

WSU-Stevens Point

Fall / 67

THE UNIVERSITY

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Wisconsin State University
Stevens Point, Wisconsin

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Cover

*"Man of the Hour," a design by Ed Kalke,
senior art student.*



Profile of a President

Monday, Oct. 2, was the first day at the office for Dr. Lee Sherman Dreyfus, ninth president of Wisconsin State University-Stevens Point.

Outside Old Main, a symphony of air hammers and a set crew of crane operators and construction workers provided the overture for his new administration. The time-worn heating plant, a traditional landmark of the campus, was coming down this morning to make way for a mall linking Main with the University Center.

The setting, perhaps, was symbolic. In the three weeks since he had been named as WSU-Stevens Point's new president, Lee Dreyfus had made clear his ideas on new roles for the university.

In an interview with David Behrendt, *Milwaukee Journal* education writer and an old friend, Dreyfus had emphasized his intentions for "making WSU the dominant center of higher education in the center of the state."

"I think a state school ought to take a crack at being a Lawrence, or an Oberlin, or an Antioch. I believe that will be the prime drive, and I think it is already inherent in that faculty . . ."

What I've got to do now is arouse that whole damn faculty with the enthusiasm I feel for this . . ."

Unconventional remarks for a new university president? Perhaps . . . and a few lifted eyebrows.

But few things about Lee Dreyfus can be termed conventional.

At 41 he is an energetic, cigar-smoking, quick-witted intellectual. His manner is intimate and charming. His expressive black brows and natty mustache suggest an actor. He might easily be mistaken for a writer, a newsman, a public relations director or an advertising executive. In his new position, he might well serve as all of these.

Dreyfus, in a news and television interview earlier on his first day, had discussed some of his ideas for the university. Video tapes whirred for almost an hour as he talked in a casual, off-the-cuff manner to half a dozen newsmen. "There are no embarrassing questions," he quipped, "but there are some damned embarrassing answers." Obviously, the new chief was an old pro at the press conference.

"My initials are LSD. I'm sure all the students are aware of that. We're going to take a trip together . . . and I hope it will be pleasant for all of us."

"Universities should do more than provide vocational training for students, and should return to the old liberal arts concept of educating the whole person."

"My prime drive is undergraduate education . . . because I believe there's been a tendency to relegate the really first class undergraduate education to the private schools and the first class graduate education to public institutions."

"We want to stress teaching so it will be fun for the professor and learning will be fun for the student."

"The day of large lecture courses and the lock step education which demands that all students progress at the same pace is rapidly passing. It is now possible to let a ten year-old study ninth grade math, seventh grade science and remain in his fifth grade social environment."

"We have to help our young people find a national goal. This is the first time in history when a generation has not had such a thing."

"The small town notion is dead. If there is such a thing as a hick or a rube in this country ten years from now, then he'll be in the heart of New York City."

His first responsibility, he emphasized, would be to the WSU student body. He made it clear he was interested in stronger student government, "even though it may find that the people it is leading are not following." He admitted he was decidedly pro-student and even pro-protest. "Students must be taught to protest so they win the ball game without destroying the stadium."

He also emphasized the importance of teaching excellence and his particular interest in WSU's "young faculty." He felt that the university must make a concerted effort to retain talented young teachers rather than "serving as a training ground for the larger schools."

His first few evenings on campus were spent, not in faculty receiving lines, but dining at the University Center snack bar. His wife, Joyce, and 15 year-old son, Lee, Jr., had not joined him from Madison, and he spent these free hours talking casually with students about their ideas and problems.

"My initials are LSD," the *Pointer* newspaper quoted him on Oct. 5. "We're going to take a trip together . . . and I hope it will be a pleasant one for all of us."

Student response to the new leader was immediate and enthusiastic. "He's a real swinger," they said, the quintessence of collegiate approval.

Student enthusiasm for Lee Dreyfus is hardly new. His lectures on mass communications were among large enrollment courses at the University of Wisconsin. His last lecture, delivered in his final days on the Madison campus, packed the hall. Students bid him farewell with a five-minute ovation.

Dreyfus, emphasizing that he loved to teach, revealed possible plans to give a class in mass communications second semester. "We want to stress teaching," he said, "so it will be fun for the professor and fun for the student."

"If necessary," he said, "I'll put a radio phone



in my car and teach from there. I once lectured from a phone booth in Detroit when my plane was late. How about that . . . 45 minutes in a phone booth with my own hot air."

Admittedly, there were some questions regarding his administrative background. Dreyfus had spent 18 years of his life as a teacher, and had rather limited administrative experience. "I'll give myself five years," he said, "to decide whether I'm effective in this new job. If not, I'll go back to teaching."

Lee Dreyfus brings to his new job some very impressive academic credits. A native of Milwaukee where his parents operated a radio station, he entered the University of Wisconsin in 1946, and was graduated three years later as a Phi Beta Kappa. He was admitted to graduate school in January, 1949, after earning 32 A's and two B's in his undergraduate courses.

He taught at the university until he completed his M.A. in 1952, majoring in radio-TV and minor-ing in philosophy. That year he joined the faculty at Wayne State University, Detroit, where he taught speech and was associate director of mass communications. In his spare time, he wrote and directed a number of outstanding educational TV productions.

He completed his doctorate at Wisconsin in 1957, and then returned to his alma mater as professor of speech and radio TV in 1962. He was also appointed as general manager of WHA-TV, the state educational TV station.

Although he has been in great demand as a speaker for the University of Wisconsin, and has also published extensively, some of his most creative achievements have been in the field of TV.

With his friend, Marshall McLuhan, he produced "Gutenberg Galaxy," a TV program on experimental communications while at Wayne State. He hopes to bring McLuhan to the campus for a lec-

ture appearance, "by satellite, if no other way is possible." "Modern Mind," a series of programs on mental health which he both wrote and produced, was awarded a citation by the governor of Michigan.

Dreyfus has also made it quite clear that he intends to bring educational TV to the WSU campus. Application will soon be made for an educational channel, a venture to start WSU rolling on its way to becoming what he envisions as the state center of educational television.

He also lauds TV as a teaching device. "Since we can't manufacture professors, we have to manufacture more effective ways of utilizing their product. Instead of teachers repeating freshmen courses 56 times a day, as they would by 1970, TV can easily be used."

Such thinking has already been put into effect at Madison where medical students watch brain surgery on closed circuit television and law students observe cases broadcast direct from Milwaukee courts.

Dreyfus brings to the campus many new concepts beamed toward the future.

"When I retire in 1996, I want a 21st century campus. The child who enters kindergarten this fall will live most of his life in the next century. We've got to prepare him for that century."

To gain support for these ideas, he's willing to travel anywhere. "Provide the podium, and I'll be there," he has promised. He's particularly concerned with meeting WSU alumni and alumni groups.

Lee Sherman Dreyfus may bring a few traditions tumbling down. Certainly he seems a man inclined to dust away any out-moded vestige of academic pomp and circumstance, but he brings to the WSU campus a highly individual combination of talent, enthusiasm, intelligence and wit.

And in his new role, we wish him well.



Dr. Eagon Completes Education Study

Returning to the campus after three months in Vietnam, Dr. Burdette Eagon expressed his conviction that "real progress" is being made in Vietnam's problems of education.

Dr. Eagon, who had been in Vietnam directing a study of elementary, secondary and technical education, said he was convinced that the Vietnamese were vitally concerned with their educational programs.

"The Vietnamese people have done a good job during the past ten years in maintaining good schools," Dr. Eagon noted, and "are very serious minded where education is concerned."

Dr. Eagon and a team of U. S. Educators had completed their study in late August. Their series of recommendations had been presented to Dr. Nguyen Van Tho, Vietnam's Secretary of Education, as a master plan for the reorganization of elementary, secondary, and adult education.

The team's report concerned three areas: what can be done immediately with available facilities, intermediate steps, and recommendations for long-term improvements.

"We are trying to help them with ideas and implementations which they can use to help themselves in their own culture," Dr. Eagon explained. "We are not attempting to impose our ideas on them."

"I'm very optimistic that the Vietnamese people will follow our recommendations," he said. "All the young people want to go to school, but there isn't space for everyone. There isn't any of that 'I don't care' attitude about education over there."

Even the teachers impress him. "They are intelligent,

creative, and have a great deal of desire and interest in their work."

But what seems to encourage Dr. Eagon the most is the government's concern. Shortly before he left the country, Secretary Tho announced that 25 percent of the national budget would finance future school programs. Only five per cent is spent today.

The study was timely, Dr. Eagon noted, since the country's new constitution was being written. This document will spell out what part education will play in the development of the nation.

Dr. Eagon mentioned the team's citation from the Ministry of Education only as an indication that the team's plan will be carefully considered. Working with Dr. Eagon on the study were W. Harold Anderson, formerly of the Wausau Public Schools; Dr. Willard Brandt, University of Wisconsin-Milwaukee; Dr. John Furlong, WSU-Stout; Dr. Glen Atkyns, University of Connecticut; and Dr. Fred Harris, Baldwin-Wallace College, Berea, Ohio.

Major recommendations in the 250 page report call for determining long-range goals, decentralizing administrative functions and responsibilities, and instituting broad programs of leadership training. Vast building and curriculum improvements were also included in the 88 proposals.

The father of seven school-age children, Dr. Eagon expressed genuine concern when he spoke of the plight of Vietnamese youth.

Since education is only compulsory through the fifth grade, there is tremendous competition among students who wish to enter the country's secondary schools. Students are tested, but the public schools can accommo-



As we go to press, Dr. Eagon has returned to Vietnam for conferences with the Minister of Education and officials representing the various areas of education included in the study. Their work will center on plans for implementation of the team's recommendations. Dr. Eagon will return to the campus in mid-November.

Dr. Burdette Eagon, Dean of the College of Education, returned to the campus in early September after completing a three month study of education in Vietnam. On his arrival, Dr. Eagon was greeted by students, faculty members and his family of seven children. In a television interview at the airport, he told newsmen he felt real progress was being made toward improving education in Vietnam.

In Vietnam

date only about 10 percent of those who apply. Those who can afford to enter private schools do so, but the greater number are simply forced to discontinue their education.

Although Dr. Eagon described the public school program as superior, he said that the private and parochial institutions "have good programs too."

Education on the elementary level also presents some serious problems, particularly in view of the vast numbers of refugee children, the increasing birth rate, and the growing interest in education. Elementary classrooms are utilized by two to three shifts of children each day with about 60 students jammed into each classroom. There are no recreational or athletic events for want of time to schedule such activities.

Although there is a great demand for teachers, the government has had difficulty in providing funds to pay their wages, Dr. Eagon explained. The budget increase for education will make it possible for teachers, who now are limited to about 16 hours a week employment, to obtain full-time public school positions. These teachers have previously supplemented their incomes with part-time assignments in the country's parochial schools.

The Vietnamese attitude toward technical trades must also undergo change, he advised. The traditional goal of academic training has always been toward obtaining a civil service or government position. This has resulted in a severe shortage of skilled technicians, machinists, electricians and even carpenters. "A developing country needs trade people, and we have attempted to encourage more emphasis on vocational training," he added.

Another of the complex problems in the tiny nation is a method to bring all of the country's minority groups into the new educational program.

In Saigon is a Chinese settlement where private Chinese schools are operated completely apart from government policies. In the central highlands live a group of mountain people whose hamlet schools need vast improvements.

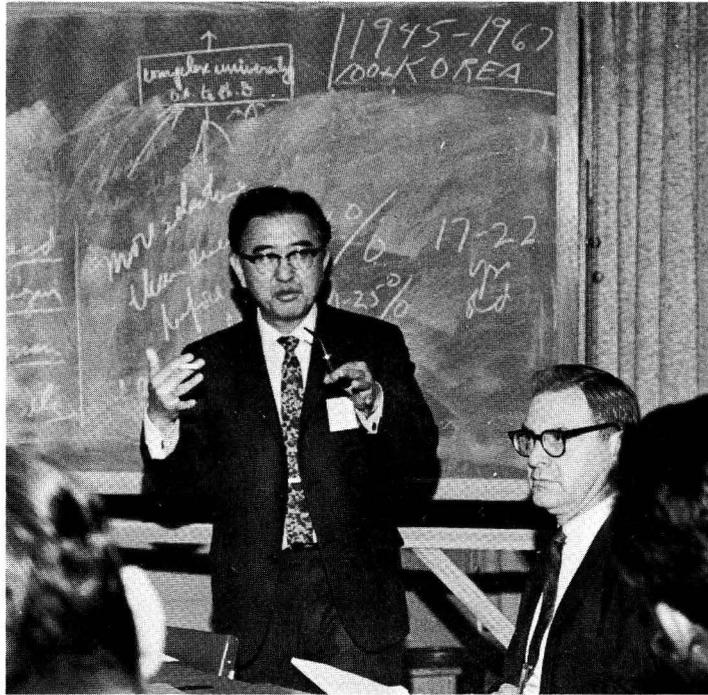
"We hope that someday all these people can be integrated," Dr. Eagon said.

Dr. Eagon emphasized that the team's work was an objective study of Vietnam's educational problems, and had no political implications. He said that the educators were free to criticize "the shortcomings of all development programs" including those of the group who employed them (U. S. Agency for International Development).

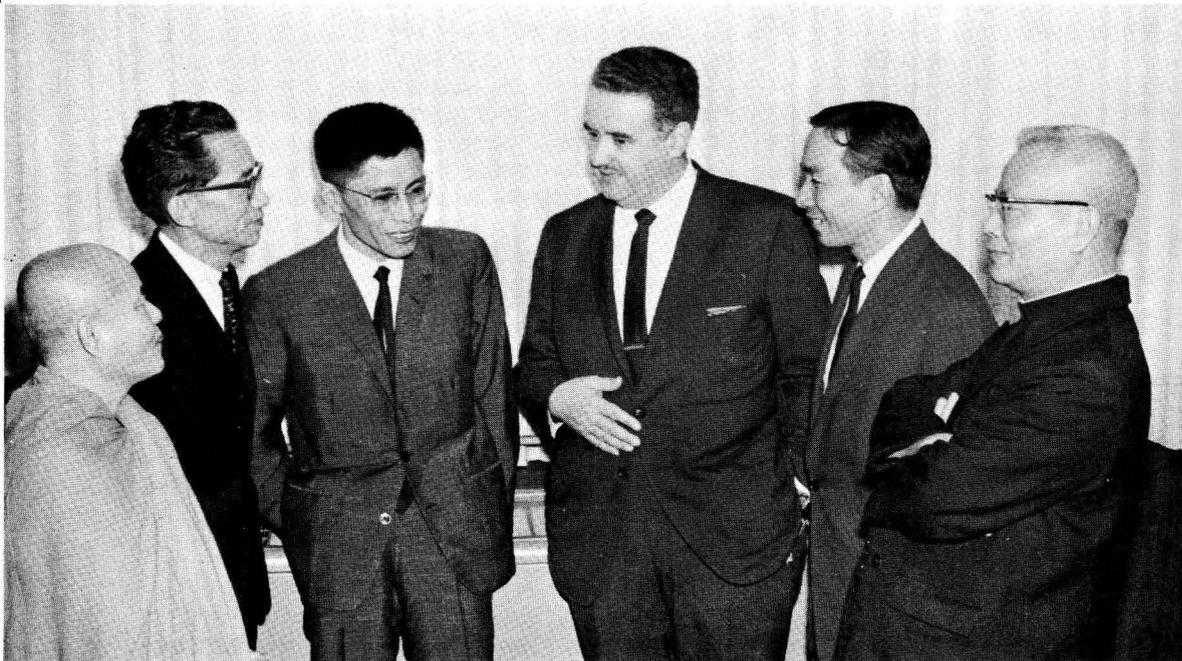
During their stay in Vietnam, Dr. Eagon and his teammates found that the Vietnamese were fairly well adjusted to their warfare economy "because they have lived with it for nearly 20 years."

He mentioned only briefly the obstacles the team had encountered, and referred to them only as "things that impressed him." He mentioned the "unbelievably large crowds everywhere we went," explained that the climate was humid but "not too unbearable," and noted that the battle activities were no particular problem because "I never had a close call."

Summarizing the purpose of the study, Dr. Eagon said that the greatest assistance for any people is to provide programs through which they can acquire knowledge and assume responsibility for their own development.



Dr. James Doi (center), University of Michigan, was a guest lecturer during a seminar on American higher education, one of the many work sessions held for the rectors on the WSU-Stevens Point campus.



Dr. Lee S. Dreyfus, WSU-Stevens Point president, welcomed the delegation in behalf of the university. The rectors are (from left) Venerable Thich Minh Chau, a Buddhist monk who heads the University of Van Hanh; Dr. Pham Hoang Ho, University of Can Tho; Dr. Nguyen The Anh, University of Hue; Dr. Bui Xuan Bao, University of Saigon; and Father Van Lap, a Catholic priest who is rector of the University of Dalat.





Rectors Arrive on Campus

Educators from the opposite side of the globe arrived on the campus Oct. 9 for a three-week study of American systems of higher education.

The delegation included four rectors representing the two public and the two private universities of South Vietnam, a professor from the University of Saigon, and their interpreter.

The rectors, the counterparts of university presidents, are Dr. Pham Hoang Ho, University of Can Tho; Dr. Nguyen The Anh, University of Hue; Father Van Lap, a Catholic priest who heads the University of Dalat; and the Venerable Thich Minh Chau, a Buddhist monk from the University of Van Hanh.

Dr. Tran Quang De, the rector of the University of Saigon, was detained in Vietnam, but joined the group two weeks later. His representative, Dr. Bui Xuan Bao, accompanied the group as chief of party.

The rectors, who represent schools ranging in enrollment from 3,000 to 30,000 students, are spending five weeks in the United States. The first three weeks of their visit involves a program of seminars on the campus as well as visits to Lawrence, Stout, River Falls and the University of Wisconsin, Madison.

The program has been planned to provide the rectors with a comprehensive understanding of the roles which state governors, legislators, university boards of control, administrators and students play in the development and implementation of policies in American higher education.

During the final two weeks of their stay, the rectors will visit the campuses of the University of Illinois in Chicago and Harvard University. They will also tour New York City and Washington, D. C., where special programs have been planned for them.

Before returning to their homeland, they will spend four days in Hawaii meeting with U. S. Agency for International Development officials and representatives of their country's ministry of education who will fly from Saigon accompanied by Dr. Burdette Eagon.

The rectors' visit is co-sponsored by the WSU-Stevens Point Foundation, Inc., and U. S. AID.

In a welcome dinner given in their honor, the rectors paid tribute to Dr. James H. Albertson, WSU president who was killed in a plane crash in Vietnam last March while directing a study of higher education.

Dr. Ho, speaking in behalf of the delegation, paid tribute to Dr. Albertson as "a sincere friend with whom we worked in a very warm spirit." He expressed gratitude to Dr. Albertson's widow, Jan, for the work her husband had done to find ways of helping them improve their country's system of higher education. One reason for the rectors' visit to the United States, Dr. Ho said, was to honor the memory of the late president.



Above Center: The rectors are greeted at the Stevens Point airport by William Vickerstaff, executive secretary of the WSU-Stevens Point Foundation, Inc., and Dr. Burdette Eagon, left. Left: Dr. Nguyen Hoa (center), counselor of cultural affairs and information at the Vietnam Embassy, came from Washington, D. C., to take part in the program. Dr. Hoa visits with Father Van Lap and the Venerable Chau.

"A good friend will not return, and yet his dreams will remain with us. In fact, to the extent we are able to perceive his vision, we shall be able to watch his dreams become reality.

At this sad time when we turn to consider what memorial is of most worth, the thought keeps recurring that the University itself may become a living and perpetual memorial. If only we can catch his vision, implement his plans, and emulate his commitment to those things which are truly of most worth."



Dr. James H. Albertson

"A Good Friend Will Not Return,

This tribute to Dr. James H. Albertson, eighth president of Wisconsin State University-Stevens Point, was made by his friend, Dr. Paul Yambert, in the first sad hours after the tragic news had arrived. The University community, stunned with shock and disbelief, learned that Dr. Albertson and seven other educators had perished in a plane crash in Vietnam on March 23.

Seven months have passed, and although the grief is still fresh, these words remain consoling and significant. "A good friend will not return, and yet his dreams will remain with us."

Many of the Albertson dreams, in the fall of 1967, are on the brink of reality. The university this year will embark on a campus expansion program of \$12.5 million, the largest single amount of any biennium. Years in the planning, construction will soon begin on seven new buildings including the learning resources center and the fine arts building.

As meaningful as this physical growth, perhaps, is the university's continuing role of educational leadership abroad. The study on higher education in Vietnam has been completed. As the result of this effort, the rectors of Vietnam's five universities have come to continue their study in the United States. One of the reasons for this visit, they said, was to honor the memory of Dr. Albertson, a man they considered their "sincere friend."



Dr. Albertson was inaugurated as the eighth president of Wisconsin State College, Stevens Point, on May 4, 1963. His father, the late Dr. Cyrus E. Albertson, a retired Methodist pastor, took part in the ceremonies.

Yet His Dreams Remain With Us”

The five years of Dr. Albertson's leadership as president of WSU-Stevens Point were dynamic periods of growth and change at the university.

In a campus memorial service on March 30, Dr. Gordon Haferbecker, Acting President, recounted the influence of his leadership:

“Five years ago, in July of 1962, James H. Albertson became the eighth president of Wisconsin State College, Stevens Point. He assumed his duties at a time when the faculty, the student body, the physical plant and the curriculum were in the midst of a dramatic expansion. Ten years earlier the college had become a multi-purpose institution, offering liberal arts degrees in addition to teacher education. The cooperative graduate program with the University of Wisconsin was in its third summer; college enrollment was 2,000.

“He said, ‘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.’”

At the time of his inauguration, Dr. Albertson was 37 years old, the youngest president in the

state university system. His rise in academic circles had been swift and impressive.

Born in Colorado into the family of Methodist minister Dr. Cyrus E. Albertson, he grew up as one of four brothers and three sisters. Two of the sons became Methodist ministers, and two were called into the profession of teaching.

James Albertson chose education as his career. He had joined the Coast Guard in 1943, and after two years spent as an electronics technician in the Pacific theater, he was discharged in June of 1946.

He married Janice Gray the following August, and enrolled in Colorado State College, Greeley, where he completed his bachelor's degree in 1949. He taught for a year in the Seattle Public Schools, then returned to Colorado State to finish his master's degree while working as a teacher and administrator.

In 1957 he completed his doctorate at Stanford University, and was appointed executive assistant to the president at Ball State University, Muncie, Ind. Five years later he was named president of Wisconsin State College, Stevens Point.

“Dr. Albertson came to his new task with zest, enthusiasm and a vision of what the college might