fall of 1933, when Charles A. Halbert, state chief engineer, authorized President Schofield to proceed under "Project 30" to employ eight unskilled men at \$.50 an hour to straighten the course of Little Niagara Creek and two skilled men at \$1.20 an hour to do miscellaneous repairs within Old Main. The workers were to be selected from the relief rolls initially, and after December first through the National Reemployment Service, which was being charged with regulations on employment and labor conditions. Cost of labor was contributed by the federal government and cost of materials by the state.⁷

In December of 1933, CWA "Project 53" was approved for Eau Claire. It provided 200 hours of work for one clerk at \$.65 an hour and 780 hours of work for two librarians and a nurse at \$1.20 an hour. Soon there were accusations against the University of Wisconsin, which was suspected of preempting federal funds allotted to the state of Wisconsin for the employment of 800 to 1,000 persons holding bachelor's degrees. Since those to be put on the rolls were to work on "research projects," it is possible that state officials assumed that only graduates of the University qualified. In any case, the "grave injustice" was called to the attention of Harry Hopkins, federal CWA administrator, by Congressman Garner R. Withrow

of Wisconsin's Third District, on receipt of protests from the state college presidents.⁸

In March of 1934 President Schofield, with the assistance of Mabel Chipman, business manager, and Henry Hahn, plant superintendent, drew up a prospectus to show what could be accomplished through Projects 30 and 53 if they could be extended. Among the proposals for the Project 30 were toilets and ticket booth for the athletic field; an ornamental entrance to the campus, to be designed by the state engineering department, the cost of materials to be defrayed by an alumni gift; backdrops for the tennis courts; trees trimmed; cabinets made. Project 53 could include cataloguing of pamphlets and volumes in the number of 16 to 17 thousand; preparation of bibliographies for teachers; and compilation of an up-to-date list of alumni. When the Civil Works Administration was phased out later in the spring, these projects were transferred to the Federal Emergency Relief Administration and its partner, the Wisconsin Emergency Relief Administration. The outdoor projects seemed to be acceptable to R. P. Boyd, planning engineer for the WERA, who went over the property of the college with Henry Hahn in October of 1934.

It was under the Public Works Administration that a number of men worked on campus in the spring and summer of 1935, cutting weeds, planting grass around the football field and tennis courts, filling the old creek bed. In May they went on strike and picketed for \$.50 an hour instead of the \$.40 they were getting. The two skilled cabinetmakers working inside refused to join in the strike. Despite the strike, the administrators of the program increased the number employed from 22 to 40 during the summer. The trees and flower beds they planted wrought a transformation appreciated by returning students in the fall.⁹

The federal relief agency which is best remembered, the Works Progress Administration, began its actual work in October of 1935. Detailed planning and cost of materials were the responsibility of the local sponsor; labor was paid from federal funds. "Project 8D-11" provided for beautification of the 30-acre Eau Claire State Teachers College campus, the construction of the ornamental entrance, and washing and painting of 117 rooms. When the Chicago, St. Paul, Minneapolis and Omaha Railroad gave cinders from its Altoona yards, the workers were able to improve the college's running track. Other projects completed under successive contracts were repair of the outside trim and roof of the main building, painting of the auditorium and gymnasium, partitions in the basement, a concrete floor in the garage; dredging "Minnie Creek" for one-

half mile through the school grounds, placing concrete culvert and tile, and building two arched bridges over the stream; for the athletic field, a sprinkling system, wooden bleachers for 1,000 spectators, lighting and fencing. The work on the gate to the campus at Garfield Avenue was begun but, even though the alumni of 1928, 1929, 1930, and 1931 had raised \$700 for materials, the ornamental entrance project had to be halted for lack of funds, and the *Periscope* of 1937 showed a picture of the half-finished gate while praising the many improvements which had been made.

A "skeleton closet" for Mr. Slagg's biology classroom was among the thirteen items which President Schofield listed on February 10, 1937, when he directed Henry Hahn and Mr. Petrick, the foreman, to see that they were completed while he was away from the campus. He cautioned the supervisors to keep in close touch with Miss Chipman on the cost of materials. Other teachers were to have new table tops and cabinets.¹⁰

P. J. Smith, regent, hoped it would be possible to construct a separate building for the training school at Eau Claire using federal funds available during this period, but nothing came of his proposal. From 1923 to 1952 no academic facility was constructed at any of the state colleges in Wisconsin, with the exception of the training school at La Crosse, which many felt Eau Claire should have had.¹¹

The Faculty of the 1930s: "You Knew Our Need"

"Dedicated and able" — not too strong a characterization of the faculty of some forty persons who taught and largely administered the Eau Claire State Teachers College during the 1930s. President Schofield, who suffered from hay fever to the point of incapacity, was absent from the college during the opening of every fall semester. He left detailed assignments to a faculty who, he knew, would carry them out to the letter. In 1931 Mrs. Schofield died, and two years later he married Frances Jagoditsch, an account clerk in his office. With the able assistance of Geraldine Kuhnert Wing, who began her service as secretary to the president in August 1930, and of Mabel Chipman, who succeeded Miss Jagoditsch as financial clerk, the faculty, individually and in committee, were able to meet the situation as it developed from year to year. In October 1936 President Schofield suffered a serious heart attack, and from then on was away from the school even more. C. J. Brewer and A. J. Fox carried the major administrative responsibility, with G. A. Hillier as registrar from 1929 to 1934, Dr. J. R. Wallin as

registrar from 1934 to 1939, and Mr. Fox resuming the post of registrar, which he had held from 1926 to 1929, again in 1939.¹²

There was no academic ranking; only salary differentials distinguishing any order of prestige among the faculty. All were instructors who moved freely across disciplinary lines as they taught in the "subject departments" of English, education, fine arts, foreign languages, history and social science, industrial arts, mathematics, science, and physical education. Their guide was the college's purpose as stated in the catalogue: "A school which emphasizes the practical rather than theory."

The nature of the Eau Claire faculty began to change in the decade of the 1930s when several persons with the Ph.D. degree joined those who, up until that time, were almost exclusively drawn from the ranks of public school teachers or principals. Eugene McPhee remembered that the first few Ph.D.s that were hired at Eau Claire were suspect by the other faculty members because the latter were sure the only reason they had earned the doctorate was that they couldn't hold a job and had to keep returning to school.¹³ However, the incumbent faculty were well aware that to meet standards of the accrediting agencies the addition of Ph.D. holders to their group was much to be desired.

Roy C. Judd, who came to Eau Claire in 1930, was the first faculty member with the Ph.D. He taught chemistry, physics, mathematics, and radio. In a corner of the physics laboratory, with the help of students, he set up a radio station powerful for that day, and he mounted an antenna on the roof of Old Main. The station sent and received signals, at first in code, and sometimes it interfered with the electrical supply to other parts of the college building. In 1932 Dr. Judd started a radio club for the students, and in 1936 they together established radio station W9WND, which during the following year was hooked up in the college auditorium with the new Eau Claire station WEAU, so that broadcasts could be made direct from the college. Speech, drama, and music from the teachers college went out over the air waves.

Until Dr. Judd's advent, the sole instructor in chemistry was F. W. Ackerman, who also taught arithmetic. Mr. Ackerman was also an example of the faculty member who carried an administrative responsibility as well; though he never had the title of dean of men, he performed some of the functions such as securing housing and finding work for students. Two of the favors he rendered to the community were so spectacular that they merited attention in the local press: he testified

in court on analyses of local bootleg whiskey, whose makers were potential violators of the Prohibition law; and he and his students recovered for a local hospital a precious supply of radium, finding it by reaction on a photographic plate in a large block of cinders.

The physics teacher was B. W. Bridgman, whose students admired his research abilities. After two years of experimentation, he had devised a way of measuring the melting point of tungsten, a discovery that was reported to have helped in the improvement of the electric lamp. Mr. Bridgman's interest was increasingly drawn toward psychology and especially mental testing. He taught psychology at Eau Claire and also served as the perennial adviser to the senior class.

The sciences of biology and physiology and courses in agriculture were taught by W. E. Slagg, who encouraged his students to find frogs and other laboratory materials in the nearby bog of Putnam Park. In 1924 the State Department of Conservation had built a trout hatchery on Little Niagara Creek, midway through the drive, and some specimens were available there.

The second member of the faculty with the Ph.D. was John L. Schneider. He joined the faculty in 1930 after finishing his residency requirements at the University of Wisconsin, and in the spring of 1931 he completed the examinations for the doctorate and his thesis, on the "Egyptian Papyri," which was written under the guidance of the famous White Russian professor, Alexander A. Vasiliev. Dr. Schneider had a double concentration in doctoral studies, ancient history and sociology, having studied in the latter field with the well-known Wisconsin professors Dr. E. A. Ross and Ralph Linton. So at Eau Claire he gave courses both in Greek and Roman history and in sociology, and, as interest in governmental programs grew, in political science. Dr. Schneider was a Democrat and an adherent of the New Deal; he served on the executive committee of the county Democratic organization and became known as a "liberal" in a conservative community. The Eau Claire Cooperative Credit Union was an outgrowth of a class which he taught at the Eau Claire Vocational School; members of the class comprised the first board of directors of the Union.

Both Dr. Schneider and his wife, Josephine, were natives of the state of South Carolina and graduates of the University of South Carolina. Married in 1925, they spent their first year in Paris, France, where he studied privately in history and tutored. To Eau Claire they brought their zest for travel and new experiences, their Southern hospitality and



Left to right from the top: Vine Miller, F. W. Ackerman, John L. Schneider, Laura Sutherland, J. R. Wallin, A. L. Murray, Mabel Chipman, Geraldine Wing

tradition of open house, to students, colleagues, and other friends. It was from their house that Leonard Haas, a young high school teacher and counselor, made a phone call to President Davies in 1941 to ask if there were an opening for him at the college. Dr. Schneider often forgot time as he worked in his office late at night or sat in an automobile with students after an evening class continuing an earlier discussion: "He taught that the great use of life is to spend it for something that will outlast it; to build a community, and to be as concerned for people as one is for gain."¹⁴

James R. Wallin, who had three degrees, including the doctorate, from the University of Wisconsin, came to Eau Claire State Teachers College in 1934 to teach economics and government. Except for

some courses in international relations taught by Hilda Belle Oxby and Laura Sutherland, who had developed special interests in this field, Dr. Wallin carried all the teaching in economics and government for the next dozen years. He also came to Eau Claire as registrar, replacing G. A. Hillier, who had been dismissed in June 1934.

Hilda Belle Oxby, a member of the original faculty of 1916, taught German and English composition in the early years. She was a graduate of the University of Michigan and had studied in Germany at Marburg, Freiburg, and Berlin. For some years after World War I, the German language was not taught in the schools of Wisconsin, and it was at this time that Miss Oxby began to give courses in international relations. In the year 1924-25 she was on leave studying at Columbia, where she earned a master's degree in political science and completed a thesis on "Some Economic Consequences of Occupation of Haiti and Santa Domingo." From 1927 to 1932 she attended the annual Institutes of Politics, by invitation, at Williams College, Massachusetts, where she knew Arnold Toynbee and met prominent statesmen and scholars. In the 1930s she motored twice throughout Germany observing the developments in that country as Hitler came to power; in her classes in German, she taught not only a language, but culture and current events, and her courses proved invaluable to those of her students who entered military and diplomatic service a few years later. Miss Oxby, handsome and articulate, was in demand as a speaker before the women's groups of Eau Claire on topics related to international events; her honorariums she accumulated in a fund to help students take advantage of experiences abroad. Her interest in Latin America carried her to the National University in Mexico City for summer study and to the Caribbean, Central America, Peru, and Ecuador, and in 1950 she was the first faculty member to escort a group of students, eight in number, to summer school abroad.

Laura E. Sutherland taught history. Daughter of an Eau Claire lawyer, she went to the University of Wisconsin for her undergraduate training. Both a scholar and a gifted teacher, Miss Sutherland had the special knack of awakening in her students an awareness of their own intellectual promise. She also had a distinct talent for organizational work, which she enjoyed, and willingly she accepted those tasks which President Schofield assigned to her in the realm of student relations. From 1934 to 1942, she administered for the women students the NYA program, and in 1939 she became dean of women.

Vine Miller, who also taught history, both ancient and medieval, was the dean of women from 1925 to

1939. She was a graduate of Ripon College who had gone on to Columbia University to earn the master's degree. Miss Miller's duties as dean of women involved finding housing for students from out of town and work for those who had to earn all or part of their expenses. In addition, she tried to introduce some cohesiveness in the social experience of college women, since the hope of a dormitory where students could live together was constantly deferred.

Monroe Milliren joined the faculty of the normal school in 1920 with a background in manual training from Stout Institute and the University of Wisconsin. He relieved A. J. Fox in this area of instruction so that Mr. Fox could undertake supervisory work and teach psychology. Mr. Milliren administered the NYA financial aid program for men during the 1930s, and in 1939 was named dean of men. His untimely death in 1941 was a great blow to his colleagues, who had come to depend on his competence in everything he undertook.

Blanche James, who taught mathematics, was a native of Eau Claire with a romantic family history. Her grandfather was the renowned English novelist C.P.R. James, who was British consul at Norfolk and Richmond, Virginia, from 1852 to 1858. After James died in Venice, Italy, in 1860, his widow came to Eau Claire, Wisconsin, to make her home with a son, George W. James, who was a bookkeeper in the Daniel Shaw Lumber Company. Another son, Charles L. James, had found his way to Eau Claire, and he was the father of Blanche and her two sisters, known as "the James girls" and women of some distinction. Miss James had a master's degree from the University of Minnesota. Before Miss Miller's advent as first dean of women, Blanche James chaired a committee of the faculty whose responsibility was to find housing for students.

George Simpson taught geography and presided over a classroom praised by visitors from accrediting agencies as having the best equipment of any of the college's departments. Excellent maps were easier to acquire than some other aids to teaching. Mr. Simpson, a graduate of the University of Wisconsin, organized "physical, geographic and historical" trips for his students, both to view area phenomena and as far afield as eastern, southern, and western parts of the United States. Football coach in the first years of the normal school, George Simpson was on leave in World War I. He was advanced to the rank of lieutenant colonel in 1935 and thereafter was known to all as "Colonel Simpson." In World War II he was on military leave again, and on his return to Eau Claire he was much

in demand as a speaker on the intentions of the Soviet Union.

Instruction in English was shared by a number of the faculty. Hilda Belle Oxby taught composition from time to time. Elizabeth Macdonald, who had a master's degree from the University of Washington, taught both English and Spanish. A. L. Murray, a former newspaper man and teacher at Indiana University, was the instructor in literature and advisor to the student publications, the *Periscope* and the *Spectator*, and he also assisted President Schofield with preparation of catalogue and an occasional brochure or program.

Charles D. Donaldson coached debate, extemporaneous speaking, and oratory. When he died in 1942, Leonard Haas, one of his students in the 1930s, recalled: "As long as his friends and acquaintances have memory, the wide range of anecdotes, the brilliant analysis of difficult topics, and the remarkable quotations from literature that seemed to flow in unending enthusiasm, will not be forgotten."¹⁵

Under the preceptorship of Samuel Davenport, Eau Claire became known as the "Capital City of Wisconsin Drama" in the 1930s. The department of speech, the dramatics club, "Strut And Fret," and several persons in the community, including Charles Manchester and Harvey Vermilyea, combined their talents in bringing about this reputation, establishing a national record of achievement for the production of the most performances of one-act plays in churches, and city and rural schools. Both Mr. Davenport and a number of his students were playwrights, and many of the productions were original. Eau Claire State College won first awards in the Wisconsin Play Festival in production, playwriting, and radio; second place in production and playwriting in the Midwestern Dramatic Festival with Clarice Chase's play, "The Burning Bush"; and a first award for playwriting and second award in production in the Wisconsin Play Festival for the original three-act play, "Indiana Twilight," starring Arthur Padrutt as Abraham Lincoln.¹⁶

Elizabeth Ayer taught French grammar and literature and organized a club, Le Troupelet Francais, for students who wished to practice French conversation. Erna Buchholz, head librarian, recalled that Mrs. Ayer's gaiety was contagious and that she often said, "I love to teach, but it takes up an awful lot of my time!"

Miss Buchholz and her assistant, Ferne Thompson, presided over a library of approximately 30,000 books, 130 periodicals, and 7 newspapers. During the every third summer which faculty members had off from summer school duty, Miss Buchholz com-



Erna Buchholz, head librarian (right) and Marie Beil (standing)

pleted a second bachelor's degree at the University of Denver in library science; her first bachelor's degree was in liberal arts from Ripon College, after earning the three-year high school teaching diploma at the Eau Claire State Normal School. Erna Buchholz also taught a course in library methods for teachers.

Art was preparation for teaching art in the public schools, and there was only one instructor, Ruth Foster, who worked with training school pupils as well as prospective teachers. She had the vision to broaden appreciation of art among all she taught, and in 1937 she offered the first course in the history of art to be given at the college.

Clara Mae Ward was the beloved and talented teacher of music. She instructed those who would become teachers in music methods, but she also directed the college musical groups. The A Capella choir performed in concert and over radio stations in Eau Claire, Milwaukee, and Chicago, and in 1934 at the World's Fair in Chicago, and in 1939 before Mrs. Eleanor Roosevelt in the White House in Washington, D.C.

Miss Ward also helped the band, though it was student organized and led until in 1936 the first paid bandmaster, Charles Harris, was hired. Soon there was a 53-piece band with uniforms, \$1,000-worth of instruments, and the group was broadcasting regularly over the local radio station as well as providing stirring music for athletic contests and commencements. The group became a marching band with drum majors in 1940.¹⁷

Teacher Training: "You Must Have a Job for Me"

Even though the instructors were competent in "subject areas," they never forgot the primary purpose of the college, "the training of teachers." In 1932, Eugene McPhee, a 1931 recipient of the bachelor of education degree at Eau Claire, became a member of the faculty and a new force in the direction that teacher training would take. Mr. McPhee had been principal at Winter, Wisconsin, from 1923 to 1930, taken a year off to acquire the degree, and held the principalship at Elk Mound until the summer of 1932, when he went to Mr. Schofield and said, "You must have a job for me." It so happened that Mr. Schofield did have, and in the fall Gene McPhee became principal of the model school, now renamed the "Training School," at a salary of \$1,800. Since he had been taking summer courses at the University of Minnesota off and on for some years, Gene McPhee was able to acquire the master's degree in education from that institution in the summer of 1932. At that time the School of Education at Minnesota had a remarkable faculty, and Mr. McPhee felt well equipped to succeed C. J. Brewer as director of teacher training and placement when that opportunity came to him in 1938. In that year, at Mr. McPhee's instigation, the training of kindergarten teachers was begun at Eau Claire, with Mrs. Marion McNamara, graduate of Miss Wood's Kindergarten School, Minneapolis, in charge. Supervising teachers included Ruth Auld, University of Chicago; Lillian Bahr, University of Minnesota; Frances L. Baker, Columbia; Julia Dahl, University of Wisconsin; Anna Nash, DeKalb, Illinois, Teachers College; Hazel Ramharter, University of Minnesota; Inez Sparks, University of Minnesota; Jane Temple, Columbia; Katharine Thomas, Columbia; and in the rural department, Charles Hornback, University of Illinois, and Fannie Hunn, University of Minnesota.

Also in 1938, the ninth and tenth grades of the training school were eliminated in favor of transporting those practice teaching in the upper grades to Elk Mound High School, where they could experience a situation considered more realistic. Mr. McPhee developed a compact between Elk Mound and the teachers college on supervision of the practice teachers, who were transported to Elk Mound, in an automobile purchased by the college, for half-days for eight weeks. "This was the first time the students taught in a real situation where there was a cross-section of the population. . . it worked out very well and continued until the compact was shifted to Eau Claire city high school," Mr. McPhee recalled.

In 1934 Iva Kessler became the clerk in the placement office. Teacher salaries were going down, and there was a surplus of teachers. McPhee recalled summer sessions as being attended by many people with gray hair, "struggling to get a degree . . . if you wanted to get a job, you had to improve your preparation." Since the majority of Eau Claire's graduates were placed in teaching positions, the placement files served at first as quite adequate alumni records. However, by the end of the decade Mr. McPhee was placing more graduates, sometimes those with teaching certificates who could not find positions in the schools, in industry, especially with the United States Rubber Company in Eau Claire. The Alumni Association drew up its first formal constitution in 1934, and Mrs. Kessler began to turn more of her attention to alumni affairs and records each year.¹⁸

The four-year degree, the bachelor of education, was converted by action of the board of regents in 1937, ratified by the legislature in 1938, to the bachelor of science in elementary education and the bachelor of science in secondary education. Looking toward eventual accreditation by the North Central Association of Colleges and Secondary Schools, the faculty of the Eau Claire State Teachers College became engaged in studies of curriculum. The agency's approval meant a great deal, as graduates of Eau Claire would then be accepted without question as teachers in the secondary schools with North Central approval, and they would also find transferral of credits from an accredited institution to other colleges and universities more easily accomplished. The faculty members were assigned to thirteen committees to review the thirteen criteria of the North Central Association, which covered not only academic standards but student services also. Mr. Fox chaired the committee directing the studies; reports were made directly to the faculty meeting as a whole.¹⁹

The Periscopes: "New Depths of Appreciation"

Students editing the *Periscopes* of the 1930s showed respect and affection for their mentors. Dedications of issues were to Laura Sutherland in 1930, B. W. Bridgman in 1931, George Simpson in 1932, and Hilda Belle Oxby in 1934, and in 1936, on the twentieth anniversary of the founding of the school, the dedication was to the eight original faculty members still at the school: Mr. Schofield, Mr. Brewer, Mr. Fox, Mr. Bridgman, Mr. Simpson, Miss Thomas, Miss Oxby, and Miss James.

The *Periscopes* also reflected an unusual appreciation of the beauty of the campus and environs.

The 1931 issue featured pictures of the Chippewa River taken from the top of Eau Claire's Mount Simon; the 1932 yearbook contained views taken from an aeroplane of the campus and the Hamilton estate south of it. Fellow students enjoying "the pleasant pools of Little Niagara" appeared in the 1933 book, and the following year "A Winter's Tale" featured fine homes of Eau Claire photographed in settings of snow.

Dedication of the 1935 *Periscope* was to Annie Longfellow Thorp, daughter of the poet Henry W. Longfellow, and the "Laughing Allegra" of the poem "The Children's Hour," which was printed, together with several other familiar Longfellow works in the college annual. It was a tradition in Eau Claire that Annie, as the wife of Joseph Gilbert Thorp, Jr., must have visited Eau Claire on several occasions, staying in the mansion of the senior Thorps in Oakwood Place, near the campus. The story, though romantic, was undoubtedly apocryphal. However, the illustrations of both exterior and interior views of a fine old mansion, together with the poems, made a very attractive issue.²⁰

An even more ambitious attempt to establish tradition for Eau Claire State Teachers College was made in the 1938 issue of the *Periscope* which featured the history of Little Niagara Creek and the "Point of Rock," a prominent formation just below the falls of Little Niagara at the confluence with the Chippewa River:

When the white man first came to this region, the Chippewa Indians inhabited the valley of the Chippewa River and its upper tributaries as far south as the Eau Claire River. The Sioux Indians lived along the Mississippi, and at times ventured up the Chippewa as far as the mouth of the Eau Claire.

Because there was no recognized boundary between these two tribes, constant warfare was waged between them. To terminate this incessant struggle, the United States Government in 1825 decided that a treaty should be negotiated to establish a definite boundary.²¹

The point determined upon was "half-a-day's march below the falls of the Chippewa River," which is, without a doubt, the rocky bluff that is known today as Little Niagara Bluff.

Another tradition was that Jefferson C. Davis, as a young army lieutenant stationed at the fort at Prairie du Chien, visited this area in 1823 while on a commission to cut timber for the fort along the Mississippi and the Chippewa Rivers. A large burr oak tree became a campus landmark when surrounding underbrush and smaller trees were removed in constructing the athletic field south of Old Main.

With a girth of nine feet and a diameter of three and a-half feet, the majestic tree, thought to be 250 years old, became known as the "Council Oak" in recognition of the tradition that Sioux and Chippewa Indians had held conclaves in its shade.

"While our student-faculty relations cannot approximate those of the Indian youth and brave, we have tried to preserve that personal contact between our teachers and students which made the teachings of the Redman so effective," wrote the *Periscope* editor. Describing the Chippewa Indians as "the bravest, most warlike, and most manly of tribes," the writer went on to discover, ". . . similarity between the teachings and activities of the Indians and those of this college. As we are taught in our profession, so did the native people of America learn the rudiments of their struggle for existence. Their recreation, too, embodied the same principles of sportsmanship and rivalry that we uphold today. Even more closely related are the college social organizations and those of the tribe, of which the standards and aims are almost identical."

The College "Tribes": Standards, Sportsmanship, Rivalry

There were a number of clubs organized around the various areas in which students enrolled: the Primary and Grammar Clubs, and the Rural Life Club for those intending to teach in country schools. In 1937 the Alumni Association initiated the C. J. Brewer Award, to be given annually to the student considered the most promising future teacher.

A Radio Club, a Science Club, and a History and Social Science Club attracted the interest of others; always there was close faculty advisement to these groups. Scholarship was recognized in the Crusaders and De Chatillon for men. In 1935, largely through the initiative of Laura Sutherland, an honorary scholastic society for women, Amphictyon, meaning "Temple of Learning," was formed. This group later agreed that men, too, could become members, and in 1943 it became affiliated with the national honorary society in education, Kappa Delta Pi.

In the absence of dormitory life, the Y.W.C.A. was the group which made college life lively for the girls. Fall events included teas and suppers welcoming the girls and including the "housemothers" or proprietors of the homes in which the girls had found rooms away from home, and representatives of churches of Eau Claire. An annual All-Girl Prom was staged; a "King" was elected from among the Y.W.C.A. members, and many of the girls dressed as men and acted as escorts for the dance. It was considered a great honor to be chosen a member of the Cabinet of the Y.W.C.A.

The Women's Athletic Association also continued from the '20s, and coached by Phyllis Jackson and later Rosemary Royce, the girls enjoyed soccer, tennis, basketball, and baseball intramural competition.

Students of the junior class sponsored an annual prom in the gymnasium, which was a very special occasion with elaborate decorations. For this affair only were guests from outside the college permitted, and then only by invitation. An atmosphere of wholesomeness prevailed, even though it was considered by the chaperones a wise move to lock the balcony of the auditorium lest there be "excessive socializing" between the sexes. Responding to a *Reader's Digest* survey in 1937, President Schofield wrote: "The young people who attend a state teachers college for the purpose of preparing themselves to teach are not as likely to indulge in drinking as students who are preparing for other professions."

In athletics, the Alonzo Stagg ideals of Coach "Bill" Zorn were upheld, and it was a special day when Stagg visited the campus in 1932. Though the football teams did not distinguish themselves during the decade, there were some outstanding players, particularly Glenn Derouin, Harry Jensen, and Markle Haight. In basketball the "Zornadoes" rose to the heights of an undefeated conference season in 1938 and a conference co-championship in 1939. Playing both years were George Carroll, Jack Hogness, Howard Kolstad, Norman Krenz, Wayne Larson, Walter Lehman, and Trig Pederson, and in 1938 Robert Tomashek and Frank Wrigglesworth were also members of the champion team. The Eau Claire State Teachers College team was the only team to represent Wisconsin at the National Intercollegiate Basketball tournament at Kansas City in 1939, and it was chosen one of the 32 outstanding teams of the nation's four-year colleges.

The student government of the 1920s ceased in 1930, and not until 1937, when the question of a

voice for students in college decisions was raised during the campaign for junior class officers, did a spark of interest show. Nothing came of it, and the only restlessness among the students seemed to be objection to attendance at daily assemblies. On October 12, 1938, the *Spectator* noted that political clubs were appearing on the campus, with the Young Progressives projecting a membership of 300 and the Young Republicans a membership of 100. The *Spectator* editorialized that the formation of political clubs might help students "develop convictions and learn the value of teamwork." The quiet Eau Claire scene was in contrast to that at the University of Wisconsin, where in 1936 a thousand students were involved in a riot when students of conservative persuasion, including varsity athletes, took it upon themselves to invade a meeting sponsored by the Socialist Club and throw the speakers into the lake.²²

Eau Claire students were being made aware, however, by faculty members and outside speakers who addressed them in assembly of events taking place far from their own cohesive small world. As reported in the *Spectator*, in 1938 topics presented were: "Isolation — the Only Security for America," "Assembly Speaker Raps Nazi Regime," "Hitler, the Perpetual Menace to World Peace," and in 1939 "The Significance of the Insurgent Victory in Spain."

In the unsophisticated environment of the Eau Claire Teachers College of the 1930s there were a group of talented young people who, in later years, looked back upon their experience and education as having been stimulating. Standing out from the generally homogeneous background of the others was Richard Hibbard, who had lived in Greece for six years while his father was Y.M.C.A. director in Athens. Dick Hibbard graduated from Eau Claire in 1932 and was awarded a fellowship in the first class of the Fletcher School of Law and Diplomacy,



Tufts University, for the year 1933-34 on the basis of a master's thesis on "The International Settlement of Greek Refugees: 1922-32," which he wrote at Northwestern University in the intervening year.

Leonard Haas, who graduated in 1935, came from the small railroad city of Altoona contiguous with Eau Claire. Outstanding both scholastically and in forensics, he became a high school teacher of history at Wausau upon graduation, and eventually moved into the field of teaching and administration in higher education, as did Richard Hibbard.

A number of alumni of the 1930s became faculty members and administrators of institutions of higher education, among them: Elizabeth Alcott, Wright City College, Chicago; Harold O. Balke, Western Michigan University; Margaret Kessler Bridges, Mars Hill College, North Carolina; Wilbur B. Bridgman, the first graduate of Eau Claire to achieve the Ph.D., Worcester Polytechnic Institute, Massachusetts; Marcus Bruhn and Charles W. Emery, St. Cloud State College, Minnesota; Cecil O. Hahn, Southwest Texas State University, San Marcos; Howard Kolstad, St. Norbert College; Schuyler Otteson, Indiana University; LeRoy Peterson, Eastern Illinois; Helmer E. Sorenson, Oklahoma State; Warren Waterhouse, Bowling Green State University; and William Wrigglesworth, Gonzaga University. Faculty members at UW-Eau Claire who were students there in the '30s included Ursula Schmidlin Emery, Ed Fish, Lester Gilbertson, Robert Gunn, Norman Olson, Gilbert Tanner, and Frank Wrigglesworth.

Many distinguished themselves in government service: Kathryn Miley Beatty, Gerald W. Bowers, Howard O. Johnson, Raymond F. Love, Lessel Ramsey, in federal agencies; Burton D. Loken, Lester A. Loken, Arthur Padrutt, Lester Voigt, and Wilmer Waters, on the state scene; and Richard Gillett, Leonard Haas, Richard Hibbard, and Robert Mills served as city councilmen in Eau Claire.

Samuel G. Jones made a lifelong career of service as an officer in the Navy, and Vernon Ramberg in the Army. Robert Benish and Frank Snyder became geologists of note. Richard Hibbard and Wayland Waters served in the Department of State, and Loren Olson with the Atomic Energy Commission.

Among those who had outstanding careers in business were Arthur Branstad, Harold Edson, Sanford Kruger, Walter J. McCoy, and Robert A. Powell. Many became lawyers, including James Riley, regent, and Connor Hansen, Justice of the Supreme Court of Wisconsin. Clarice Chase Dunn pursued her interests in writing, Clell Buzzell his in sports journalism, and Bowman Larson his talents for graphic design.

Dr. Leonard Haas, Dr. Richard Hibbard, the Honorable Connor Hansen, Loren K. Olson, and Lester Voigt were honored with the Alumni Association's Distinguished Alumni Service Award.

The End of the Schofield Presidency: "Ivory Towers of Replenishment"

An unknown poet contributed to the 1937 *Periscope* a tribute to the "faculty who have known the years of World War I and the postwar years":

We, too, were a 'lost generation,'
Beset with employment scarcity,
Our niches filled. To our consternation
We seemed a superfluity;
Became chary of showing determination,
Because of certain failure. You knew our need:
Showed us wonder in living organisms; freed
Our minds to new depths of appreciation
Of Keats — beauty lover — and Shelley;
Let us glimpse the surge of nations
Fighting upward, and the rich, red embroideries
Of the Renaissance. You gave ivory towers
Of replenishment, to which, in hours
Of turmoil, we could retire, wanting peace,
And emerge, refreshed — defiant.



Two very large canvases painted at this time for the library walls at the Eau Claire State Teachers College embodied the historical tradition of the riverside campus which the students had grown to revere. Clarence Peters, employed by the Works Progress Administration, was the artist. "The Discovery of the Eau Claire River" is the artist's conception of Father Hennepin's travels of 1680, when he is supposed to have canoed up the Chippewa River from the Mississippi and come upon a marvelously clear stream which he named the "Eau Claire." "The Conclave between Sioux and Chippewa" perpetuates the legend of the Indian chiefs making peace at a boundary line on or near the college campus.

In the last year of his presidency, Mr. Schofield acquired for the new college union the picture "Pioneer Farm," painted by Sevald O. Lund, which depicts a rude log cabin in wintertime. The canvas had an interesting history. Mr. Lund came to the United States from Norway when he was 13 years old in a sailing ship, and his first drawings were done with a pencil he borrowed from the captain. He had no formal instruction in art, but painted in oil and watercolor. "Pioneer Farm" had been reproduced in a brochure promoting settlement on "farmlands" in northern Wisconsin. For a number of years it hung in a Union Savings Bank office, then in the Eau Claire Hotel lobby, and finally was sold to Mr. Erwin C. Uihlein of Milwaukee. President Schofield's choice of this picture, which he was able to locate and purchase, expressed his appreciation of the origins from which many of his students came. They were the sons and daughters, or grandsons and granddaughters, of emigrants to a new country, which in the "new North" was a raw land. Mr. Lund, the artist, was a resident of Eau Claire²³

For the student union, a "first" among the teachers colleges, and a project dear to his heart, Mr. Schofield himself selected the furnishings in Milwaukee. Working with him was the newly formed Student Life Committee. The union was located in a room directly across from the auditorium in Old Main, and according to Laura Sutherland, adviser to the Student Life Committee, it was the first dignified place for social gatherings the college had. Mr. Schofield's final gift to the student body was a piano for the union, which he offered on the occasion of the alumni banquet of 1941.

When it was announced in the fall of 1940 that Mr. Schofield would retire from the presidency on January 1, 1941, for reasons of ill health, it was the Student Life Committee which planned the farewell banquet, held on December 12, 1940. A portrait of Mr. Schofield, designated for the student

union, was unveiled, and an address of appreciation was delivered by Leonard Haas, who recalled that in his 25 years as president Mr. Schofield had seen enrollment grow from 159 to over 700, faculty numbers increase from 20 to 42, and the normal school become a four-year teachers college offering 189 courses in ten departments of instruction. Mr. Schofield made two more appearances, once in assembly to accept a Blue and Gold blanket from the Lettermen, and again in the pre-Christmas assembly "just to meet the students once more." In the spring the Alumni Association honored President Schofield at its banquet. On August 3, 1941, Harvey Schofield died. The Board of Regents memorialized the first president as "a fine leader and friend — a man of administrative ability and sound counsel."²⁴

CHAPTER III — FOOTNOTES

¹ Isadore Brothers Schwartz Larmon, "Lest We Forget," *The View*, Spring 1966, pp. 10-11.

² *Ibid.*

³ Laura Sutherland, unpublished manuscript of the history of Wisconsin State University-Eau Claire, Archives, UW-Eau Claire. The NYA program continued until September 1943.

⁴ Mabel Chipman, business manager from 1933 to 1964, graduated from the Oshkosh State Teachers College with a three-year diploma in high school teaching and went on to the University of Wisconsin to earn the bachelor's and master's degrees in accounting and finance. Since the FERA and NYA disbursements were made through the payroll procedures, figures for the entire span of the program are impossible to come by, but in 1939-40 and 1940-41, the record shows that 145 and 140 students were assisted.

⁵ Letter from E. G. Doudna, secretary to the board of regents, to the presidents, Archives, UW-Eau Claire.

⁶ William F. Raney, *op. cit.*, pp. 492-520. In his chapter "Depression and a New Society" Raney makes clear the sequence of relief programs in which Wisconsin became involved. Beginning with May 1933, the FERA distributed money to states for relief handled by local governments on a 4/5 federal, 1/5 matching basis; November 1933 — March 1934, CWA made work available for the unemployed during the winter; Spring 1934 — legislature set up WERA, which lasted 20 months, as long as there was FERA money. CWA turned over its projects to WERA. Raney explains that "The phrase 'works program' was used to cover the operations of at least 40 federal agencies. Some were regular departments whose activities were expanded to give employment relief; others were special agencies, some of them dating from 1933, like PWA and CCC; others were freshly created or else reorganized in 1935." In October 1935, the WPA began actual work with detailed planning of projects up to the local sponsor. Through 1937, WPA spent \$94 million of federal money in Wisconsin with about \$35 million furnished by sponsoring bodies; the number employed varied from 35,000 to 75,000, less in 1937 than in 1936, but rising with the business recession that began late in 1937. By 1938, about \$120 million of WPA federal money had been spent in Wisconsin.

⁷ Letter of Charles A. Halbert to Harvey Schofield, November 19, 1933, in President's Correspondence, Archives, UW-Eau Claire.

⁸ President's Correspondence, Archives, UW-Eau Claire.

⁹ The strike was covered by the *Spectator* in the May 29, 1935, issue; there is a photograph of the picketing workers in the 1935 *Periscope*. The improvements to the campus were praised in the *Spectator*, October 2, 1935.

¹⁰ Documentation of the various projects may be found in President's Correspondence, Archives, UW-Eau Claire.

¹¹ The *Spectator*, February 28, 1938, quoting Regent Smith. The training school at La Crosse was built in 1939; a number of persons, among them Eugene McPhee and Leonard Haas, have recalled the disappointment that Eau Claire did not get it.

¹² Letter to the Faculty, dated September 5, 1940, from H. A. Schofield: "As is well known to the faculty, my hayfever and asthma forbid my being at the college for the first three weeks of the first semester. No one regrets this more than I do. The splendid way the faculty has carried on during this period for the past several years has been a source of deep satisfaction to me. . . . In my enforced absence, I have divided up certain responsibilities: To Mr. Fox, registrar, I am delegating the responsibility of all programs and room assignments for the faculty. . . . Since the two deans [Mr. Milliren and Miss Sutherland] are concerned chiefly with student welfare and student employment, they are authorized to make out the student seating plat for all college assemblies, and to take the roll as in the past. Any undue absence will be dealt with by them. They are authorized to mete out any disciplinary action that may be necessary in my absence. So as not to spread out the administration too far, and thus confuse both faculty and students, I have decided this fall to designate Mr. M. B. Milliren as acting president for the three weeks I may be away. . . . He is authorized to call such faculty meetings as may be necessary. . . . The financial budget will be handled by Miss Chipman and myself as in the past. Mr. Fox, Mr. Milliren and Miss Sutherland have virtually given up their summer vacations in order that everything should be in ship-shape for fall. This has meant a big sacrifice on their part. The only remuneration I can bestow is my sincere thanks for this service."

¹³ McPhee, interview with Fredricks, p. 101.

¹⁴ Ray Theisen, manager of the Consumers Cooperative Association of Eau Claire, which also originated in Dr. Schneider's Vocational School classes as, at first, a coal-buying cooperative; remarks at the dedication of Schneider Social Science Hall, UW-Eau Claire, June 1, 1968, in *The View*, Summer 1968, p. 5.

¹⁵ *Spectator*, December 16, 1942.

¹⁶ "Eau Claire: Capital City of Wisconsin Drama," a report on the writing and production of drama in Eau Claire, 1932-41. Charles Manchester was a telegraph operator for the railroad who attended classes at the teachers college during the 1920s and 1930s, until all that he lacked for graduation was credit for practice teaching. He made a name for himself not only in drama but for literary excellence, being dubbed "The Poet Laureate" of the college by Arthur L. Murray. For a number of years he edited the "Chimney Nook" column of the *Spectator* and the literary section of the *Periscope*. At the behest of Hilda Belle Oxby, Mr. Manchester entered a national writing contest sponsored by the *Atlantic Monthly* and won first honorable mention for his essay on "Faith." Harvey Vermilyea was a reporter for the *Eau Claire Leader and Telegram* who was something of an expert on local history and government, as well as a playwright. Unfortunately, the authorship of the original works listed in the report is not attributed to individuals, except for Clarice Chase.

¹⁷ The sketches of faculty members are a composite of information from *Spectators*, *Periscopes*, and conversations and personal acquaintance. The Sutherland and James family histories are contained in Bailey, *op. cit.*

¹⁸ McPhee, interview with Fredricks, pp. 101-14.

¹⁹ *Spectator*, October 26 and November 8, 1938.

²⁰ It is quite possible that Charles Manchester (see footnote 16) had a good deal to do with the conception of these attractive issues of the *Periscope*. The Thorp story has all the elements of romance: in 1857, J. G. Thorp, Sr., came to Eau Claire and bought interests in water power, pine lands and half the platted village of Eau Claire. Ten years later he became a state senator, and in 1870 he went to Norway and brought over a colony to work in the mills. When the railroad to Eau Claire was completed in 1870 he was "president of the day" at a huge celebration. But Mrs. Thorp was extremely ambitious and preferred to live in Madison, where they bought a mansion on Lake Mendota which later became the executive mansion of the state of Wisconsin. The house in Eau Claire which was pictured in the *Periscope* was built in the mid-1880s by Mr. Thorp, who wished to return to Eau Claire to live. However, Mrs. Thorp would not agree and they hardly occupied the house. It was sold to the Frank McDonoughs in 1893, and by them to the John G. Owens in 1915. In Madison the Thorps entertained lavishly and became the social leaders of the city.

Ole Bull, the famous Norwegian violinist, gave concerts in Eau Claire in 1869, in 1870 at the dedication of the New Music Hall, and again in 1872 or 1873, but it was in Madison while staying at the Thorp mansion that the romance between the 60-year-old Ole Bull and the 20-year-old Sara Thorp developed. For the wedding reception in Madison, 1,100 invitations were issued. Still, Madison was not the height of Mrs. Thorp's ambition, and in 1879 the Thorps rented the home of James Russell Lowell, "Elmwood," in Cambridge, Massachusetts. Ole Bull introduced the Thorps to Henry W. Longfellow and they made entry into the social and intellectual circles of Cambridge. Joseph Gilbert Thorp, Jr., graduated from Harvard College in 1879, a member of Hasty Pudding, Phi Beta Kappa, editor of the *Crimson*, and a noted baseball player. In 1885 he married Annie Longfellow, "Laughing Allegra," and they built a home on part of the Longfellow estate in Cambridge. J. G. Thorp, Jr., became a prominent Boston lawyer, and he and his wife became interested in temperance, penal legislation, and schools for the colored. (Archives of Widener Library, Harvard University, J. G. Thorp, as mentioned in his class reports for 1885, 1890, 1895, 1900, and 1905; though these are detailed, no mention of ever visiting the Middle West or Eau Claire is to be found, with reference to either himself or his wife.) The book by Mortimer Smith, *The Life of Ole Bull* (Princeton: Princeton University Press, 1943) contains many references to the Thorp family. Also see Bailey, *op. cit.*

²¹ U.S. Statutes at Large, Vol. 7, Indian Treaties, Article 5, p. 273; reference as given in the 1938 *Periscope*.

²² *Spectator* editorial, in October 12, 1938 issue. The Madison episode is described in Sellery, *op. cit.*, pp. 61-72.

²³ Letter Harvey Schofield to Erwin C. Uihlein, December 6, 1940, Archives, UW-Eau Claire: "As a parting gesture to the college I would appreciate acquiring this picture for the student body of some seven hundred young people. . . . In tracing the ownership of the picture I first called Mr. Otto Lund, son of the artist. He told me that Mr. Rosholt had owned it but he believed it had been sold to someone in Milwaukee. . . . When told that I wanted it for the college, Mr. Lund, Mr. and Mrs. Rosholt all expressed themselves as being pleased with my idea of securing it for the 'Union.' Mrs. Rosholt, by the way, was a member of my first faculty and has always had a deep interest in the progress of the college. I know that people who collect works of art are loath to part with them, but I know that if you could see your way clear to returning this painting to Eau Claire the people above mentioned and a host of others would be grateful."

²⁴ Resolution 757, Board of Regents of State Normal Schools.