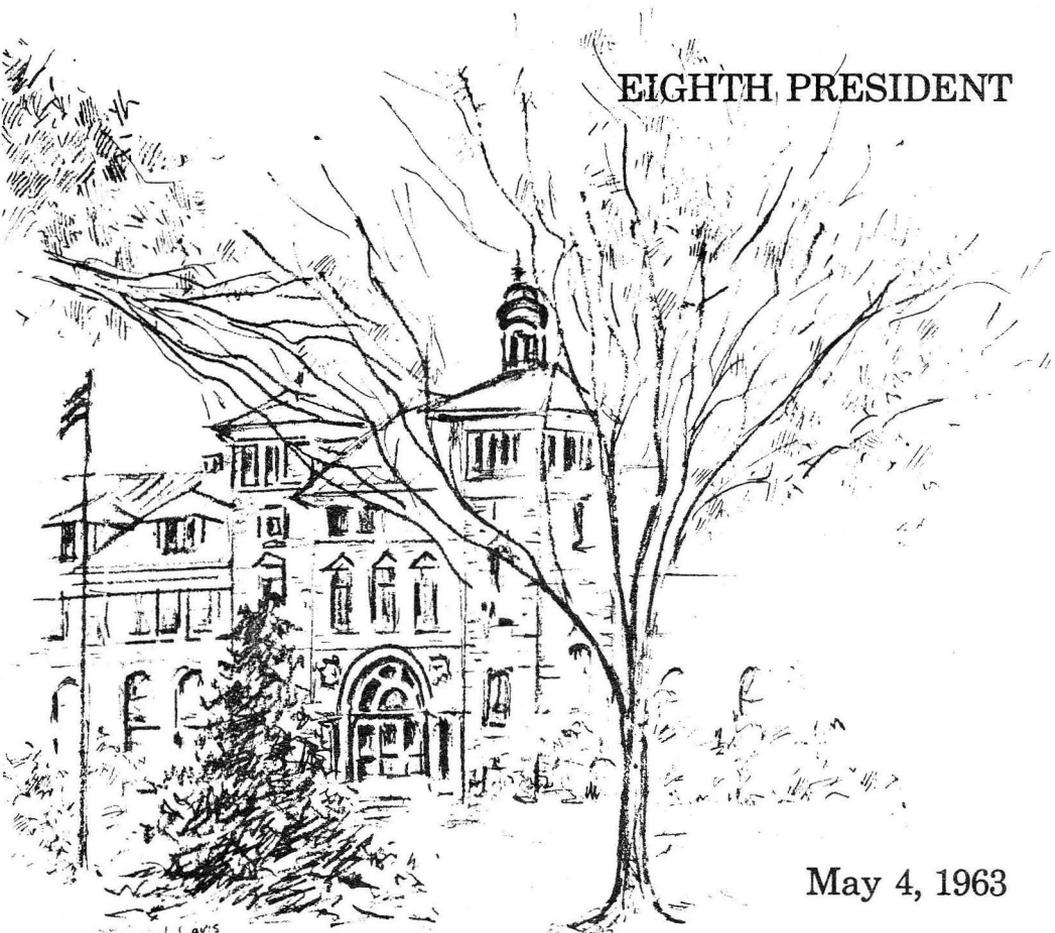


THE INAUGURATION OF
JAMES HERBERT ALBERTSON

EIGHTH PRESIDENT



May 4, 1963

WISCONSIN STATE COLLEGE
STEVENS POINT

ALUMNI NEWS BULLETIN

SPRING EDITION



Dr. James Albertson, with his father, Dr. Cyrus E. Albertson, at the Inauguration Ceremonies held at the College FieldHouse. Dr. Albertson's father is a retired pastor now living in Seattle, Washington. He and Mrs. Albertson are visiting with their son and their fine grandchildren while here for this occasion. — Charlesworth Photo

THE BOARD OF REGENTS
and
THE FACULTY AND STUDENTS OF
WISCONSIN STATE COLLEGE
STEVENS POINT

Welcome you to the
INAUGURATION OF
JAMES HERBERT ALBERTSON
as
The Eighth President of
Wisconsin State College, Stevens Point

Physical Education Building

Saturday, May 4, 1963

Two o'clock

Inaugural Events

MONDAY - SATURDAY, APRIL 29 - MAY 4

Faculty Art Exhibit
Library Theater

WEDNESDAY, THURSDAY, AND FRIDAY, MAY 1, 2, AND 3

8:00 P.M.
Department of Speech and Drama presents College Theater in
"PYGMALION"
College Auditorium

SATURDAY, MAY 4

9:00 - 12:00 A.M.
Registration of Delegates and Guests
Lounge, Physical Education Building

11:00 A.M. - 1:00 P.M.
Inaugural Buffet Luncheon
Lounge, College Union

1:30 P.M.
Formation of Academic Procession
Physical Education Building

2:00 P.M.
Inaugural Ceremonies
Physical Education Building

3:00 - 5:00 P.M.
Inaugural Reception for Delegates and Guests
Lounge, College Union

8:00 P.M.
Inaugural Concert
College Music Department
College Auditorium

SUNDAY, MAY 5

3:00 - 5:00 P.M.
President's Tea for Parents, Students, and Faculty
Lounge, College Union

WEDNESDAY, MAY 8

8:00 P.M.
Inaugural Concert
Men's Glee Club
College Auditorium

The Inaugural Program

Presiding: Henry M. Runke
Chairman of the Faculty

PROCESSIONAL:

The College Band
Paul J. Wallace, Conductor

Procession of Nobles from "Mlada"

Rimsky-Korsakov
arranged by Erik Leidzen

The Order of March:

The College Marshals

Delegates of Academic Institutions, marching in order of
the date founding of their respective colleges and uni-
versities.

Delegates of Learned Societies and Professional Organi-
zations

Members of the Student Council

The Class Presidents

The Faculty of the College

The Platform Party

INVOCATION:

Dr. Cyrus E. Albertson
Former Pastor, First Methodist Church
Seattle, Washington

MEN'S GLEE CLUB: "*Thanks Be To Thee*", James Men's Glee Club
Norman E. Knutzen, Director

GREETINGS:

From the State:

Jack Olson
Lieutenant Governor
Edward Piotrowski
Mayor

From the City:

From Ball State Teachers College:

John R. Emens
President

From the Alumni:

Dr. John Steiner

From the Students:

Robert Davis
Student Council President

CHOIR: "*Oh, Clap Your Hands*", Vaughan Williams

Choral Union and Band
Dean Blair, Director

INTRODUCTION OF THE PRESIDENT:

John K. Kyle
President, Board of Regents

INAUGURAL ADDRESS: "What Knowledge Is Of Most Worth?"

James H. Albertson

BENEDICTION:

Father Leonard C. Staschek
Newman Club Chaplain

RECESSIONAL:

The College Band
Paul J. Wallace, Conductor

Knightsbridge March from the "London Suite"

Eric Coates

"WHAT KNOWLEDGE IS OF MOST WORTH?"

Inaugural Address - James H. Albertson, President

Mr. Kyle and other friends of the Wisconsin State College at Stevens Point: It is a high honor, responsibility and opportunity that you formally confer on me this day. I accept the presidency of this college in deep humility and with an awareness of the traditions of service and dedication that have been important in its history. I pledge to do my utmost to fulfill the responsibilities you have placed in my hands.

Many persons in the last decade have focused their attention upon higher education and its needs. Educators, members of control boards, lay-citizens groups, politicians and others have used the post-sputnik era as an opportunity to diagnose the problems facing higher education and to suggest ways and means to solve the problems so defined.

This era has produced such phrases as: "the impending tidal-wave of students", "the closing college door", "when they are ready for college will college be ready for them", and others. All of these slogans and the interests they represent have, in my judgment, been helpful for they have been instrumental in creating among the general public an awareness of institutions of higher learning, something of what they are and the problems they face.

Much has been said, is spoken today and will be articulated regarding the challenges that face higher education in the decade of the 1960's. Russell I. Thackery, Executive Secretary of the Association of State Universities and Land-Grant Colleges, has identified "three trend lines" that have come together during our time and, in his judgment, represent the challenge facing us. These lines represent: Population expansion, explosion of knowledge and a growing social awareness of the importance of higher education.

I do not quarrel with the validity of Mr. Thackery's observations. Each of his "trend lines" can be substantiated in a number of ways and with considerable objective evidence. It is not my purpose today to develop any one of them, but I simply call to your attention the following:

Concerning the population expansion, it has been observed that "From some 250 million people at the time of Christ, we have multiplied to 3 billion. We are headed for almost 4 billion by 1975, and at least 6 1/4 billion by the year 2000. The impact of rising population growth is emphasized by shorter and shorter doubling periods. Early in this century, the doubling time was about 90 years. Present rates will double our number in a single generation."¹

Regarding the explosion of knowledge, it has been stated that the volume of man's knowledge is doubling every 15 years. A recent news article reported that 90 per cent of all the people in human history who have made major contributions to the natural sciences are alive today. While this cannot be said of the fine arts, the humanities and the social sciences, it is indicative of the fact that knowledge in some areas has expanded suddenly.

We need not go beyond the reaches of this college to see the impact on individual students and their families of the growing social awareness of the importance of higher education. Many of the students attending today are the first in their families to go to college and represent the hopes and unfulfilled dreams of their parents.

¹Gibson, Weldon, Exec. V.P. Stanford Research Institute, Stanford Review, April, 1963

Population expansion, explosion of knowledge and increased social awareness are significant and I need not trace for this audience what these mean in terms of more faculty members, expansion of physical plant and greater financial support of all institutions of higher education, public and private.

However, I submit that important as they are, they do not represent the most significant, the basic, the major problem in higher education in America today. That problem is this: Is what is going on now in the college classroom the best use of the hour in terms of the needs and goals of the students, the purpose of the course and the objectives of the institution and the society it serves?

Stated in another way, in the final analysis that which alone has reality in higher education is the teaching and learning on the part of the faculty and students.

The primary function of this college is to teach students. The student was the reason for establishing an educational institution in Stevens Point and is the reason for continuing to support an educational program here. The question of what to teach and what to learn is the basic problem facing this college.

The importance of this problem is seen clearly when we attempt to look into the future and predict what the world will be like in the next two, three and four decades. The needs and goals of our students, the purposes of the courses they take and the objectives of this college, the State of Wisconsin and our nation must be viewed in terms of the current world scene and an awareness of what the future may bring.

Anything we attempt to do now to affect what goes on in the college classroom must be done with an awareness that students entering college this autumn will be in the prime of their lives when our civilization moves into the 21st century. I do not pretend to know what the world will be like in the year 2000 but I do know that it will be quite a different place than it is today. We are told that the changes of the next 40 years will equal those of the last 400. World wide communications via electronic means and utilizing satellite relay stations will be instantaneous. The means and methodology available through electronic data processing will make it possible to translate languages automatically; the language barrier will be a thing of the past. Events happening in what are now remote areas will be known throughout the world in a matter of minutes. Travel to Europe and other parts of the world will be only a matter of an hour or so and travel within our solar system may be commonplace.

In short, we know that the future will be radically different from the present and we must do all within our power to make certain that the future is one in which man can live and want to learn and grow. It is our responsibility to make that future more certain.

A decade ago, while a graduate student, I first read Hebert Spencer's essay entitled "What Knowledge is of Most Worth?" The essay is not new, nor is the question posed by Spencer of recent origin. Academicians, scholars and others, through several centuries of time, have raised the same basic question. It seems to me that it is most appropriate that this college, at this point in time, ask the same question in light of our reason for being in terms of our responsibilities to our students, our regents and our state.

I submit that there is a critical need in American Higher Education in general and within the undergraduate curriculum in particular to reappraise the

goals and the processes of liberal education. The cold hard facts about the world in which we live today and the challenges and opportunities facing present and future generations of students require that they receive an intensified and broadened liberal learning. One built upon the past, that accurately reflects the realities of the present and equips the learner to meet the uncertainties of the future.

For over two centuries extremists in higher education have attempted to pose a dichotomy in arguing whether the function of a college is to prepare a liberally educated citizenry for roles in a democratic society or to prepare individuals for an ever expanding list of vocations and professions.

I take my stand with those who hold that this is not an either/or proposition. Our society needs and must have individual citizens, in all walks of life who are liberally educated. For, as Harold Taylor has said "A liberal education is one that brings meaning into the lives of those who are liberally educated. If one considers the liberal arts to be those devoid of practical relation to the society in which they are taught, they are unlikely to provide a way for an individual to find meaning in his life."

We must not separate the study of the liberal arts from the application of those arts and other skills in practice. If we are to successfully liberate students in their thinking, the teaching-learning process must be directed toward helping the learner understand and solve the practical problems of the contemporary world.

Ortega y Gasset, in his volume Mission of the University, stated it thus: "Society needs good professional men - judges, doctors, engineers" (and, parenthetically I might add: teachers, conservationists, home economists, medical technologists and others) . . . But, says Ortega, "society needs before this, and more than this, to be assured that the capacity is developed for another kind of profession, the profession of governing . . . it is of the first importance . . . that these professional people, aside from their several professions, possess the power to make their lives a vital influence, in harmony with the height of the times. Hence it is imperative to set up once more, in the University, the teaching of the culture, the system of vital ideas, which the age has attained. This is the basic function of the university."

Any reappraisal of the undergraduate curriculum then must be made in terms of the individual learner and the kind of liberal education that can assist him in making a significant contribution to a free and dynamic society. In order to be equipped to make such a contribution the individual must have acquired a comprehensive body of knowledge in the major areas of learning — the humanities, the social sciences and the natural sciences and basic in his education he must have a firm grasp of his heritage. Here the curriculum must be expanded to include not only western civilization but the other great civilizations as well. We live in a polycultural world. Anything less than a polycultural education is inadequate.

The learner must acquire knowledge in the humanities, including art, music, drama, literature and philosophy, in order to know and comprehend the value of freedom and truth, in order to differentiate between superficial and intrinsic values. He must possess those intellectual skills of expression, the effective use of the various symbols of communication, words (both spoken and written), numbers (as expressed in mathematical equations), and artistic media

(the orchestrated theme, the painted canvas, the chiseled stone). The learner must come to know that these are the means by which man expresses himself to his fellowmen, interprets his physical universe, and attempts to communicate the ideas of his mind and express the feelings of his spirit. Through the humanities the individual acquires an understanding of the means by which artists, musicians, philosophers and dramatists have attempted to explain man and the purposes of his being. He learns how to attack new problems effectively by developing the skills of reasoning and communication, to organize the data that are relevant and effectively express the results of this intellectual process.

Through a study of the social sciences: history, economics, sociology, anthropology and political science, the student comes to some understanding of the nature of man and his world. Man as an individual in a social context, man as a being of ideals, purposes, values, of insecurities and fears. Here the student develops such skills as historical analysis, statistical method, the use of case studies and, as far as possible, application of the scientific method.

In acquiring knowledge in the physical sciences the learner gains skill in mastering the inductive method of science, constructing hypotheses, establishing controlled experiments and making objective observations, developing a basic understanding of the larger principles of science and, if he is to be liberally educated, an understanding and appreciation of the influence of science in philosophy, history and economics. In addition, as the chairman of the Atomic Energy Commission, Mr. Glenn T. Seaborg, has stated: "he acquires a knowledge of the power and dynamics of science in creative evolution."

If the student is to be liberally educated, in addition to acquiring a comprehensive body of knowledge in the major areas of learning, he must embrace certain values that have meaning and become a part of his philosophy of life. He must develop for himself a sense of purpose and a commitment to a way of life. This he should get from the humanities and the social sciences and by gaining an awareness of moral and spiritual values. The individual learner studies in a world that has placed a high priority on the achievements of mathematics and science and the contributions that these disciplines have made in the conquest of the microcosm and the macrocosm. These achievements attest to the smartness of man. His ability to articulate for himself a sense of purpose and a commitment to a way of life will attest to his wisdom. Man must know where it is he is going, for, as Socrates said, "If a man does not know to what port he is sailing, no wind is favorable."

I need not remind this audience that there is no magic formula, stated in terms of specific course content and arranged in a particular curricular pattern, that when applied guarantees accomplishment of all that I have mentioned. However, I stated at the outset that in my judgment there is a critical need to reappraise the goals and the processes of the undergraduate liberal education program. I submit to the faculty and students of this college that for our part we start here and now.

When I first got to know this college I was impressed with the general quality of the faculty. During the past few months I have taken genuine pleasure in gaining insight into the competencies of individual staff members and the depth of their dedication and commitment to their academic areas and to the college. The chief resource of the college is its faculty and we are fortunate to have a group so well qualified to make a reappraisal of the undergraduate

curriculum and to recommend and implement changes when deemed necessary and desirable.

During the past several months members of the faculty and of the student council have been involved in a reappraisal and subsequent reorganization of the processes of policy formation within the college. Also, some time and attention has been given to changes in the administrative structure and these changes are now being implemented. In short, we are well organized to make a major reappraisal of the liberal arts curriculum of our college. Let us now proceed with that task.

I do not proposit to have a master plan for our undergraduate curriculum but there are several specific areas that, in addition to tohers, I would suggest the appropriate faculty councils and committees examine.

One of the questions that must be answered concerns the assignment of priorities to knowledge. What do we identify and preserve from the knowledge of the past as being eternally valid? What priority do we assign to new knowledge? How do we winnow the excess from the essential, the frill from the fundamental?

As we reappraise our curriculum we cannot restore a sense of unity to the liberal education of students by merely adding new courses, new knowledge to existing courses or by a reorganization of subject matter. The educational experience of the student must be planned and will result only from design and not by accident. This, in my judgment, calls for a plan of integrated educational experiences that will establish direction, unity and create a sense of accomplishment for both the teacher and the learner.

We must keep in mind that the process of education is a steadily developing whole the ideal curriculum will create as many opportunities as possible for the learner to relate what he learns this semester to what he has learned previously. In the final analysis the integration of educational experiences and successfully integrates that which he has learned from past experiences in meeting the new situation.

To help the learner in the integrating process we must decide how we organize knowledge in the major areas of learning the humanities, the social sciences and the natural sciences, and when and how this knowledge is taught. We need to examine and reappraise the potential value of developing general courses to be taught at the freshman year that integrate the fields of knowledge into courses in the humanities, world civilization and the sciences. We should examine the possible means of integrating knowledge at the senior level by discussion seminars and colloquia.

In my judgment it is imperative that all of our students know something about the people of the non western world - Latin America, Africa, the Near and Far East, and command an understanding of their culture and their history. Our curriculum needs to be reappraised with this in mind.

James B. Conant, in his volume entitled On Understanding Science, issues a clarion call for a widespread understanding of science in our country on the basis that such is necessary if we are to assimilate science into our cultural pattern. Conant specifically calls for a course, to be taught in the undergraduate curriculum, on the Tactics and Strategy of Science, a course designed for the non scientist to enable him to understand the methods by which science has been advanced. Glenn T. Seaborg joined Mr. Conant by stating that as

we move toward a more sophisticated scientific society we must correct a basic weakness in our liberal education by developing "a college course in science for non-scientists."

Another specific question that must be reexamined has to do with the balance of responsibilities and relationships between the English Department and other departments of the college. Historically, the writing of the vernacular was a specific academic subject under the name of rhetoric but it also was part of the scholar's general education. In the last one hundred years in American higher education responsibility for developing effective writing has been delegated to the English departments and taught in courses called English Composition. All too frequently students leave the composition classroom and are not held responsible in other classes to standards developed by the teachers of composition. If we are to be concerned with the integration of learning experiences all departments of the college must regard the qualities of their students' writing as significant in evaluating progress in their courses.

There are many other questions that should be raised in the reappraisal of the curriculum. Time and the occasion permit me to make just one additional comment. As we reappraise the liberal education of our students and the curricular experiences that contribute to it we must examine the methods used in the teaching-learning process. Large lecture halls and electronic communication media provide us with the means and technology needed to extend education to large numbers of students and we should continue to explore and devise ways to expand the application of these means. At the same time we must make strides in the teaching of individual students by continuing to explore the development of honors programs, independent study, programmed learning, language laboratories, as well as colloquia, seminars and faculty-student discussion groups.

In summary I suggest that this college must reappraise and affirm a clear, feasible and independent mission. In calling for a study of the undergraduate curriculum I do not suggest that we return to the liberal arts curriculum of the mid-nineteenth century, for to do so, would be to ignore what man has learned since that time and would fail to recognize the world of today and tomorrow.

The Archives of the college may record this event as the inauguration of the 8th president . . . of far greater significance, however, would be the marking of this date as the inauguration of the reappraisal of the undergraduate curriculum resulting in a new liberal arts program for the college. A curriculum that demanded greater general education of its learners at a time when many institutions were becoming more and more specialized. A curriculum that infused all of its teaching (general and specialized) with the liberal spirit at a time when there was an increased emphasis upon vocational objectives; a curriculum that found its means and ends in the lives of students, at a time when professional accrediting agencies and graduate schools were attempting to influence undergraduate curricular objectives in terms of their goals; a curriculum that found its raison d'être in developing students to raise and find answers to questions, to use Tillich's phrase "of ultimate concern." Questions of identity and purpose, questions of man and his relationship to his fellow man, to nature and the physical universe. Questions of man and his relationship to his God.

If we are successful in raising these questions in the minds of our students then we will have achieved that knowledge that is of most worth!

Harold Taylor has stated it thus: it is our "mission to commit oneself to the ordering of human society at a higher level of aspiration and achievement, at a higher level of esthetic possibility, and at a higher level of moral responsibility. Nothing short of that can serve our aim."

As we move to reappraise what is going on in the classroom in terms of the needs and goals of our students, the purpose of the course and the objectives of the college and the society it serves, may we remember the words of Abraham Lincoln in his message to Congress, December 1, 1862:

"The dogmas of the quiet past are inadequate for the stormy present.

The occasion is piled high with difficulty and we must rise with the occasion. As our case is new, so we must think anew and act anew, we must disenthral ourselves and then we shall save our country."

To this I would add, "and then we shall serve our state."

The Home Economics Department Reports:

A graduate course entitled "Recent Advances in Nutrition", 3 credits, will be offered in summer school by Miss Doris Davis at 8:30 a.m.

ELEMENTARY NUTRITION (Home Economics 151) 3 credits, will also be offered. This course is designed for students not majoring in home economics. It is a study of the food needs of the individual and the foods which supply those needs, with special emphasis on the food needs of children. This is offered at 10:50 daily by Miss Davis and is especially helpful for primary or elementary teachers.

Home Economics 185 (Home Management) and Education 198 - Student Teaching in Home Economics will also be offered.

This semester the Home Economics Club has had the opportunity to hear two of the students enrolled here from Japan, Junko Horiguchi of Osaka, Japan give an illustrated talk on the Japanese tea ceremony. Ayako Takeda of Kobe, Japan, a sociology major, demonstrated the techniques in Japanese flower arrangements.

Junko is studying home economics this year and has won a scholarship to the Parsons School of Design for next year.

It has also been a pleasure to have Halide Satar here from Turkey. She is majoring in English and minoring in home economics.

— Dr. Agnes Jones, Chairman

IMPORTANT NOTICE: The printing of the directory has been delayed briefly in order to include the names of another 200 alums who requested the form used for the directory as a response to our recent communication. If your address will change between now and the early part of June, will you be sure to notify the alumni office so that your directory will reach you promptly.

HAFERBECKER VICE PRESIDENT OF COLLEGE



The promotion of Dr. Gordon Haferbecker to vice president for academic affairs and dean of faculties has been announced by President James H. Albertson of Wisconsin State College.

The new post was created by the president in a recent administrative reorganization "in recognition of Dr. Haferbecker's contributions to the college and the state."

Dr. Haferbecker is now dean of Instruction. He will assume his new title July 1.

A native of Antigo, Dr. Haferbecker was graduated from Antigo High School and the Langlade County Teachers College.

For the next six years he taught in rural schools in Langlade County and was principal of a state graded school at Polar. Then he

to Stevens Point to earn a bachelor of education degree at WSC.

He holds a M.A. degree in education and economics from Northwestern University and a Ph.D. degree in economics from the University of Wisconsin.

His teaching experience includes three years as a social science teacher at Antigo High School; three years at Beloit High School; and a year at La Crosse State.

In 1946, Dr. Haferbecker joined the faculty at Milwaukee State (now the University of Wisconsin-Milwaukee). He became a professor of economics there, and in 1952-53 was a visiting lecturer at the UW in Madison.

In 1956, Dr. Haferbecker was named associate dean of the College of Letters and Science at UW-M. He joined the administrative staff at WSC here in 1956 as dean of instruction.

Dr. Haferbecker has headed the Portage County Red Cross and the Stevens Point Rotary Club. In 1959-60, he was a member of the Governor's Tax Advisory Committee.

The University of Wisconsin in 1958 published his book titled, "Wisconsin Labor Laws."

From the Director of the Summer Session

About 1100 students are expected to enroll for the fifty-sixth annual summer session which begins June 17 and ends August 9. In addition to extensive graduate and undergraduate offerings, several features may be of interest to those who cannot attend the full eight week session.

There will be a two week, two credit workshop in modern approaches to the English language from June 17 to June 28. The class will concentrate on the study of the concepts and methods of approach of recent scholarship in the study of English. Dr. Lee Burrell, chairman of the English department will be in charge.

The Speech Department will provide a six credit Theatre Study Tour which will include four weeks (June 18-July 18) of touring in Canada, New

England, New York, and the midwest. The study tour will feature drama of all kinds through actual play-going.

On July 29, 30, and 31, the Department Center for Teachers of History of the American Historical Association, will hold a conference for high school teachers of history on the subject of "Revolutionary Latin America." Professor Robert Knowlton, a specialist in Mexican history and a member of the college history department will be in charge of the program. Visiting lecturers on Latin America will participate.

The English department together with the Wisconsin Council of Teachers of English, will sponsor its second annual Workshop in English, July 22 - 24. The subject will be Contemporary Approaches to Literature. Professor G. Robert Carlsen of the University of Iowa, will lecture on contemporary methods of teaching literature.

The college and the Red Cross will offer a course in Home Care of the Sick and Injured during the week of June 24 to June 28. It is designed to train instructors in the area. Miss Gertrude James, the American Red Cross nursing field representative, will be the teacher.

The Wisconsin Bookmen's Association will hold a joint summer exhibit at the college on July 18 and 19.

Write the Director of the Summer Session for a bulletin giving more complete details on these and other summer session opportunities.

Dr. Gordon Haferbecker

From the Extension Programs Office

The college is expanding its services to local communities and to school systems in accordance with a new policy established by the Board of Regents. The State Colleges are now authorized to offer non-credit courses and consultant services on the same fee basis as the University.

By arrangement between the Clintonville schools and the College Extension office, a series of four sessions for Clintonville teachers in Modern Mathematics was scheduled. A similar course is now being offered to teachers in Phelps, Eagle River, and Three Lakes. William Cable of the college mathematics department is the instructor. Rhinelander and Shawano have requested special in-service courses for their teachers for 1963-64. Courses in linguistics and mathematics will be offered.

During this current semester the college inaugurated a ten session course in Modern Poetry in Stevens Point. Sixteen students were enrolled. The course is for adults, is non-credit, and has no pre-requisites. Dr. Mary Elizabeth Smith of the college English Department is the instructor. Other non-credit courses for adults will be offered in future semesters.

A number of regular college credit courses will be made available next year in the evening program. These will be primarily for full-time students but may also be taken by qualified local people who may wish to earn credit toward a degree as part-time students.

The regular extension courses for credit scheduled for Tuesday evenings and Saturday mornings, and in nine off-campus sites enrolling a total of 567 students in the second semester of 1962-63. — Dr. Gordon Haferbecker

Norman E. Knutzen Reaches Retirement Age



— Photo from the Studio of Don Warner

Though "Norm", as he is known by many of his students who are now alumni of the college, has reached the official age for retirement, we are pleased to announce that he is to be retained on a part-time basis with the college to continue some of his present ambitious program. He came to Stevens Point in 1931 after completing teaching experience in the high schools at Appleton, Chipewa Falls, Stambaugh, Michigan, and Homme Children's Home in Wittenberg and Lawrence College, his Alma Mater. Mr. Knutzen is a native of Manitowoc and attended the Stevens Point State Normal School before enrolling at Lawrence College to receive his AB and MA degrees from Lawrence.

During the past 31 years at the "Point" Mr. Knutzen has touched the lives of a large number of students in his English classes. In fact, he has taught the children of his former students whose parents encouraged them to enroll in his classes while attending college here. A former Student, Dr. William H. Clements, professor of education, explains his popularity in this way: "Norm Knutzen inspires his students to develop minds for originality and discovery. They are encouraged to find things out for themselves." His office, as well as his classroom, is usually crowded because many students seek him out for advice. "I try to know as many students as possible," is Mr. Knutzen's aim. "Being able to know them personally is the one thing I like best about a small college."

Discouraged students, who are on the verge of leaving college, have stayed on because of his advice. "He made me look to the future and realize that, especially in this day in age, I need an education," said one student.

During the summer months Mr. Knutzen finds traveling throughout the United States to be one of his pleasures. He has spent several summers at Concord, Massachusetts, where he studied the nature writer, Henry David Thoreau. His travels have taken him throughout the west coast area and into Canada. For recreation he enjoys fishing, swimming, boating, hiking and just plain relaxing at his cottage on Pike Lake.

There are few communities throughout the service area of the Point that has not enjoyed an extension course taught by Mr. Knutzen. There are few crossroads as well as main roads that he has not traveled times. Conducting student and teacher tours has been an enjoyable experience for him throughout his teaching career.

Those who will wish to extend wishes and congratulations to Mr. Norman Knutzen at this time will find his mailbox at the college always ready to receive your letters. He will enjoy hearing from any of you.

Mr. Knutzen to Continue to Direct Men's Glee Club



Directing the Men's Glee Club at Stevens Point State College for 31 years to a total of over 350 concerts including those at the New York World's Fair, West Point Military Academy, the Pabst Theatre in Milwaukee, Soldier's Field and the Shrine Auditorium in Chicago and the National Federation of Music Club Convention in Florida would seem more than should be expected of one man. Yet Norm Knutzen will continue this assignment though he has reached the retirement age. The enjoyment he experiences in working with young people is more than ample compensation for his efforts according to Mr. Knutzen. "We have a lot of fun but we always put studies first."

It is appropriate at this time to look back over the 31 years when a group of 26 men met with President Frank S. Hyer and organized the first men's chorus. This was in the fall of 1933 when Norman Knutzen was asked to be the director of the group. Gilbert Busch of Rhinelander was the first president and Carol Swenson now teaching in Mosinee, the first accompanist. The first local concert was held on March 22, 1934, followed by two outside appearances at Antigo and Rhinelander high school. In a short period of time the organization had doubled in size and developed into an integral and successful member of the music organizations of the college. Early in June of 1936 an invitation was extended the club to appear at the Wisconsin Chorus Festival in Green Bay. It was then that the Glee Club became a member of the Associated Glee Clubs of America. Two years later the club received an invitation to membership in the National Federation of Music Club sponsored for this honor by the Stevens Point Twilight Music Club. This sponsorship meant a great deal to the Men's Glee Club and Mr. Knutzen through the ensuing years.

The popularity of the Men's Glee Club prompted its continued growth to over 60 men with a financial support from a new student activity fund apportionment. Gifts of equipment served to enhance the appearance of the organization.

The first long trip always to be remembered was to the New York World's Fair in 1939. This then day trip included a concert in Indiana, a radio broadcast sponsored by a local furniture company and the great thrill of singing with 2000 members of the American Glee Club Association in the court of nations. Their return trip was highlighted by a reception at the home of Colonel Crawford at West Point, and a day spent at Niagara Falls. By 1941 the club had traveled 50,000 miles visiting approximately 150 towns at an expense of only \$1,000 to the college for seven years of service. This marvelous record had been due to the never ending effort of the director and the ability of the business managers.

The war years limited the activities of the Glee Club with only a few men on the campus, but eventually the club activities were resumed. A nucleus of 20 men attended the first rehearsal in the fall of 1945. Returning veterans together with a group of willing new members reorganized the Glee Club and the tenth annual concert was scheduled. During 1946-47 the membership grew to nearly 100 men, the largest group in the club's history. The fifteenth anniversary celebration was held in mid November 1950 and was a musical and social success. Returning alumni got together with the director and the club for a good natured review of the changes that had taken place over the 15 years of the club's development. A tea planned by Mrs. Gilbert Faust and assisted by Mrs. Elizabeth Pfiffner followed by a dinner in the evening with a purple and gold frosted birthday cake highlighted the anniversary celebration. The customary Sun afternoon concert by the Glee Club and former members was a fitting end to a delightful weekend celebration.

Club members will remember the new red "singing jackets" which were acquired during the 1953-54 year. The financial support of those attending the concerts helped to defray the expense of these new jackets. That year the group was selected to prepresent Wisconsin at the Federation of Music Clubs National Convention at Miami, Florida in April. The successful appearance of the club as guests of the State Federation of Kenosha prompted the surprised invitation. Many concerts were given to raise the necessary funds to finance this trip to the sunny south but it was all worth the effort. Twenty-eight men, the director and

the accompanist, Ruth Charlesworth, took the long trip to Miami. Arrangements were made to present concerts on the way in order to help defray some of the expenses. Bob Neale, a former Pointer and manager of the Key Biscayne Hotel provided a wonderful place to stay and arranged for concerts at the hotel. The highlight of the trip was the concert presented for the National Federation of Music Clubs.

Another high spot for the Glee Club came this year, 1962-63 when the Glee Club, through the efforts of Senator William Proxmire was invited to sing a concert on the series presented in the Senate Rotunja in Washington, D. C. This was a thrill to all, as well as the attractiveness of the many tours in our Capital City. Then the long trip to Miami, where they again sang and were entertained at the Key Biscayne by our loyal alumni and host - Bob Neale. It was another thrill to sing for the many fine people from over fourteen states who were in the audience. The boys also gave an evening concert in the courtyard of the Shoreham-Norman Hotel at Miami Beach where we stayed.

The boys are hoping in 1963-64 to travel to the World's Fair in New York in June to sing with the Associated Glee Clubs of which they are members.

During the 31 years nearly 1,000 men have been active members of the Glee Club. They have traveled well over 150,000 miles to sing at the more than 350 concerts. In addition to those associated with the college who have supported generously the activities of the Glee Club much help and inspiration was provided by three devoted Glee Club mothers; Mrs. Winifred Spindler, Mrs. Myrtel Steiner, and Mrs. Theresa Scribner. The reputation of the college has been enriched by the "ambassadors of good will" whose mission we hope will continue through the years.

ALUMNI NEWS:

Miss Hildegarde Kuse, '50, Campus Laboratory School supervisor, has been invited to participate in the 1963 Elementary Science Study sponsored by Educational Services Incorporated. ESI is a nonprofit corporation which grew out of an earlier physical science committee with headquarters in Cambridge, Massachusetts. It is a program financed by the National Science Foundation. This second summer workshop will include writing and expanding blocks of science materials for use and testing in the elementary classrooms. Experimental classes have been organized with children for observation purposes to be followed by seminars for the development and use of apparatus suitable for elementary science classes. Participants will include nearly 100 research scientists curriculum directors, elementary teachers and specialists on the nature of the learning process. Watertown, Massachusetts, has been selected as the location for this summers workshop which will extend from June 24 through August 16.

TEACHING OPPORTUNITIES IN FOREIGN COUNTRIES

There are numerous opportunities available for experienced teachers in foreign countries. We would like to suggest that a number of you consider the splendid experience resulting from an overseas assignment. Plans for such opportunities, of course, must be made well in advance. If you will contact the placement office early in the fall concerning literature that will be available for such opportunities, we will be glad to provide them for you.

— Your College Placement Office

NEWS CONCERNING POINTER ALUMS

CLIFTON G. FONSTAD, '39, who has been School Administrator at Greenwood, Wis. for the past thirteen years, will assume a new position as Superintendent of Schools at Mauston, Wis. starting July 1. The Fonstads have three children, Clifton, Jr., a sophomore at the University of Wisconsin, Mary, grade 10, and Eric, grade 9.

Mrs. Kenneth Salzwedel, formerly KATHLEEN GUELL, '56, is living in Whitewater, Wis. where her husband is teaching psychology at Wisconsin State College. He attended Wisconsin State College, Stevens Point from 1955-1957 and received his Master's Degree from the University of Kentucky in 1961. They have two children, Janet, 3, and Mark, 15 months. As of June 1, 1963, their new address will be 143 N. Park St., Whitewater, Wis.

DAVID SCHNEEBERG, '58, who has been teaching biology in Iron Mountain, Michigan for the past five years, has been appointed to the Academic Year Institute for 1963-64 at the University of Michigan. This is sponsored by the National Science Foundation. Thirty participants have been appointed to work towards an advanced degree in the field of biology. David's address is: 1205 W. Hughitt, Iron Mountain, Michigan.

Mr. and Mrs. Thomas Wiesmann are the parents of a baby girl, Anja Renata, born December 19, 1962. Mrs. Wiesmann is the former SUSAN EASTWOOD, '59. Their address is: Plattenstr. 52, Zurich 7/32, Switzerland.

EMALEE BERTH, '59, married William Payne in Wausau on April 6, 1963. She teaches a combination 3-4 grade at the John Marshall School in Wausau, Wis. They will live in Wausau, as husband Bill is employed for the Advertising Department of the Wausau Record Herald.

OLGA B. TOMAN, '57, reports a change of address. She is teaching this year at the Mound Park School, 1000 Pacific Street, St. Paul 6, Minn.

Mrs. Kenneth Schank, formerly LORRAINE CHURCH, '41, taught for 7 1/2 years after her graduation. Since then she has been a homemaker, raising her three daughters, Karen, 13, Kendra, 9, and Lori, 4; and, in addition, she has been doing some substitute teaching in the Racine Schools. Her husband is consultant in the practical arts for the Racine Public Schools. He is nearing the attainment of his Doctor of Education Degree at the University of Maryland, mostly in summer sessions. He is co-author of a book, Exploratory Electricity, for junior high school age students and is currently working on a second book. The Schanks live at 3637 W. St. Clair Street in Racine, Wis.

Now residing at 3453 Wheeling Drive, Santa Clara, California is ASHLEY H. FREIBERG, '54. After graduation from this college, he obtained an M.S. Degree in botany from Miami University of Ohio in 1956. In 1955 he married VERNA SCHAEFER, '53, and in 1958 entered the army, serving two years in the Biological Warfare Laboratories of Fort Detrick, Frederick, Maryland. He joined the Stauffer Chemical Co. in 1958 as a plant pathologist concerned with testing chemicals as fungicides. In January, 1962 he was assigned as head of the Microbiology Group of Stauffer; and in January, 1963 he was also placed in charge of all fungicide, industrial microbiocide, and insecticide testing for the Stauffer Chemical Co. The Stauffer Laboratory is located in Mountain View, California, about 40 miles from San Francisco.

KATHRYN PIEHL ARNDT, '58, reports that she and her husband are

living at 3000 N. 37th Street in Milwaukee, Wis. Her husband, Roy Arndt, an ex-Pointer who finished his education at the University of Wisconsin, obtaining his Bachelor of Law Degree in 1959, is practicing law in Milwaukee. Roy and Kathryn have a daughter, Kathy, who is 12 years of age.

ROBERT A. NEUFELD, '61, has been selected as one of 40 participants in a summer institute at the University of Washington in Seattle. It is an eight-week session entitled "Basic and Modern Aspects of Physics, Including Consideration of the PSSC Course." This is a National Science Foundation grant. The Neufelds live at 432 S. Huron Street, De Pere, Wis.

Currently living in Alaska is CAVE CHESEMORE, '61. His address is Box 198, College, Alaska. In June, 1961 he was married to Janice Ann Smith, a graduate of Stout State College. They immediately drove up the Alaska Highway to College where Dave began work for the Alaska Cooperative Wildlife Research Unit on July 1, 1961. He writes of his experiences: "Spent two weeks in the newly created Arctic Wildlife Range in N.E. Alaska, working on evaluation of recreation potential for the area and leasic biological survey of area... First part of August, 1961 spent on Upper Porcupine River in N. E. Alaska with Dr. Dean, head of Wildlife Department, University of Alaska, studying forest fire ecology; canoed 140 miles of river south of Canadian border ... September, 1961 began thesis problem on the Arctic fox ecology in Northern and Western Alaska. Point Barrow is the center of my study, being given logistic support by the Arctic Research Laboratory. Spent a month in the field, Nov.-Dec., 1961, collecting foxes and gathering data from native trapping methods and efficiency, as well as collecting mammal specimens for the University museum - 55 degrees below zero coldest weather had to work in, traveled 9 days with Eskimos on their trapezines. Summer season was spent on the Arctic Slope, collecting data on fox den ecology and spatial distribution, ten weeks spent in the field. Had excellent caribou hunting with the natives and caught some fine arctic grayling, too. This last fall collected two caribou for the larder but no moose. Academic studies are finished now, so hope to have thesis finished by next fall."

GREGORY GUZMAN, an English and history major at Wisconsin State College has been awarded four graduate scholarships. Guzman, who has been working 40 hours a week in a furniture factory while attending WSC, was tapped for these honors by the Universities of Illinois, Chicago, and Marquette. He selected a tuition fellowship offered by the University of Pittsburgh and will work towards a master's degree in history. All tuition has been waived. Asked how he managed such high scholastic rating while working full time, Guzman replied, "I just made every minute count. I studied after work, between classes and on weekends." He also is active in extra-curricular activities such as the Pointer staff, member of Sigma Tau Delta, national English honorary group; Alpha Gamma, local honorary social science fraternity, the Aquinas and Newman Clubs.

GEORGE FIEDOROWICZ, '60, was married on October 20, 1962 to Carolyn Everett, who graduated in 1960 from the University of Utah in Salt Lake City. They both are currently teaching in New Jersey near Philadelphia, Pa., and in 1963-64 plan to teach for the Department of Interior or travel to the Pacific Northwest. Their address is: 212 N. J. Avenue, Collingswood 7, New Jersey.

JOHN LUCAS, '60, has been awarded a National Science Foundation Scholarship for a year's study at the University of Illinois, Urbana. The scholarship is for June 17, 1963 to June 7, 1964. Upon completion of the year's study, John will be eligible for a master of arts degree in mathematics. He has been a mathematics instructor at Sherman Junior High School in Madison for the past three years.

LARRY STRATTON, '56, has been awarded an NDEA fellowship at Montana State College in Bozeman, Montana. This is the 6th fellowship or scholarship he has been awarded since 1959, including four NSF summer institutes, the Academic Year Institute at Oregon State. Larry currently resides at 788 N. Jonathan Street, East Wenatchee, Washington and indicates that he "would appreciate hearing from my former classmates of the 1956 class."

MARILYN M. SPEAR, '61, recently became engaged to Russell W. Jolliffe of Indianapolis, Indiana. He is stationed with the 676th Radar Sqdn. in Antigo.

Mrs. Harry (Jim) Walker, formerly SHARON ZENTNER, '57, reports that they are presently living directly on Lake Mendota outside of Middleton, Wis. Jim works for the International Harvester Company and is a supervisor of product knowledge. He travels a great deal in his job. After their marriage in 1958 they lived in Janesville, then in Fort Atkinson where Sharon taught school. They later moved back to Janesville, then to Plainfield for a summer. They then moved to Portage and next to Mauston where they lived for 18 months. From there they went to Prairie du Chien and on to Middleton where they currently reside at 5909 Clarewood Court, Middleton, Wis. The Walkers have two children, Kimberly and Tommy.

GEORGE R. OSTERHAUS, '41, returned to teaching in January, 1962. Prior to reentering the teaching field, he was in poultry agriculture for seventeen years; and before then, he taught for ten years in rural and state-graded schools and a county teacher's college. He reports that he is now working on his master's degree at the University of Wisconsin, Milwaukee. His address is: 16520 W. Capitol Drive, Brookfield 2, Wis.

Living at Adams, Wis. is MRS. ELTON R. DAVIS. Mr. Davis graduated from this college in 1928, taught three years in Coleman, Wis., was principal for three years at Mattoon, Wis. and taught chemistry, physics, and radio at Adams for almost twenty-eight years before his death early this spring. He was a member of the Central Wisconsin Amateur Radio Club and the Electrical Workers Union and during the summers was employed as an electrician. Mrs. Davis is the former IRENE WEBER, '34. They have four sons: E. Roy, doing graduate work at the University of Indiana, Tom, a teacher at Genoa City, Dick, studying electrical engineering at Marquette University, and Harry, studying at Whitewater. They also have four grandsons and one granddaughter.

WILLIAM T. SCHWEINLER, '53, tells us of his experiences since leaving this college in 1953: "Went to Officer's Candidate School at Fort Sill, Oklahoma, then to my first newspaper job on the sports desk of the Plymouth (Indiana) Pilot News. Later I took over the photography and engraving duties at the Kalispell (Montana) Daily Interlake. From there I returned to Princeton, Wis. to manage a weekly paper and onto Lovell where I have been for the past three years." Mr. Schweinler is married to Mildred Lauer of Bloomer, Wis., a graduate of St. Mary's School of Nursing in Wausau. They have four children;

Kristina, 7, Kurt, 6, Kevin, 5, and Kimberly, 3. Last year Mr. Schweinler was picked as "Editor of the Year" for Wyoming, as well as a couple of photo awards in the state newspaper contest. Along with the title goes many speaking engagements; and Mr. Schweinler says, "Here I can be thankful for my speech classes at WSC." Mr. and Mrs. Schweinler live at 612 Oregon Avenue, Lovell, Wyoming, which is located only an hour from Yellowstone National Park. They indicate, "We would be most happy to have any WSC graduates, students and faculty stop by during their trips this way."

Mrs. Darrel Daoust, the former PEGGE FIGEL, '54, is now residing at 1215 N. 10th Street in Sheboygan, Wis. After her graduation from this college, she taught in Green Bay Schools for three years and was then married in June, 1957. She returned to teaching after her son, David, was born. Pegge, her husband, and son moved to Sheboygan where Darrel is employed as a salesman for the Vraco Business Forms, Inc. In August, 1960 her daughter, Beth Louise, was born. Pegge plans to teach kindergarten this fall for a half day.

BARBARA LANDSVERK UTTERMARK, '63, reports the birth of a son, Michael John, on July 27, 1962. Her husband is working on his master's degree in civil engineering at the University of Wisconsin. Their address is: 914 S. Brooks Street, Madison, Wis.

Living at 70 Oak Ridge Road, Pleasantville, New York are Mr. and Mrs. Cliff Aikens and their daughter, Ann Marie. Mrs. Aikens, the former ALICE JEAN ALLEN, '56, taught in the Wausau, Wis. School System for six years, leaving there in May, 1962 to join her husband in New York. They have purchased a home in Pleasantville, Westchester County. Their daughter was born September 10, 1962. Cliff, Alice's husband, sells paper for the Perkins-Goodwin Co. in New York. Alice reports that several WSC alums are planning to visit during the coming year and while the N. Y. World's Fair is in progress during '64 and '65. She indicates, "If any of my other classmates come this way, please call us at least. Of course, all you former instructors are always welcome."

The Kieth Briscoe's, now living in Durham, New Hampshire, are the parents of a girl, Susan Ann born April 7. Mrs. Briscoe is the former Carmen Schweinler of Mosinee, a home economics major at the Point in 1961. Keith is enrolled in the graduate school of the University of New Hampshire on a part-time schedule. He is attending the University in a fellowship in the field of College Union Management and recreational services.

A daughter was born to Jim and Shirley Sarnowski. Jennifer Theresa was six pounds, two ounces and arrived at St. Michael's Hospital on February 24. Shirley (Rehman) was a major in intermediate education and taught the past semester at the Washington School in Wisconsin Rapids. Jim is a senior at the college majoring in art. They are currently living at Plover, Wisconsin.

EDITOR'S NOTE: The Alumni News Bulletin is happy to bring to its readers as much personal information concerning graduates of the college as we are able to collect. There are many "Pointers" who we know have not reported marriages, the addition of children, scholarships and fellowships received, extensive travel, graduate degrees and special preparation and so forth, all of which would be of interest to fellow classmates as well as the college staff. We hope that the alumni office will receive many more of these so that each issue will contain a large section on news relating to the activities of its members. The Alumni Office will also appreciate the name and address of alumni you may know.

SORENSEN TO JOIN WSC AS VICE PRESIDENT



Milton Sorensen, 306 Wilshire Blvd., will become vice president of business affairs at Wisconsin State College July 1.

Sorensen, now vice president and general manager of Weber Plastics, will be responsible for accounting, building and grounds, classified personnel, clerical services, purchasing, traffic and security, said WSC President James H. Albertson, who announced the appointment.

A resident of Stevens Point the last 15 years, Sorensen is a native of Hibbing, Minnesota. He attended high school in Frances, Ky., studied at the Bowling Green (Ky.) School of Commerce, received his bachelor's degree from the University of Kentucky and his master's from the University of

Wisconsin, where his major was personnel administration.

Sorensen saw overseas duty while in the Army from 1943-46. Formerly he had been with the Oliver Mining Co. at Duluth.

In 1947 he came to Stevens Point and joined Weber Tackle Co. as personnel manager. From 1955-57, he also took over as factory manager.

In 1957 he became vice president and factory manager of Weber Plastics and factory manager of Weber Tackle. Since 1962 he has been vice president and general manager of Weber Plastics.

Sorensen is a member of the Stevens Point Board of Education. He has served as chairman of its Finance Committee and headed a special committee which drew up a plan to reduce the size of the board and apportion membership throughout the district.

He is chairman of the Commission on Education of St. Paul's Methodist Church, a member of the Stevens Point Chamber of Commerce, a member and past president of the Toastmasters Club, and a member of the Stevens Point Safety Council and The Lions Club.

He is married and has four children.

I'd rather see a sermon than hear one any day;
I'd rather one should walk with me, than merely show the way.
The eye's a better pupil and more willing than the ear;
Fine counsel is confusing, but example's always clear.
And the best of all the preachers are the men who live their creeds,
For to see the good in action is what everybody needs.
I can soon learn how to do it if you'll let me see it done.
I can watch your hands in action, but your tongue too fast may run.
And the lectures you deliver may be very wise and true,
But I'd rather get my lesson by observing what you do.
For I may misunderstand you, and the high advice you give,
But there's no misunderstanding how you act and how you live.

From the Assistant Director of the College Union:

UNION ADDITION

Plans are being formulated for an addition to the College Union Building. It is hoped that the project will begin during the summer and be completed and ready for use in the fall of 1964.

Incorporated into the lower floor of the addition will be a game room for additional billiard and ping pong tables, a television lounge, music listening room and quiet games room. Also on the lower floor will be the College Bookstore, which will handle textbooks, student supplies, and sundrie items. A United States postal substation will also be located on this floor.

The snack bar will be converted into a double line cafeteria to serve those students residing in Delzell, Nelson, and Steiner residence halls. The present cafeteria will provide meal service for faculty, staff, off-campus and commuting students, and guests of the college on a meal-to-meal basis. The main floor of the addition will contain the director's office, information center, ticket booth, new snack bar, and main lounge.

A student office complex and general meeting rooms will be located on the upper floor. The addition will also include a large general purpose room for meetings, dances, lectures, films, and banquets. Seating capacity of this room will be approximately 400.

The cost of the addition will be in the neighborhood of \$620,000 and will be financed through the federal Housing and Home Finance Agency, to be repaid through student fees.

With increasing enrollments and the present building's facilities receiving maximum usage, the need for additional student areas has become acute. It is hoped that the Union will continue to serve as the "living room" of the college community; helping to provide facilities to meet student's needs outside of the classroom.

FOOD SERVICE BUILDING

In the very near future, ground will be broken for the new food service building to be located between Pray-Sims and Hyer residence halls. This unit will eventually serve as the dining area for the existing halls plus the three additional residence halls to be built in that immediate area.

Although plans call for the building to be primarily a food service building, it will also include lounge areas, meeting rooms, and eventually a snack bar. The dining room, located on the second floor of the building, will have a seating capacity of over 700. This room can also be utilized as a meeting room, and as a ballroom.

It is projected that this building will figure heavily in the college's growing summer conference program. With housing facilities readily available, the addition of food service and meeting rooms will make this area of our campus ideal for groups wishing to plan summer conferences.

— Ron Hackett, Assistant Director

From the Office of the Director of Admissions and Registrar

A new enrollment projection for next year, based on the current semester's enrollment, indicates that we may have about 2750 students on campus in September of 1963. This sets the nostalgia going, so here is an account of our growth since 1930. All the figures which are quoted are based on official enrollments for the fall semester.

In 1930 there were 473 students enrolled. I came to Stevens Point in the fall of 1935 as a laboratory assistant in chemistry, because the enrollment had expanded so much that more help was needed. There were 698 enrolled that fall. Remember those gentle days? In effect, there were only six class periods per day, because NOBODY had a class after 3:00 p.m. There was a faculty of fewer than fifty persons, and everybody knew everybody else. And it was a good place for men, because there were more women students than men students.

In the fall of 1939 the enrollment exceeded 800 for the first time, and that year for the first time the number of men exceeded the number of women. That situation was short-lived. In the fall of 1940 the draft began to be felt, and the proportion of men dropped noticeably. Then you know what happened! In 1943 there were only 31 men enrolled out of a total of 264. The number of men started going up in 1944 — to 40 — but total enrollment dropped to 225. Rosie the Riveter had not yet returned.

The fall of 1946 saw the return of the veterans (and the Rosies) and total enrollment jumped to 856. Those of you who were here that fall remember the confusion. Enrollments stayed at that level until 1954, with a drop to about 700 during the years of the Korean war.

1954 saw the student body grow to over 900, and things haven't been the same since. Here are the figures, year by year: 1954 — 932; then 1188, 1377, 1371 (we dropped a stitch there!), 1522, 1609, 1802, 2104, 2407! Now we start classes at 7:45 a.m. and run ten class periods per day, as well as a number of sessions in the evening. Our faculty numbers about 150 persons this year, and we don't even recognize each other!

Next year: 2750 students, with a ratio of about 3 men to 2 women; and a faculty of about 175. And then? By 1965 we expect about 4,000 and by 1970 over 5,000.

Has the campus changed very much? Residence halls which have been built are Delzell (men) 1952, Steiner (women) 1958, Pray-Sims (men) 1962, Hyer (women) to be ready in 1963. The Library was opened in 1954, the College Union in 1959, the Physical Education Building in 1960, the new (and magnificent!) \$2,000,000 Science Building is to be ready in the fall of 1963. On the drawing boards now are an expansion of the Union to double its size, a food service and recreation unit for the Residence Halls on North Reserve Street, and a general classroom building. Planning is also going forward for a fine arts building and auditorium by 1970, with a new library soon after.

"Old" Main still looks the same from Main Street, but next time you're in town come inside and prepare to get lost. Every new building brings more changes in the old.

— Gilbert W. Faust

From the Conservation Department:

It has been some time since the Conservation department has contributed any information to the Alumni News Bulletin, so here are a few items that may be of interest to our alumni.

Our staff at present includes Dr. Paul Yambert, who joined the staff in April, '57, Mr. Lee Andreas in September, '59, Dr. Milo Harpstead in January, '61, Dr. Bernard Wievel in 1947, Mr. James Newman in September, '61, and Mr. Irving Korth in September, 1962. Mr. Korth is a conservation major from the Class of 1950, and has been teaching for a number of years in the Milwaukee School System.

Conservation majors may now enroll in either the School of Education if they plan to teach or in the School of Applied Arts and Sciences should they be interested in positions with government services or in business and industry. Dr. Yambert is newly appointed Dean of the School of Applied Arts and Sciences which includes in addition to the conservation, the departments of home economics, medical technology and physical education. The conservation department has currently enrolled 340 students, the largest number, of course, consisting of freshmen and sophomores.

Dr. Yambert's administrative assignment as dean of the School of Applied Arts and Sciences will require approximately three-fourths of his time with the remainder of his time assigned to teaching. The new reorganization of the college administrative structure will permit some valuable planning for the development of a strong school.

Mr. Raymond Anderson ('54) a conservation instructor at the college from 1958-61, is presently doing graduate work toward his Ph.D. degree at the University of Wisconsin in Wildlife Management. His research involves behavioral studies on the prairie chicken.

Approximately forty conservation majors will be attending our summer camp program at the Wisconsin State College's camp at Pigeon Lake, Wis. The summer camp program is now a requirement for all majors who intend to graduate from the School of Applied Arts and Sciences.

At the present time, the department is offering twenty-five courses bearing the conservation label. The department is now accredited for the preparation of soil scientists for the U. S. Department of Agriculture. It is possible for a student to earn thirteen credits in soils, and with this background to qualify for employment as a soil scientist with the Soil Conservation Service, the U.S. Forest Service, and other governmental agencies. A number of course changes and additions are being contemplated in order to firm up other areas of conservation. If any of our alums are interested in receiving a list of courses presently being offered, drop us a line.

AKL has been quite active on campus for the past year and is engaged in a number of activities similar to those in which you may have engaged while at the college. A team of conservation majors made several presentations to local schools during the National Wildlife Week and another group has done some extra work related to the prairie chicken management on Buena Vista Marsh.

The Sixteenth Annual Venison Dinner was held on February 28. Mr. Roman Koenings, who heads the Forest and Parks Division of the Wisconsin Conservation Department, was our guest speaker. He presented an interesting report on "The Multiple Use Concept in Outdoor Recreation." We had a good

turnout, but we missed our alums. This may be due to the fact that for several years the event has been held during mid-week. If you would prefer the dinner held on a week-end rather than during the mid-week, let us know. The AKL is also attempting to bring our alumni records up to date, and I am sure that many of you have been contacted by them.

We certainly would like to hear from you so write or drop in and see us when you are in Stevens Point. May we remind you that Mr. Schmeekle is now living at Route #1, Eagle River, Wisconsin. Last time we saw Fred he was hale and hearty. Drop him a line — he'd be glad to hear from you.

Following is a list of some recent "seens" or "heard froms": William Bart, 1950, teaching, Minocqua; Martin Hansen, 1952, Michigan Conservation Department; William Spaulding, 1953, Michigan Conservation Department; Ken Stewart, 1955, Graduate Student, University of Wisconsin; Fred Hubley, 1956, Insurance, St. Paul, Minnesota; John Ross, 1958, Graduate work, University of Indiana; Dave Jacobson, 1959, Wisconsin Conservation Department, State Forest Protection; Myron Ostrowski, 1960, Wisconsin Conservation Department, State Forest Protection; Tom Bredow, 1961, U. S. Park Service, Great Smoky National Park; Dave Chesmore, 1961, University of Alaska, Graduate work; Lonn King, 1961, Wisconsin Conservation Department, State Forest Protection; Earl Meyer, 1961, Wisconsin Conservation Department, State Forest Protection; Archie Schmidt, 1961, Land Manager, U. S. Army, Joliet, Illinois; John Semo, 1961, Wisconsin Conservation Department, I & E Division, Poynette, Wisconsin; Walter Dowty, 1962; Bill Horvath, 1962, University of Michigan, Graduate work; Allan Isensee, 1962, Graduate student, University of Wisconsin; Ed. Nelson, 1962, Wisconsin Conservation Department Law Enforcement, Cornell, Wisconsin; Richard Pflieger, 1962, Food and Drug Administration, Chicago, Illinois; Dan Shekirke, 1962, Teaching, Antigo, Wisconsin; Dave Tolsted, 1962, Lakes States Forest Experiment Station, LaCrosse, Wisconsin; Donald Jerabek, 1962, Wisconsin Conservation Department, State Forest Protection; Norm Galecke, 1962, Wisconsin Conservation Department, State Forest Protection; Wayne Besaw, 1963, Wisconsin Conservation Department, Research and Development; Chet Botwinski, 1963.

From the Department of Speech . . .

1963-1964 marks a year of expansion in the theatre at Wisconsin State College, Stevens Point. The Department of Speech will present College Theatre in four major productions, each being presented four evenings, Wednesday, through Saturday. In selecting our season for the coming year, we have attempted to include plays from various periods and of various types; the result is a season ranging from the classics to the avante garde, from Shakespeare to Ionesco. We are pleased to announce the following playbill for 1963-1964:

HEDDA GABLER by Henrik Ibsen, RHINOCEROS by Eugene Ionesco,
WRITE ME A MURDER by Frederick Knott,
THE MERCHANT OF VENICE by William Shakespeare

We will again be offering season tickets to our patrons. If you are not now on our mailing list and wish to be, please write to the Department of Speech, Wisconsin State College, Stevens Point, Wisconsin. As Alfred Doolittle might say: "We're willing to serve you. We're wanting to serve you. We're waiting to serve you."

From the Office of the Board of Regents of State Colleges

Enrollment at the nine Wisconsin State Colleges next fall is expected to total nearly 24,000 according to Eugene R. McPhee, Director of State Colleges. An estimated 10,000 to 12,000 will be new students. Most of them are now seniors in Wisconsin high schools.

Despite growing enrollments, the colleges will be able to accept all qualified applicants, McPhee said. Dormitory rooms will be assigned in the order that requests are received. Dormitories now under construction will provide space for an additional 2,600 students by September bringing total capacity to 9,580.

High school seniors desiring to attend State Colleges may obtain applications forms from their schools or by writing to: Admissions Director, Wisconsin State College, at Eau Claire, LaCrosse, Oshkosh, Platteville, River Falls, Stevens Point, Superior, or Whitewater or to Stout State College at Menomonie.

The student fills out part of the application form and the principal completes it and mails it to the college. Students also must have their physicians submit a medical report. The college notifies qualified students of their acceptance and suggests that they come to the college with their parents during a summer orientation period. Much of the registration process can be completed at that time.

Students are asked to apply for admission to only one state college. Multiple applications make planning difficult.

A high school senior in the upper three-fourths of his graduating class who is recommended by his principal meets standard entrance qualifications. Others may be admitted by passing special qualifying examinations or by attending summer sessions and demonstrating ability to carry college work.

Fees at State Colleges are \$100 to \$110 a semester. Most freshmen not living at home are required to live in college dormitories and eat in college dining rooms at a cost of \$300 to \$325 a semester.

School of Fine Arts

The creation of a School of Fine Arts has been announced by President James H. Albertson. This brings to four the number of schools established through a reorganization of the college administrative structure.

Previously organized and currently functioning are the following schools: (1) School of Education, Dr. Burdette Eagon, Dean; (2) School of Letters and Science, Dr. Waren Jenkins, Dean; (3) School of Applied Arts and Science, Dr. Paul Yambert, Dean.

Dean for the School of Fine Arts will be selected and assume the duties of this assignment as of July 1, 1963.

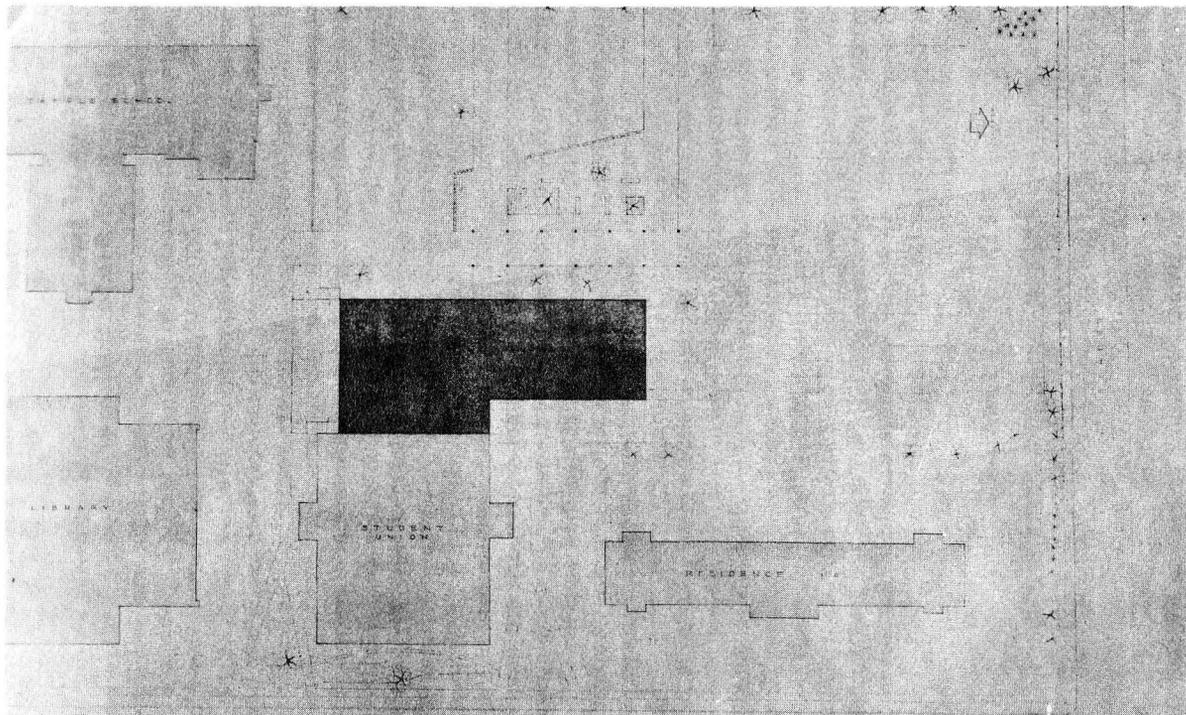
The School of Fine Arts Will include the following departments: (a) Art, (b) Music, and (c) Speech and Drama. In addition to the strengthening of the administrative functions for these areas this organization should serve to enrich the cultural offerings of the college and provide extensive opportunities for students to develop their talents in these areas. The enrollment of students in this area is expected to increase rapidly as the offerings are increased and the facilities essential for the expansion of these areas are provided.

ALUMNI ASSOCIATION

WISCONSIN STATE COLLEGE

Stevens Point, Wisconsin

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Addition to College Union (shown in dark) - Construction scheduled for early summer

— Charlesworth Photo

ADDITION STUDENT UNION BLDG -
WISCONSIN STATE COLLEGE