

WISCONSIN STATE UNIVERSITY--LA CROSSE

GRADUATE SCHOOL

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I recommend acceptance of this seminar paper to the Graduate School in partial fulfillment of this candidate's requirements for the degree of Master of Science. The candidate has completed his oral seminar report.

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A CHRONOLOGICAL HISTORY  
OF THE DEVELOPMENT OF THE CAMPUS SCHOOL  
OF WISCONSIN STATE UNIVERSITY AT LA CROSSE  
1871-1970

by

Mary Emmert Seielstad

ABSTRACT

Statement of the Problem

The study was concerned with the development of the Campus School of the Wisconsin State University at La Crosse, from 1871 to 1970.

It was the purpose of this study to: (1) describe the establishment of the Campus School; (2) explain the function and philosophy of the Campus School; (3) recount some of the challenges that were met in building a new school; (4) describe some changes made in the curriculum through the years; (5) describe a few of the extra-curricular activities; and (6) describe events at the time of writing this paper concerning the possible closing of the school.

Method and Procedure Used

Information for this paper was gathered from both primary and secondary sources. The primary source materials included unpublished papers of the late Emery W. Leamer, director of the school from 1925 to 1952; an interview with Alice Drake, a member of the college faculty from 1931 to

1962; interviews with Elmer Lysaker, Margaret Linfield Annett, and Barbara Emmert Tyznik, former pupils in the Campus School; and unpublished copies of the health program established in the Campus School.

Other sources included copies of the La Crosse Tribune, bulletins and catalogues of Wisconsin State University at La Crosse, and clippings from various sources which were available in the La Crosse Public Library and the archives of the Murphy Library of WSU at La Crosse.

The director of the Campus School, Richard E. Rasmussen, allowed the researcher to examine copies of annual reports and other papers in his files.

#### Summary of the Findings

The laboratory schools have been an integral part of the teacher-training institutions since the first normal school was built in the United States in 1823.

The Campus School of the Wisconsin State University at La Crosse was established in conjunction with the college in 1909, and was located on the first floor of the one college building.

The primary purpose for its establishment, as stated in 1909, was to educate children. Its other purposes were to serve as a model school and to give student teachers a place to observe teaching demonstrations, as well as an opportunity to teach. The philosophy of the Campus School was to develop happy, well-adjusted children.

A request for a new training school building was sent to Washington in 1938. Approval was granted, and construction began December 30, 1938. The school opened in January, 1940. The new school provided facilities especially planned for the children, and was believed to be the most modern in the United States at that time.

The curriculum of the Campus School continually stressed the standard subjects: reading, writing, arithmetic, social studies, language, and science. Additional subjects were added for enrichment, such as music, art, manual arts, foreign languages, and physical education. The newest methods for the times were continually in use, and consideration was always given to individual differences.

Changes were made in the curriculum as the emphasis on learning skills shifted, especially in the areas of science and mathematics. These changes were made in accord with those in the public schools. As new instructional theory was developed, it was often tried out in the Campus School. An example of this was the health program worked out for the school in cooperation with the department of health, physical education, and recreation from the college.

For several years a typical one room rural school was located in the Campus School. As a demonstration room for the department of rural education, it was completely independent of the Campus School. Its program emphasized grouping and individualized teaching as the most efficient operation for the rural school. Summer classes were also a part

of the Campus School program, and they were used as demonstration rooms for students attending college during summer school.

While the Campus School was located in the same building as the college, the pupils were included in many of the college pageants and other programs. In addition to this, the children gave plays and other types of performances, many of which they created. The children participated in many other extra-curricular activities.

As early as 1959, there was a movement to close the campus schools at the state universities in Wisconsin. In 1970 it seemed that the schools would be phased out by June, 1972, unless the universities could show sufficient reason for retaining them.

## PREFACE

When it became apparent that there was no written historical account of the establishment and development of the Campus School at La Crosse, Wisconsin, I was motivated to write this paper. Having attended the Campus School and the university, I hope that this paper will repay in some way all the stimulating and enjoyable years spent there.

This paper cannot hope to include all the events in the sixty some years that the school was in operation. The information used in this paper was acquired from interviews with former pupils, old school catalogues, old papers, and numerous newspaper articles.

Special gratitude is due to Dr. George R. Gilkey of the university history department, and Dr. Richard E. Rasmussen, director of the Campus School, for making much of the material available to me. Interviews with Alice Drake, Elmer Lysaker, and Mrs. Thomas Annett provided many interesting facts, and my sister, Barbara Emmert Tyznik, helped in many ways. Miss Emma Diekroeger, and others on the staff of the La Crosse Public Library gave invaluable service with the researching. Without the patience and encouragement of my advisor, Dr. Burton Altman, this paper would never have been written. To these, and all the others who helped in many ways, my sincere thanks.

A CHRONOLOGICAL HISTORY  
OF THE DEVELOPMENT OF THE CAMPUS SCHOOL  
OF WISCONSIN STATE UNIVERSITY AT LA CROSSE  
1871-1970

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Presented to  
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Mary Emmert Seielstad  
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## Chapter 1

### INTRODUCTION

The Campus School of the Wisconsin State University at La Crosse has been considered an important part of the departments of education since the founding of the Normal School at La Crosse in 1909. However, since the early 1960's, there have been indications that the school was no longer considered necessary for the teacher-training purposes that instigated its development. At the time of writing this paper, it appears that it will no longer be in operation after 1972.

### THE PROBLEM

#### Statement of the Problem

The study was concerned with the development of the Campus School of the Wisconsin State University at La Crosse, from 1871 to 1970.

It was the purpose of this study to: (1) describe the establishment of the Campus School; (2) explain the function and philosophy of the Campus School; (3) recount some of the challenges that were met in building a new school; (4) describe some changes made in the curriculum through the years; (5) describe a few of the extra-curricular activities; and (6) describe events at the time of writing

this paper concerning the possible closing of the school.

### Importance of the Study

Prior to this study there had been no organized collection of information regarding the history and development of the Campus School at La Crosse, Wisconsin. In the sixty years that the school has been in operation as a part of the Wisconsin State University at La Crosse, many records have been lost or destroyed, most of the early instructors have died or retired, and in the opinion of the principal investigator, memories of former pupils in the school are growing dim. It was the desire of the researcher to collect and preserve under one cover as complete a history as possible of the Campus School while information was yet available. The possibility that the school may be phased out was a further inducement for doing this research.

### EXPLANATION OF TERMS USED

#### La Crosse, Wisconsin

La Crosse is a city located in the southwestern section of Wisconsin, on the Mississippi River. The population in 1871 was about 10,000; in 1875 it was 11,012; in 1900 the population was 28,895; and the preliminary census for 1970, as of May 4, 1970, was 51,448.

#### Wisconsin State University at La Crosse

Wisconsin State University at La Crosse is located in the eastern part of the residential section of La Crosse.

The original name for the University was the Normal School. It is a translation of the French ecola normale which dates back to the secularization and reorganization of the school system during the French Revolution. The term was anglicized in the 1830's as a name for teacher training institutions.<sup>1</sup>

La Crosse State Teachers College was the name given the local normal school when it was authorized to award baccalaureate degrees in 1926. Both the normal school and the teachers college had as its primary objective the preparation of teachers for the public schools.<sup>2</sup>

In 1951 the name was again changed, this time to Wisconsin State College, when the Wisconsin State Legislature and the Board of Regents authorized the establishment of degree programs in the liberal arts.<sup>3</sup>

The official name was again changed in 1964, this time to Wisconsin State University at La Crosse. At that time there was a rapid increase in enrollment and the expansion of both the undergraduate and graduate programs.<sup>4</sup> In this paper the school will sometimes be referred to as WSU at La Crosse.

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<sup>1</sup>Clarence Barnhart, "Speaking of Words," School Briefs: A Bulletin for School Executives (Glenview, Illinois: The Scott-Foresman Company, September-October, 1961), p. 4.

<sup>2</sup>Wisconsin State University at La Crosse, Wisconsin, General Catalogue of Wisconsin State University (July, 1968), p. 27.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

### Campus School

Model school, laboratory school, training school, and campus school were used interchangeably throughout this study, and refer to the demonstration schools organized in conjunction with teachers' colleges to provide facilities for the study of how to teach children.

### Curriculum

Within this study, curriculum includes all school activities that influence learning. School-sponsored functions beyond the regular curriculum are referred to as extra-curricular activities.

### Coordinating Council for Higher Education

The Coordinating Council for Higher Education was set up by the State of Wisconsin to coordinate all educational institutions in Wisconsin beyond the high school level. In this study the Coordinating Council will at times be referred to as the CCHE.

## RESEARCH DESIGN

Information for this paper was gathered from both primary and secondary sources. The primary source material included unpublished papers of the late Emery W. Leamer, director of the Campus School from 1925 to 1952; an interview with Alice Drake, a member of the faculty of the Wisconsin State University at La Crosse from 1931 until her retirement

in 1962; interviews with Elmer Lysaker, Margaret Linfeld Annett, and Barbara Emmert Tyznik, former pupils of the Campus School; and unpublished copies of the health program established at the Campus School.

Other sources included copies of the La Crosse Tribune, bulletins and catalogues of WSU at La Crosse, and clippings from various sources which were available in the La Crosse Public Library and the archives of the Murphy Library of WSU at La Crosse.

The director of the Campus School, Richard E. Rasmussen, also allowed the researcher to examine copies of annual reports and other papers in his files.

#### LIMITATIONS OF THE STUDY

This study was limited to the information available concerning the establishment of the Model School in 1909, some interesting facts about its early years, changes in the curriculum from 1909 to 1970, the building of the new school in 1939, the function and philosophy of the Campus School, and recent developments concerning the possible closing of the school.

The study was limited by the recollections of those people interviewed, accuracy of news reporting in the local papers, and interpretations made by the researcher of memos examined.

## BASIC ASSUMPTIONS

It was assumed that all materials researched and used in this paper were accurate and unbiased. Furthermore, it is assumed that the interpretations made by the principal investigator of the material used were valid.



## Chapter 2

### ESTABLISHMENT OF THE MODEL SCHOOL IN LA CROSSE

The model, or training, school as an institution is as old as the normal school itself. The first normal school for training teachers was opened at Concord, Vermont in 1823.<sup>1</sup> At the same time a model school was organized in connection with the normal school to demonstrate teaching methods and procedures as well as a place to practice how to teach. Within a few months after opening the first state normal school in Lexington, Massachusetts, in 1839, a model school was also organized.<sup>2</sup> The principal of Lexington Normal School, Cyrus Peirce, was also principal of the model school. As students of the normal school became proficient in the theories and methods of teaching they were assigned duties in the model school. The second state normal school in Massachusetts was established in Barre a few months later, and a model school was added shortly afterward.<sup>3</sup> In both of these schools it seems that the model school was housed on the first floor of the building, with the normal school occupying the upper floors. Although designated a model school, its function was

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<sup>1</sup>Michael L. Attletter, The Elementary Training School Building (Nashville, Tennessee: George Peabody College for Teachers, 1930), p. 9.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

the same as that of the training school of later years. Other names were also applied to this unit, such as practice school and demonstration school. By whatever name the school was called, the model school has continued to be an integral part of the normal school or teachers college.<sup>4</sup>

#### ESTABLISHMENT OF THE NORMAL SCHOOL IN LA CROSSE

The initial steps in establishing a state normal school in La Crosse were taken in 1871, when Alexander McMillan, the mayor of La Crosse, asked the common council to take action on the proposed construction of a normal school in La Crosse. Alderman Nevins therefore presented a resolution authorizing a twenty-five thousand dollar bond issue to aid in securing the school. The resolution was approved on June 13, 1871.<sup>5</sup>

Nothing came of this action until 1893, when another attempt was made through the Wisconsin Legislature to have a normal school in La Crosse. The bill was defeated, however, and the rival city of Superior received the school.<sup>6</sup> In 1904 Thomas Morris, a candidate for state senator, used the estab-

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<sup>4</sup>Ibid.

<sup>5</sup>La Crosse Tribune and Leader-Press, September 7, 1941, p. 2.

<sup>6</sup>Bulletin of the State Normal School, La Crosse, Wisconsin, Vol. II, No. 1 (La Crosse, Wisconsin: Inland Publishing Company, June, 1911), p. 7.

lishment of a normal school in the city as a campaign issue. When he was elected, he kept his promise, and on April 26, 1905, the bill was passed for the new school.<sup>7</sup> A refund from the United States Government to the State of Wisconsin for Civil War expenditures was received that same year and was thought to have made it easier to obtain appropriations for the school.<sup>8</sup> The bill ordered the Board of Regents to establish a normal school in La Crosse, and appropriated ten thousand dollars for the purchase of a site, and the preparation of plans, specifications and estimates for the building. Since this amount was insufficient, the common council of the city voted an additional sum of fifteen thousand dollars. This made it possible to purchase eight acres of land in the eastern part of the city.<sup>9</sup>

The legislature of 1907 appropriated two hundred ten thousand dollars for the building, and two years later added fifteen thousand dollars for granolithic stairways and corridors, and fifty thousand dollars for the equipment and school expenses for the first half year of operation. Construction of the building was begun in the fall of 1907.<sup>10</sup>

The Normal School opened on September 7, 1909, even though it was not completely finished. The students who attended that first day had to walk over boards on an incline because the steps were not yet in.<sup>11</sup>

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<sup>7</sup>Ibid.

<sup>8</sup>Ibid.

<sup>9</sup>Ibid.

<sup>10</sup>Ibid.

<sup>11</sup>La Crosse Tribune, March 20, 1960, p. 20.

Early catalogues describe the structure as a beautiful building nearly two hundred feet square, having an auditorium seating one thousand people, a library of several thousand new and carefully selected books, gymnasiums and baths for both men and women, light airy halls and corridors, and well-equipped laboratories . . . ."<sup>12</sup>

#### DESCRIPTION OF THE MODEL SCHOOL 1909-1939

In May, 1909, a Professor Hardy gave a talk to the Teachers and Parents Association of the La Crosse schools in which he traced the history of the normal schools from their founding in France during the French Revolution. At that time Mr. Hardy said, "The work of the normal school is to teach what to teach and how to teach it."<sup>13</sup> Therefore a model school would seem to be a necessary part of the normal school.

The Model School of the Normal School at La Crosse was considered an important feature of the new institution. In a statement reported in the La Crosse Tribune before the school opened, the first president of the Normal School, Fassett A. Cotton, had the following to say in regard to the Model School:

There is one department of the new Normal School here which will appeal strongly to parents. This is the Model or Training School. It will include a modern kindergarten

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<sup>12</sup>Bulletin of the State Normal School, La Crosse, Wisconsin, op. cit., pp. 8-9.

<sup>13</sup>La Crosse Tribune, May 12, 1909, p. 5.

capable of caring for some forty-five children, and the eight grades will admit fifteen to twenty pupils each, a total, therefore, not to exceed one hundred and sixty in the grades.

The rooms in the Normal School building set apart for the Training School are all on the first floor. They are large and splendidly equipped rooms, with seats and desks not only new, but adjustable to the size and needs of the individual child. They are light and airy, with a system of heating and ventilating as nearly perfect as one ever finds. They are, of course, absolutely clean, sanitary, and inviting.

The children enrolled in this department will have the benefits of the splendid Normal School library, laboratories, domestic science kitchen, gymnasium, etc. Their course of study will be made to articulate with that of the city schools so that pupils coming from the city schools may lose no time in becoming adjusted. Such changes as may be found will be largely in the nature of enrichment of courses.<sup>14</sup>

One of the first pupils enrolled in the Model School was Elmer Lysaker, who at the time of this writing was retired and living in Onalaska, Wisconsin. He remembered watching the construction of the new college on what had been the circus grounds for the city of La Crosse. There were so few buildings between the college and his home six blocks south on Ferry Street, that the school could be seen from there. He expressed his desire to attend school in this new building to his parents, and was enrolled in the first seventh grade class. He was a member of the second Model School graduating class after completing eighth grade in 1911.<sup>15</sup>

A more complete description of the Model School was compiled from interviews with former pupils, as well as from the memory of the researcher.

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<sup>14</sup>La Crosse Tribune, August 3, 1909.

<sup>15</sup>Interview with Elmer Lysaker, January, 1970.

The kindergarten is well remembered by those attending classes there. It was located in the northwest corner of the main floor, and was very large and pleasant, with plenty of room for the many activities of children. There was a fireplace at the north end of the room where stories were read to the children as they sat on the floor. A large bay window area had a cushioned window seat where children could look at the many books provided. The play area was situated at the south end of the room, with a play house, sand box, large building blocks, and many other educational toys. A large coat room and many cupboards were included in the room to help instill neatness. Here it was hoped that children would learn to get along with their peers, as well as to begin the development of habits that would be helpful in the future.<sup>16</sup>

The first and second grades were combined in one room on the west side of the building, south of the entrance. The researcher recalls the play area just outside, with a hill which sloped quite steeply to a row of bridal wreath bushes along what was then Seventeenth Street, and also along State Street. Former pupils who were interviewed, as well as the researcher, have nostalgic feelings about those bushes, for

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<sup>16</sup>Interviews with Elmer Lysaker; Mrs. Thomas Annett (nee Margaret Linfeld) who attended the school from 1921 to 1926; Mrs. Anthony Tyznik (nee Barbara Emmert), who attended the school from 1934 to 1944; the researcher, who attended the school from 1926 to 1936.

they furnished a fascinating place to play, with no end of trails and hiding places for childish adventure. Play equipment for the lower grades was located in an area north of the building and included swings and slides.<sup>17</sup>

The third and fourth grades were located on the south side, and to the west of the main entrance. There were window wells to the center of the building and off the corridors, which provided light and ventilation for the school. They also provided a place for the children to set up science experiments. These areas have since been converted to classrooms and offices of the college. On the east side of the main entrance were the offices of the principal. Those rooms south of the east entrance were set aside for the junior high school, and the fifth and sixth grades were located north of that entrance. With the exception of kindergarten, there were two grades in each room, with one teacher for each room. Another teacher was included in the junior high classes when the ninth grade was added in 1927.<sup>18</sup>

At a lower level on the north side of the building were two gymnasiums used by both college and Model School students. An intriguing enclosed circular staircase in one corner of the larger gymnasium led to a balcony surrounding the room.<sup>19</sup>

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<sup>17</sup>Ibid.

<sup>18</sup>Ibid.

<sup>19</sup>Ibid.

## ENROLLMENT OF THE CAMPUS SCHOOL

On August 20, 1909 an announcement was made in the La Crosse Tribune that it was necessary to limit the number of children in the kindergarten to twenty instead of forty.<sup>20</sup> Therefore the total number to be accommodated in the Model School would be one hundred forty students instead of one hundred sixty. Enrollment proceeded rapidly, the fifth grade, for example, lacked only one student of being filled by August 20.<sup>21</sup>

According to one of the pupils, the students came from all over the city, and many were children of faculty members.<sup>22</sup> Children who were mentally and physically sound could be enrolled as pupils in the Model School.<sup>23</sup> Children between the ages of four and six could be entered in kindergarten, with the recommendation that two years in kindergarten be encouraged. In order to enter first grade pupils had to be six years of age by September. The enrollment after the first year of operation of the school was made up from those pupils who had previously attended the school, those with brothers or sisters currently enrolled in the school, and

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<sup>20</sup>La Crosse Tribune, August 20, 1909, p. 9.

<sup>21</sup>Ibid.

<sup>22</sup>La Crosse Tribune, March 20, 1960, p. 20.

<sup>23</sup>Bulletin of the State Normal School, La Crosse, Wisconsin, op. cit., p. 37.



those with brothers or sisters enrolled in the Normal School. Any vacancies were filled by accepting applicants in the order that requests for admission were filed.<sup>24</sup> Tuition was charged by the State of Wisconsin at the rate of twenty-five cents per week for children in kindergarten, and fifteen cents a week for the other grades.<sup>25</sup>

The enrollment had increased to nearly two hundred students by 1927, with nine students in the newly formed ninth grade.<sup>26</sup> Because the school served as a laboratory for the education departments of the college, the enrollment continued to be limited, with about twenty pupils per grade. For instance, in 1959, there were two hundred twenty-five students from kindergarten to grade nine, including an ungraded room.<sup>27</sup>

The PTA Handbook, 1966-1967, a publication of the Campus School Parent-Teacher Association, gave the policies governing admission to the school:

Due to the nature of the school, its purposes, size of physical plant and staff; it is necessary to limit enrollment to the number of pupils which can be accommodated in the program. . . . The purposes for which Campus School is maintained makes it important that shifting of pupils in and out of our school be kept at a minimum.<sup>28</sup>

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<sup>24</sup>Ibid.      <sup>25</sup>Ibid.

<sup>26</sup>La Crosse Tribune and Leader-Press, November 20, 1927, p. 7.

<sup>27</sup>Bernard J. Young, "Annual Report to President Mitchell for 1959-1960 School Term-Campus School" (La Crosse, Wisconsin: La Crosse State College, July 14, 1960), p. 1.

<sup>28</sup>PTA Handbook, 1966-1967 (La Crosse, Wisconsin: Campus School, 1966), p. 2.

The PTA Handbook also stated that children enrolled in the Campus School were expected to stay in the school throughout the nine grades, and to attend summer school classes as requested by the grade.<sup>29</sup>

#### THE FACULTY OF THE CAMPUS SCHOOL

The President of the Normal School, Fassett A. Cotton, believed that those teachers in charge of the different grades of the Model School were skilled teachers of the very best professional and academic training, who had previously demonstrated their ability to do exceptionally strong teaching.<sup>30</sup>

The first director of the Model School was William H. Sanders, who came to La Crosse from Indiana University, where he had been head of a similar school. Other faculty members that first year were Clara D. Hitchcock, kindergarten; Lottie L. Deneen, first, second, and third grades; La Verne Garrett, grades four and five; and Lillian Bettinger, grades six and seven.<sup>31</sup>

The second year Lillian Bettinger was the teacher of the seventh and newly added eighth grades; Lottie L. Deneen taught the first and second grades; Alice Gordon arrived to

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<sup>29</sup>Ibid.

<sup>30</sup>La Crosse Tribune, August 20, 1909, p. 9.

<sup>31</sup>Ibid.

teach the third and fourth grades; and La Verne Garrett taught grades five and six.<sup>32</sup>

William H. Sanders continued as director until 1924. Miss Dora Carver was in charge from 1924 to 1925. Previous to that time she taught in the seventh and eighth grades, as well as in the English department of the Normal School.

Emery W. Leamer became the director of the Training School in 1925, and continued in that position until his death in October, 1952. During his tenure the new school was built. After the death of Leamer, Kenneth R. Fish, from the elementary education department, became acting director. He was succeeded by Bernard J. Young in 1953. In 1962 Dr. Young became director of the elementary education department of the college, and John McLain succeeded him as Campus School director until 1965. In that year Richard E. Rasmussen, a former classroom teacher in the school, became director. He took a leave of absence for a year in 1968 to do graduate work. In his absence, from 1968 to 1969, the directorship was taken over by Waldo R. Widell of the secondary education department.<sup>33</sup>

#### RECOLLECTIONS OF FORMER PUPILS

Former pupils in the Training School who were inter-

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<sup>32</sup>La Crosse Tribune, July 29, 1910, p. 3.

<sup>33</sup>Chris Nudd, "History of La Crosse State," La Crosse Tribune, Weekender Magazine, October 11, 1969, p. 2.

viewed by the researcher, as well as the researcher, have vivid memories of some of their teachers.

Mr. Elmer Lysaker, who was in the first seventh grade in 1909 as well as the first eighth grade in 1910, was a pupil of Lillian Bettinger. He remembered her as a strict, but excellent teacher. He also commented on the respect all children showed toward their classroom teachers and the student teachers.<sup>34</sup>

Margaret Linfield Annett had Dora Carver in the seventh and eighth grades. Mrs. Annett remembered her as a strict disciplinarian as well as "a great stickler for grammar, you wouldn't dare forget it." To this day Margaret Annett says that she enjoys grammar and sentence structure, although, as she remembered, self-expression was discouraged.<sup>35</sup>

One of the outstanding teachers in the memory of those interviewed who were fortunate enough to have had her as a teacher, was Agnes Breene. Miss Breene came to the college in 1924 to teach in the third and fourth grades. She retired September 1, 1959, after half a century of teaching. In the opinion of Mrs. Annett, as well as that of the researcher, "she did more to help children enjoy school than any other teacher in the school, she understood the needs of a child. . . . Miss Breene taught with such exuberance and enthusiasm that she instilled these same qualities in children. . . ." <sup>36</sup>

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<sup>34</sup>Interview with Elmer Lysaker, January, 1970.

<sup>35</sup>Interview with Margaret Linfield Annett, June, 1970.

<sup>36</sup>Ibid.

In the La Crosse Tribune, at the time of her retirement, Agnes Breene was quoted as saying, "A good school is preparation for good living."<sup>37</sup> One of the ways she contributed to this preparation was to introduce children to the wonders of nature and science. She made use of the imagination and creative abilities of children to get them to produce plays and skits which related to various aspects of their lessons. Miss Breene loved to take pictures of the activities in her classroom and would use these pictures to illustrate good classroom practices to various teacher groups. According to the La Crosse Tribune, she could be considered a pioneer in the use of audio-visual education.<sup>38</sup>

#### SUMMARY

As early as 1871 steps were taken to establish a state normal school in La Crosse, however it was 1905 before a bill was passed to establish the school. Construction of the Normal School began in 1907, and the school opened in September, 1909.

The Model School, an important feature of the Normal School, was located on the main floor of the college building, with the most up-to-date equipment and facilities.

Enrollment in the Model School was limited due to the nature and purpose of the school.

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<sup>37</sup>La Crosse Tribune, September 3, 1959, p. 17.

<sup>38</sup>Ibid.

In the opinion of Emery Leamer, as stated in the La Crosse Tribune and Leader-Press on June 1, 1934, "Teachers instructing the children in the Training School classes . . . have the highest qualifications."<sup>39</sup> He emphasized that the instructors contributed to the development of better educational programs in the public schools, as well as in the training of student teachers.<sup>40</sup>

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<sup>39</sup>La Crosse Tribune and Leader-Press, June 1, 1934, p. 17.

<sup>40</sup>Ibid.

## Chapter 3

### FUNCTION AND PHILOSOPHY OF THE CAMPUS SCHOOL

The first president of the Normal School, Fassett A. Cotton, announced, before the school opened, that the Training School would be maintained in the interest of the pupils attending it, and that in every way it would be a first class school.<sup>1</sup> In his inaugural address, November 10, 1909, he stated that the Model School was the "final test of a school for teachers," and that "there must be harmony and unity of purpose if the school is to succeed."<sup>2</sup>

These two statements indicated the importance of the purpose and philosophy of the Campus School.

### THE FUNCTION OF THE SCHOOL

The first brochure sent out before the college opened made a statement concerning the function of the Model School:

The work in the model school will consist of two lines: the observation of the work of critic teachers and the discussion of the principles involved, and much practice teaching by the students during their senior year under the sympathetic supervision of the supervisor of practice and his assistants.

The model school will represent as nearly as possible the actual conditions and problems that these student

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<sup>1</sup>La Crosse Tribune, August 20, 1909, p. 9.

<sup>2</sup>La Crosse Tribune, November 10, 1909, p. 6.

teachers will come upon out in the state. The children will be representative, no better and no worse. The model school is the pedagogical laboratory of the normal school. It is the department in which theory and practice are united most happily.<sup>3</sup>

The early bulletins of the Normal School elaborated on the purposes of the Model School as follows:

1. To educate children. Nothing will be tolerated in the Model School that interferes with this, the supreme purpose of the school.
2. To serve as an example of a model school.
3. To give an opportunity to demonstrate and to observe model teaching.
4. To furnish a means for studying, testing, and applying educational theories.
5. To afford student teachers who have given evidence of a knowledge of subject matter and of educational theory an opportunity to gain limited experience in teaching under careful supervision.<sup>4</sup>

Another purpose of the Model School was included in the bulletins from 1914 to 1920. This was the opportunity for students in the physical education department to observe the growth and development of children, their physical condition at various ages, and the effects of rapid growth and of fatigue.<sup>5</sup> These observations could also be of benefit to the other departments of education.

There was little change in the purpose of the Model School through the years. The newest methods and procedures

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<sup>3</sup>La Crosse Tribune, March 20, 1960, p. 20.

<sup>4</sup>Bulletin of the State Normal School, La Crosse, Wisconsin, Vol. II, No. 1 (La Crosse, Wisconsin: Inland Publishing Company, June, 1911), pp. 35-36.

<sup>5</sup>Bulletin of the State Normal School, La Crosse, Wisconsin, Vol. XI (La Crosse, Wisconsin: Inland Publishing Company, June, 1920), p. 52.



were continually in use. However, as time went on, the school tended to stress more and more the pre-teacher training, with actual practice teaching being done in the public schools of La Crosse and nearby communities.

The director of the school, Emery W. Leamer, was quoted in the La Crosse Tribune and Leader-Press on June 4, 1934:

The training department in a teachers college is maintained for one or more of three purposes: (a) To give prospective teachers opportunity to do apprentice teaching under expert supervision; (b) To give prospective teachers an opportunity to observe good teaching, then to share with the critic as a participator, the responsibility of teaching children, to be followed by responsible teaching; (c) To be used as a laboratory where the latest methods of teaching are tried out and adapted to the demands of the typical public school. . . . As a matter of fact, the child attending the training department nowadays has a distinct advantage since the newer standards have put into our training schools supervisors with more training.<sup>6</sup>

Understanding the child was stressed in classes of educational theory. Virginia Thayer, in her series on the college published in the La Crosse Tribune and Leader-Press, stated:

Behind all the practice work done in the rural and elementary divisions is the observation carried on in the training school. Until this observation has given the student a real understanding of children, he does not do any practice teaching. . . . At all times, elementary and rural students put into practice the theories of their classes in child psychology, for in their work, a sympathetic understanding of the child is all important.<sup>7</sup>

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<sup>6</sup>La Crosse Tribune and Leader-Press, June 1, 1940, p. 17.

<sup>7</sup>Virginia Thayer, Series in La Crosse Tribune and Leader-Press, May 22, 1940, p. 3.

In his 1965-1966 annual report to the University President, the director of the Campus School, Richard E. Rasmussen, listed the basic functions of the school:

1. A laboratory school must provide high quality educational experiences for all its students, and for the college students who study with us as part of their training for becoming teachers. . . .
2. A laboratory school must always be available to qualified visitors for observation purposes. . . .
3. The school should present a sound, forward-looking program which exemplifies the best educational theories in practice. The program in each division of instruction should also exemplify the theory and philosophy which is being taught in that particular division of the college. . . .
4. The school should be receptive to new methods of teaching and other experimentation. However, wherever experimentation is being done or new methods are being tried, the work should be done in such a manner that accurate records of progress, achievement, problems, and other factors associated with research are made and used so as to avoid unnecessary pitfalls or errors. . . .
5. The Campus School serves the college, the profession, and the community. . . .<sup>8</sup>

With these functions in mind, the Campus School PTA Handbook for 1966-1967 stated:

One of the purposes of the Wisconsin State University is to offer educational opportunities to qualified men and women for the teaching profession. Since the Campus School is operated as a part of the university, it too must function in relation to this purpose. Consequently, it serves as a center for pre-professional laboratory experiences as well as a laboratory for curriculum development and experimentation. Our Campus School provides a laboratory in which university students may:

- a. Discover themselves as potential teachers.
- b. Clarify their own philosophy of education by observation and participation in well managed democratic classrooms.
- c. Become familiar with the philosophy and trends

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<sup>8</sup>Richard E. Rasmussen, "Annual Report of the Director of the Campus School, 1965-1966" (La Crosse, Wisconsin: Wisconsin State University, 1966), pp. 1-9. (Mimeographed.)

- of the school and realize that the philosophy and programs of good schools are evolving ones.
- d. Perceive that no single teaching-learning method or pattern is best.
  - e. Understand that a maturing teacher seeks new frontiers in education.<sup>9</sup>

#### COLLEGE USE OF THE SCHOOL

With the primary function of the Campus School being a place for observation and practice teaching by those college students enrolled in education courses, it was surprising to find that prior to 1960 no cumulative record had been kept of the number of students or observers using the building. However, during the 1961-1962 school year such a record was kept. In the elementary division seventy-two college sophomores, sixty-five juniors, and six seniors observed and participated in Campus School activities as required in their education courses. Ninety-one juniors from the secondary division observed junior high teaching during two ten-week periods. The division of physical education and health had twelve seniors assigned to the Campus School for each of two semesters, as well as demonstration classes for all junior physical education majors. There were also seven physical education majors, with minors in health, who taught in the school in the spring of 1962.<sup>10</sup> Child psychology classes

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<sup>9</sup>PTA Handbook, 1966-1967, op. cit., p. 1.

<sup>10</sup>Bernard J. Young, "Annual Report to Dean M. O. Graff for 1961-1962 School Term-Campus School" (La Crosse, Wisconsin: La Crosse State College, July, 1962), pp. 3-5. (Mimeographed.)

observed the behavior of the children, both in school and during extra-curricular activities. Sometimes case histories were compiled. In addition a group of underachieving pupils formed a class which served as a laboratory for the psychology department as a part of a longitudinal study of underachievers. An instructor from the art department also taught a series of demonstration art lessons to pupils in grades one to six.<sup>11</sup>

As the enrollment in the education courses of the university increased, the use of the Campus School expanded. In the 1966-1967 school year the number of university students involved in Campus School experiences totaled five hundred fifty-six. The breakdown by levels was as follows: sophomores, one hundred twenty; juniors, two hundred sixty-seven; and seniors, one hundred sixty. During that academic year the Campus School teachers gave three hundred fifty-nine demonstration lessons, and an additional fifty-five during summer school. During that same time there were nearly three thousand opportunities for active participation in the learning-teaching process. In 1966-1967 twenty-six student teachers were assigned to the Campus School, with an additional eight assigned to summer school.<sup>12</sup>

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<sup>11</sup>Ibid.

<sup>12</sup>Committee on Campus School Programs, Utilization, Etc., "Utilization of Public Campus Laboratory Schools in Wisconsin" (La Crosse, Wisconsin: Campus School, 1968), pp. 11-14. (Xeroxed.)

# THE CAMPUS SCHOOL'S PHILOSOPHY OF EDUCATION

Bernard J. Young, director of the Campus School from 1953 to 1962, stated the philosophy of the school when he said: "The aim is for maximum use that will not prevent effective operation of a good school for children."<sup>13</sup>

It is interesting to note that the school's philosophy was entitled "The Spirit of the School" in the early catalogues:<sup>14</sup>

The spirit which pervades the Model School is helpfulness. The Critic Teachers appreciate the nature and worth of this attitude toward their pupils. A kindly and sympathetic interest in the personal welfare of each pupil prevails among the teachers. On the other hand, pupils are taught to be helpful toward their teachers and toward one another in all the affairs of the school; to take a keen interest and just pride in making the school excellent in every detail. . . . As far as possible pupils are made to feel that the success of the school depends quite as much upon their work and attitude as upon the efforts of their teachers. . . .<sup>15</sup>

This philosophy changed very little in the years to follow. The PTA Handbook for 1966-1967 stated:

Our philosophy of education: we are attempting to develop a happy, well adjusted child

- a. Who accepts and assumes responsibility
- b. Who has respect for himself and others
- c. Who has opportunities for planning, evaluating, and cooperating with others
- d. Who sees, with our help, that through effort

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<sup>13</sup>Young, op. cit., p. 3.

<sup>14</sup>Bulletin of the State Normal School, June, 1911, op. cit., p. 37.

<sup>15</sup>Ibid.

- comes a measure of success and its ensuing satisfaction
- e. Who is helped to recognize, to understand, and to find a solution for failure (when it occurs), thereby encouraging intellectual honesty without which one cannot succeed
  - f. Who gains fundamental facts, skills and appreciations essential for modern living.

In order to provide the above we must function democratically in our classrooms. We realize that leadership comes from the group and shifts within that group as the areas of learning, knowledge, and understanding shift. More and more freedom is won as our groups show facility and confidence in using that freedom wisely. Best group activity depends upon best performance by each individual according to his talents and potential.<sup>16</sup>

### SUMMARY

President Cotton stated in 1909 that the Training School would be a first class school as well as an excellent training department for the college.

The Campus School has always functioned according to these two prime purposes. The school has maintained its philosophy of education, the development of happy, well adjusted children. At the same time the school has served as a pre-professional laboratory for the training of teachers, and as an experimental and observation center for other departments of the Wisconsin State University at La Crosse.

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<sup>16</sup>PTA Handbook, 1966-1967, op. cit, pp. 1-2.

## Chapter 4

### THE NEW CAMPUS SCHOOL

A new school, constructed primarily as a training school, was the dream of George M. Snodgrass, President of the College from 1927 to 1939, and Emery W. Leamer, Director of the Training School from 1925 to 1952. They took the position that a new training school building was the greatest need of the college. On three different occasions preliminary plans were drawn up for the new school. In 1931 the Board of Regents gave approval to build a new school for the training department to be located on the corner of Seventeenth and State Streets to cost approximately two hundred thousand dollars.<sup>1</sup>

Yet it was not until 1938, when, along with many other projects submitted to Washington as Federal Relief Projects, that the request for the new training school building at La Crosse was presented. According to the records, the Board of Regents received notice on September 23, 1938 that the Federal Government had approved the project.<sup>2</sup> The Government would

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<sup>1</sup>La Crosse Tribune and Leader-Press, January 1, 1931, p. 15.

<sup>2</sup>Emery Leamer, "Dedication and Open House of the New School," Leamer Papers (La Crosse, Wisconsin: University Archives, undated). (Mimeographed.)

furnish forty-five percent of the funds, while the state would provide fifty-five percent. The total amount to be made available was three hundred twenty-five thousand dollars. In a special session on September 25, 1938, the board accepted the grant, which specified that actual construction had to begin by January 1, 1939.<sup>3</sup>

On October 10, 1938, the architectural firm of Brust and Brust of Milwaukee was selected to design the building. Plans were outlined and submitted by November 10, with the bids advertised on December 1. The bids were received and opened on December 22, with the contract awarded to the W. M. C. Construction Company of Winona, Minnesota. As required by the terms of the contract, the general contractor moved excavation equipment onto the site, and began work on December 30, 1938.<sup>4</sup>

Thus the dream of ten years was about to be realized, but George Snodgrass never saw its completion. He died January 12, 1939, just a few days after ground was broken. "We shall always remember what his efforts made possible for us," was the testimonial of Emery Leamer at the dedication of the school.<sup>5</sup>

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<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.



"EVOLUTION OF A SCHOOL"<sup>6</sup>

The grant specified that construction of the new school must begin by January 1, 1939. This allowed limited time in which to formulate plans. The proper procedure would have been to have committee meetings to consider the function and philosophy of the school, as well as the size and arrangement of rooms, and the materials and equipment needed. With the deadline so close, there was no time for such a process, instead the teachers were asked to submit ideas. Two suggestions were presented: (1) each teacher would plan the size and shape of her room, with no two being alike; or (2) provide all the space possible, and depend on the ingenuity of the teacher to make it attractive. To save cost the second plan was chosen. A list of rooms needed was made on the basis of the present school, taking into consideration the facilities available at the college.<sup>7</sup>

An important facet of the planning was that the project had to come within the appropriation. Anything that might bring the cost over the appropriated amount of three hundred twenty-five thousand dollars was cut from the plans. This resulted in decreasing by eight feet the original planned length of the building, and in designing a smaller gymnasium and auditorium.<sup>8</sup>

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<sup>6</sup>Emery Leamer, "Evolution of a School," Leamer Papers (La Crosse, Wisconsin: University Archives, undated). (Type-written notes.)

<sup>7</sup>Ibid.

<sup>8</sup>Ibid.

The contract for the general construction was awarded to W. M. C. Construction Company of Winona, Minnesota for \$190,000; the plumbing to Thill and Thill of La Crosse for \$12,326; the heating and ventilation to George McKosky of La Crosse for \$24,200; and the electrical work to Clark-Bracken of La Crosse for \$17,165. The total amount of the original contracts amounted to \$243,691. The balance of the money was assigned to: equipment, \$25,000; preliminaries, \$18,000; and contingencies, \$28,309.<sup>9</sup>

Even with such a limited time between approval and actual construction, Mr. Leamer and the architects took time to discuss the location of play areas at the new school. The State Architect, Roger C. Kirchhoff of Madison, wrote to Mr. Leamer on November 17, 1938:

Aside from the present project at La Crosse, I want to discuss with you some day, the matter of why playgrounds for school children are normally placed in the rear of a school building. I cannot believe that the sight of about one hundred children at play is objectional, and I wonder why the play areas cannot be developed in two areas in front of a school building and still retain sufficient lawns and borders of grass to enrich the property.<sup>10</sup>

Mr. Leamer was also concerned with the preservation of a large tree at the southwest corner of the proposed location of the school. There was extensive correspondence concerning this matter, and the success of their endeavors was in evidence with the tree still spreading its branches over a play area at the front of the building in 1970.<sup>11</sup>

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<sup>9</sup>Leamer, "Dedication and Open House," loc. cit.

<sup>10</sup>Personal correspondence between Emery W. Leamer and Roger C. Kirchhoff, State Architect, Madison, Wisconsin. Leamer papers (La Crosse, Wisconsin: University Archives, November, 1938).

<sup>11</sup>Ibid.

During the initial planning stages the matter came up as to what name to put on the building. Mr. Leamer would have liked to change the name of the school from Training School to Laboratory School. The name training school had become associated with institutions for the training of juvenile delinquents rather than with a school for training teachers. In a letter to the architects, Brust and Brust, he asked them to think of the school as the Laboratory School. But the architects believed it was better not to put a name of any kind on the front, for the school could then be designated in any way desired. It was interesting to note that throughout all further correspondence, the school continued to be called the Training School.<sup>12</sup>

It was not until March, 1953, that the Training School was re-named the Campus School by the Campus Controls Council and the administration of the college.<sup>13</sup>

#### DESCRIPTION OF THE NEW SCHOOL

The Training School was the fourth building to be built on the campus, and gave pupils the advantage of facilities planned especially for them.<sup>14</sup> Executives believed it

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<sup>12</sup>Personal correspondence between Emery W. Leamer and the firm of Brust and Brust, Architects, Milwaukee, Wisconsin. Leamer Papers (La Crosse, Wisconsin: University Archives, October to November, 1938).

<sup>13</sup>The Racquet (La Crosse, Wisconsin: Wisconsin State College, March 13, 1953), p. 1.

<sup>14</sup>La Crosse Tribune and Leader-Press, January 1, 1941, p. 12.

to be the most modern and complete building in the field of progressive education in 1940. The building was of reinforced concrete and fireproof brick construction. There were four entrances, one on each side, with the one on the south being considered the main entrance. The auditorium, with seating capacity of three hundred sixty-six, was at the south end of the building. There were collapsible gates which could be closed to confine people to the auditorium section of the school. The auditorium had a fully equipped stage, as well as dressing rooms.<sup>15</sup> The original draperies in the auditorium were hand-printed with block prints, designed and made by pupils of the school.<sup>16</sup>

Also on the ground floor were the gymnasium, home economics department, a general purpose room, a dark room for photography, and various other rooms.<sup>17</sup>

On the east side of the first floor were several class rooms, including a fully equipped kindergarten. On the west were the fourth grade rooms, as well a suite of rooms for the director of the school, and an office for the director of elementary education.<sup>18</sup>

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<sup>15</sup>Ibid.

<sup>16</sup>Interview with Barbara Emmert Tyznik, March, 1970.

<sup>17</sup>La Crosse Tribune and Leader-Press, January 1, 1941, p. 12.

<sup>18</sup>Ibid.

The second floor had two rooms at the north end for the fifth and sixth grades, as well as a large library. The latter had one large room as well as four small ones. Two of the small rooms were enclosed, one being for parents, and the other for teachers, both provided with numerous shelves of books. At the top of a small flight of stairs were two more library rooms for children. There were four thousand volumes of books when the school opened in 1940. Audio-visual equipment for use in the Campus School was also housed in the library. There were classrooms for the junior high on the second floor, as well as a music room.<sup>19</sup>

An important feature of the school in 1940 was a sound system that included every room in the building except the auditorium and the gymnasium. Through this system it was possible for the director of the school to talk with any instructor or class and to hear classroom procedures. There were also provisions for transmitting radio and phonograph programs to all or any one of the rooms.<sup>20</sup> One memorable use of the sound system was on Monday, December 8, 1941, when the entire school was tuned in to hear President Franklin D. Roosevelt declare that the United States was at war with Japan.<sup>21</sup>

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<sup>19</sup>Ibid.

<sup>20</sup>Ibid.

<sup>21</sup>Interview with Barbara Emmert Tyznik, March, 1970.

## MOVING DAY

Thursday, January 25, 1940, was moving day for the Training School youngsters, with every child in on the proceedings. The children brought their sleds, wagons, bicycles, and even an ancient wheelbarrow, to school that day in order to move their school equipment from the old quarters in the main college building to the new structure. A reporter wrote:

They made a gay procession as they carted their books, papers, sports equipment, and smaller furniture pieces to the new building. . . . The gaiety of the occasion was further enhanced by the sight of a serious second grader diligently trudging along under a light but bulky package, leaving a trail of water drawings and other school work in his wake. . . . While the occasion will undoubtedly be unforgettable to the youngsters, it is also a memorable day in the educational history of the city. For La Crosse the occasion marks another important step in the city's educational development. For the college the school provides a modern and complete laboratory for the training of teachers.<sup>22</sup>

In the days following, the heavier pieces were moved by college National Youth Administration (NYA) workers. The new school opened for classes Tuesday, January 30, 1940.

## SUMMARY

In 1938, the request for a new training school building was submitted to Washington. Approval was given in September of that year, and as required by the grant, construction began on December 30, 1938. The total appropriation

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<sup>22</sup>La Crosse Tribune and Leader-Press, January 26, 1940, p. 2.

was for three hundred twenty-five thousand dollars, with the government providing forty-five percent of the cost and the other fifty-five percent paid by the state. By careful planning the cost was kept within the appropriation.

The Training School provided facilities especially planned for the pupils, and it was believed to be the most complete and modern building of its kind in 1940.

The children of the school helped make the move to the new building, and the school opened January 30, 1940.

## Chapter 5

### CURRICULUM OF THE CAMPUS SCHOOL

The curriculum of the Campus School followed closely the courses of study offered in the public schools. The major differences were mainly enrichment opportunities made possible through the facilities available at the college.

#### THE CURRICULUM FROM 1909-1939

The curriculum of the Model School in the first years of operation included reading, writing, spelling, arithmetic, history, geography, hygiene, and grammar. These were taught by the classroom teacher. In addition an hour a week was given to music, manual arts, physical training, and school gardening, taught by Normal School faculty members of corresponding departments. The general aim in instruction was to present the subject matter so that the pupils would:

. . . grow in power to interpret, to appreciate and to express. Quality of work is emphasized rather than quantity. Progress in subjects is determined by the pupil's ability to move forward intelligently. . . . It is the aim to direct the pupils in such a way that they may find joy in doing their best, may find pleasure in achievement.<sup>1</sup>

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<sup>1</sup>Bulletin of the State Normal School, June, 1911, op. cit., pp. 36-37.



The pupils had access to the library, gymnasium, art rooms, and the music room for materials and instruction when the Model School was located in the main building of the college.

A section of the library, with child-sized tables and chairs, was set aside for the children. There were books selected especially for their use. Instruction in the use of card catalogues and reference materials was given by the librarian at the request of the classroom teacher as the need arose.

Art classes were held in the art department of the college. Mrs. Annett remembered marching from the first to third floor to attend these classes.<sup>2</sup> Instruction in art was given by Miss Rena Angell, a favorite teacher of many of her pupils whether in the Campus School or the college. Mrs. Annett, who was a pupil of Miss Angell in grade school and college, said of her, "She inspired many and gave encouragement to all."<sup>3</sup> Rena Angell did not expect to stay in La Crosse when she joined the faculty in 1912. She did resign, but President Cotton persuaded her to change her mind. Miss Angell remained at the school for thirty-nine years, longer than any other faculty member.<sup>4</sup>

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<sup>2</sup>Interview with Mrs. Annett, June, 1970.

<sup>3</sup>Ibid.

<sup>4</sup>La Crosse Tribune, September 26, 1965, p. 3.

One of the recollections Elmer Lysaker had about his two years as a student in the Model School was taking cooking lessons instead of manual training, which was not available in the curriculum until 1912.<sup>5</sup> Boys and girls from kindergarten through junior high were taught to handle all kinds of tools and materials. The lower grades made use of such materials as paper, cardboard, clay and yarn. The upper grades had courses in mechanical drawing, as well as the use and maintenance of tools and other equipment. The older pupils used wood, leather, and metal for making a variety of objects from toys to furniture. The original purpose of this course at the college level was to train teachers who wanted to specialize in teaching the manual arts. By 1934 the objective was to train elementary teachers to handle the many handicraft activities of the classroom without having to resort to the services of a specialist. Consequently, a great number of the articles made by the children used materials and equipment available in the classroom.<sup>6</sup>

Music was always a part of the school curriculum. The children were instructed in listening to music and in participating in musical activities of all kinds.<sup>7</sup> In 1927

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<sup>5</sup>Interview with Elmer Lysaker, January, 1970.

<sup>6</sup>La Crosse Tribune and Leader-Press, June 1, 1934, p. 14.

<sup>7</sup>La Crosse Tribune and Leader-Press, October 24, 1943, p. 5.

Miss Olive Place became the supervisor of music. She emphasized the appreciation and enjoyment of music. Singing was an important part of the program, and children were encouraged to make up their own songs. Under her direction classroom melody bands were formed, with every child taking part.<sup>8</sup>

Since the college offered a major in teaching physical education, swimming and other physical activities were also included in the curriculum. Girls who attended the school up to the mid-thirties would have no trouble recalling the gym costume consisting of a white middy blouse, black tie, black bloomers, and black stockings.<sup>9</sup>

Demonstrations were given for the children in the physics and chemistry laboratories by professors in those departments. One of the favorites was a demonstration of laughing gas. The science classes would visit the third floor biology department to view the various exhibits there. Other visits to the third floor would be made after school to collect quick-silver which accumulated along the bottoms of the sliding cabinet doors.<sup>10</sup>

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<sup>8</sup>Ibid.

<sup>9</sup>Based on interviews with Mr. Lysaker, Mrs. Annett, Mrs. Tyznik, as well as memories of the researcher.

<sup>10</sup>Ibid.

## CURRICULUM CHANGES FROM 1940-1970

The Campus School was one of the first schools to experiment with a plan of classroom organization in which a teacher had the same pupils for three years of social studies and English. One of the first teachers to use this program as early as 1940, was Mrs. Edith Wing, who taught in the Campus School junior high from 1928 to 1949. She believed that this arrangement enabled a teacher to know and understand her pupils better.<sup>11</sup>

The Campus School continued to emphasize the development of the fundamental skills of reading, writing, spelling, arithmetic, and language. Instruction in social studies was stressed, with the emphasis on geography. A well-planned course in elementary science was also a part of the curriculum. The school offered both creative and appreciative experiences in art, music, and literature, and provided instruction in personal and community hygiene. A varied program of physical activity was maintained in the curriculum.<sup>12</sup>

The instruction of the school was unstructured, with the children sharing in the planning and evaluation of their work. There was a natural and informal atmosphere in which

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<sup>11</sup>Compiled from class notes taken by the researcher in Principles of Teaching, 1947.

<sup>12</sup>Ibid.

children could achieve freedom through self-discipline and the acceptance of responsibility. Their interests and understandings were further facilitated by the extensive use of visual aids, field trips, and constructive activities. The staff experimented with many of the new devices that were developed for the teaching-learning process, such as reading machines.<sup>13</sup>

Consideration was continually given to individual differences. Each child was assisted in attaining realistic objectives for himself. He was encouraged to make full use of his abilities. Books were provided at his level of reading, and remedial instruction was given as needed.<sup>14</sup>

Throughout the years adjustments were made in the curriculum as teaching methods, student needs, and the school situation changed. The examples which follow illustrate the various changes which were made in the early 1960's.

A few years prior to 1961, the school offered classes in German, French, and Spanish. But difficulties in hiring instructors, scheduling classes, and giving credits made it necessary to offer one language, German, and only at the ninth grade level.<sup>15</sup> This was in 1962 to 1963.

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<sup>13</sup>Ibid.

<sup>14</sup>Ibid.

<sup>15</sup>John McLain, "Annual Report of Campus School Activities" (La Crosse, Wisconsin: La Crosse State College, July 1, 1963), pp. 1-3. (Mimeographed.)

In 1962-1963 it seemed that budgeting problems made it necessary to eliminate the shop and homemaking classes, which had been offered at the junior high level. In that same school year, swimming classes, which had previously been given starting at third grade, were extended to all grades beginning with kindergarten. In addition an individualized reading program was initiated in the second grade. The reading program was structured because of the staff's belief that children could learn to read better by reading materials they select rather than using a basic text.<sup>16</sup>

In May, 1963, an outdoor education program was instituted, with the sixth grade spending a week at camp. The outdoor education curriculum emphasized conservation, but included instruction in all subject areas.<sup>17</sup>

Beginning with the 1963-1964 school year, algebra was taught to the high ability eighth grade students, and in 1964-1965 geometry was taught to those ninth graders who had successfully completed algebra. These changes were made so that the junior high mathematics program of the Campus School would be the same as the math program in the public schools in La Crosse.<sup>18</sup>

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<sup>16</sup>Ibid.

<sup>17</sup>Ibid.

<sup>18</sup>Ibid.

## THE RURAL ROOM

During a period of nine or ten years, approximately from 1948 to 1958, there was a rural school located in the Campus School.<sup>19</sup> The department of rural education, headed by Alice Drake, organized the school in rooms on the main floor of the Campus School. In every other way the rural school was independent of the Campus School. Previous to this time the Town of Shelby Boulevard School, located in the five hundred block south on Losey Boulevard, was used as the demonstration school for the rural department. To make it more convenient for college students, it was decided to establish on the campus a one room school as much like a rural school as possible.<sup>20</sup>

Pupils from the Elm Grove rural school were transported by bus to the Campus School. Transportation was the only expense to the school district, for the teacher's salary and other costs were paid by the state. The school was organized, as most rural schools at that time, with one teacher for the six grades with an enrollment of twenty-five to thirty pupils. The primary purpose of the school was to demonstrate for the students in rural education that it was not necessary to teach twenty-eight or more classes a day. The classes were both individualized and ungraded. Children

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<sup>19</sup>Interview with Alice Drake, July, 1970.

<sup>20</sup>Ibid.

were placed in three groups for the study of language, social studies, music and physical education. The primary group consisted of first, second, and lower third grade; the middle group was made up of the upper third, fourth, and lower fifth grade; and the advanced group consisted of the upper fifth and sixth grade. Reading and arithmetic were individualized, as were spelling and writing. A child worked at various levels in different subject areas depending on his ability.<sup>21</sup>

The children took part in the Federal Lunch Program, with the noon meal planned and prepared by the teacher and older girls. The lunch program offered excellent opportunities to discuss nutrition and food preparation as part of health education. The classroom teacher also taught music, art, and physical education.<sup>22</sup>

Miss Drake felt that the teachers in this school were unique. They were capable of handling all the problems of the one room school, and were creative in enriching the course of study, especially in music, creative writing and drama. They had to conduct demonstration lessons nearly every day, both to college students and visitors from all over the state. Parents of the pupils were very interested in the school, and formed their own flourishing Parent Teacher Association.<sup>23</sup>

The rural room continued its operation during the summer. The summer school was composed of children not from one public school district, but from several rural districts.<sup>24</sup>

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<sup>21</sup>Ibid.

<sup>22</sup>Ibid.

<sup>23</sup>Ibid.

<sup>24</sup>Ibid.



In 1958 the rural room was discontinued along with the phasing out of the department of rural education. The consolidation of rural schools and new state laws which eliminated the two and three year education courses made this department unnecessary. In the opinion of Alice Drake, the procedures essential to the operation of a good rural school still have a place in modern education; for the self-contained classroom should also group children and individualize instruction.<sup>25</sup>

#### DEVELOPMENT OF A HEALTH PROGRAM

An example of the continuing growth of the Campus School curriculum and its interrelation with the college was the health program which was developed in the years 1953 to 1957. This program was an excellent example of how Campus School teachers and college faculty members worked together to benefit college students and school children.

The health program was developed by Bernard Young, Director of the Campus School, and Don Wille, associate professor in the department of health, physical education, and recreation. The purpose for developing a health program was as follows:

. . . school health education seeks out the needs of students, parents, and teachers, and attempts to aid them in the adjustment to and the solution of their individual problems; and to aid them in seeking out and utilizing

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<sup>25</sup>Ibid.

workable techniques in the daily task of living better.<sup>26</sup>

The objectives of the program were stated as follows:

1. To utilize the school health program as a means to assist teachers in contributing to total development of well-integrated personalities of children whom they have in their classes.
2. To meet growth and developmental needs and interests of Campus School pupils.
3. To activate a health program which meets the challenge of the moral responsibility of the school to prepare children for survival, preservation and adjustment to the environment during and after school life.
4. To provide a setting in which college students can activate the acquired knowledge from the college classroom through the medium of observation, participation, and practice teaching in the area of health.<sup>27</sup>

To enhance the realization of these objectives, the Campus School teachers selected several areas for further faculty study and discussion. One of these areas was that of the inwardly disturbed child. The teachers reasoned that more understanding of these children would help teachers adjust to and accept their behavior. By comparing the abnormal behavior of the disturbed child with the developmental patterns of other children the same age, teachers would develop a greater understanding of child behavior. Other problems studied were nutrition, dental health, daily health appraisal, sight, hearing, and environmental health.<sup>28</sup>

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<sup>26</sup>Bernard J. Young and Don Wille, "Some Notes on the Development of a Health Program in the Campus School" (La Crosse, Wisconsin: Wisconsin State College, November 10, 1953), pp. 1-2. (Mimeographed.)

<sup>27</sup>Ibid.

<sup>28</sup>Ibid., pp. 4-5.

A revised memo stated the philosophy of teaching in health education: "The whole child and the whole teacher are involved in the teaching-learning process in any area of education," with its purpose: "to provide each student teacher with a supervised experience in teaching an organized class in health in the Campus School."<sup>29</sup>

Student teaching in health education was defined as

. . . the on-going process involved in continuing maturation as a person and the development of teaching competence in guiding the growth and learning of children toward survival and progress--under professional supervision.<sup>30</sup>

In order to work out this pattern of teaching, a basic philosophy was utilized:

If a child is helped to learn how to work out his daily problems so that he feels good about his accomplishments, the chances are that he will take care of himself so that he enhances his potential for survival and progress.<sup>31</sup>

As a result of this philosophy, student teaching in health education was re-evaluated and restructured. Outlines of the methods and procedures for the teaching of health and sequential studies for all grades were worked out and put

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<sup>29</sup>Don Wille, "Revised Memo to Dr. Young" (La Crosse, Wisconsin: Wisconsin State College, January 11, 1955), p. 4. (Mimeographed.)

<sup>30</sup>Don Wille, "Student Teaching in Health Education" (La Crosse, Wisconsin: Wisconsin State College, March, 1956), p. 1. (Mimeographed.)

<sup>31</sup>Bernard J. Young and Don Wille, "More Student Teaching in Health Education" (La Crosse, Wisconsin: Wisconsin State College, January, 1957), p. 2. (Mimeographed.)

into practice by 1955. Each year the program was evaluated by both student and supervising teachers. By 1957 health education was completely a part of the Campus School curriculum, with well developed objectives and procedures for pupils and student teachers.<sup>32</sup>

### SUMMER SCHOOL

During the summer classes were held in the Campus School to give students enrolled in the college summer school a place to observe and teach. Pupils who attended during the regular school were given priority in summer school. In 1929 there were nearly two hundred children enrolled in the Training School summer classes, and they came from nearly every public and parochial school in La Crosse, as well as from nearby towns and villages.<sup>33</sup>

Classes concentrated on one unit of study, usually in science or social studies, with the basic skills of reading, writing, spelling, and arithmetic correlated with the unit. Swimming instruction was included in the summer program. Classes were held only in the morning.

In the 1960's the summer school set-up was altered. One of the regular school year classes was selected to serve as a demonstration class during the summer months with the

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<sup>32</sup>Ibid., pp. 1-22.

<sup>33</sup>La Crosse Tribune and Leader-Press, June 19, 1929, p. 7.

regular classroom teacher. Pupils in this grade during the school year were required to attend the summer class. The other grades included students from the public and parochial schools of La Crosse with the enrollment limited to fifteen in a class. In these classes some practice teaching was done. These classes were not designed for the child who had been retained or who had not completed the assignments during the year.<sup>34</sup>

In 1966, as an experimental study, the summer school session changed to an ungraded program, with learning centers rather than grades. Level one was pre-kindergarten; level two was reading readiness and beginning reading; level three was creative writing and reading; level four consisted of social studies and remedial ITA (Initial Teaching Alphabet); and level five centered upon instruction in science and math. It was hoped that this experiment would eventually develop into an entirely ungraded program.<sup>35</sup>

#### SUMMARY

The fundamental skills taught in the Campus School were similar in content to that of the public schools. Additional enrichment activities were included as a result of the

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<sup>34</sup>Bernard J. Young, "Annual Report for 1961-1962 School Year" (La Crosse, Wisconsin: Wisconsin State College, June 20, 1962), p. 3. (Mimeographed.)

<sup>35</sup>Richard E. Rasmussen, "Annual Report of the Director of the Campus School" (La Crosse, Wisconsin: Wisconsin State University, 1966), p. 7. (Mimeographed.)

facilities available at the college. Some of these were swimming, manual training, and art.

Changes were made in curriculum and instruction as the emphasis in the elementary program changed. Science classes were developed more fully, giving pupils increased background for further growth in that area. The latest methods for teaching reading, arithmetic, and language were used.

A rural school was a part of the Campus School for several years. Organized as a demonstration room for the department of rural education, it was a typical one room school, completely independent of the Campus School. Group and individualized teaching was emphasized as the most efficient solution to the problems of the rural school.

A health program was developed in 1953 to facilitate the growth and developmental needs of the children in the Campus School. As a result of the program sequential units in health became a part of the curriculum.

Summer classes were held at Campus School for observation and practice teaching. Until 1965 the emphasis was on the unit method of teaching in each grade, but in 1966 the school experimented with learning centers during summer school.

## Chapter 6

### EXTRA-CURRICULAR ACTIVITIES

With the first laboratory school located in the same building as the college, the pupils were included in many of the fetes and celebrations of the college. The school had full use of the gymnasiums and auditorium. In fact the Model School gave the first program to be presented in the auditorium in December, 1909.<sup>1</sup> It was the first of many Christmas programs presented by the children. As far as can be determined, the traditional Christmas Pageant was instituted about 1912. All of the children in the school, from kindergarten through junior high participated in the pageant. They formed a procession into the auditorium, carrying candles in the early years, later flashlight-type candles were used. The Christmas story was pantomined by the junior high classes. "It was the supreme desire of every girl to be chosen as Mary or the Angel Gabriel rather than to be merely a member of the angel chorus."<sup>2</sup> Several kindergarten children, dressed as cherubs, would sing "Away In the Manger" around the crib. All of the other parts were taken by the junior high school boys. This program was presented every year until the Campus

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<sup>1</sup>La Crosse Tribune, December 9, 1909, p. 15.

<sup>2</sup>Interview with Mrs. Annett, June, 1970.

School moved to the new building in 1940.

In the spring of 1910, the children took part in two memorable events. They had a fete to celebrate May Day, and they participated in the first commencement exercises of the college. The May fete was held in Myrick Park, with a seventh grade girl, Ruth Wallace, as queen. She was attended by Mary Farnam, Mary Baldwin, Elinor Edwards, and Aileen Dowling.<sup>3</sup> Mr. Lysaker vividly remembered this event, for all the students were required to wear white. Since he did not own a pair of white pants, he bought material and made his own.<sup>4</sup>

The first commencement exercises took place in the gymnasium. Pupils from kindergarten to seventh grade presented a program of musical drills and exercises to demonstrate the physical training classes of the school. "One was a Japanese drill with ten little girls in Japanese costumes going through the movements like persons with years of training."<sup>5</sup>

In the historical pageant presented by the college on its twenty-fifth anniversary in 1934, the children of the Training School were also included.<sup>6</sup> They portrayed the

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<sup>3</sup>La Crosse Tribune, March 20, 1960, p. 20.

<sup>4</sup>Interview with Mr. Lysaker, January, 1970

<sup>5</sup>La Crosse Tribune, June 22, 1910, p. 10.

<sup>6</sup>La Crosse Tribune and Leader-Press, June 1, 1934,  
p. 15.



modern and creative trend in education, again with a series of dances and exercises. "The Training School shows an appreciation of creative study. This creative study is evident in the activities originated and presented by the children."<sup>7</sup>

A variety of programs were presented through the years, both for parents and the public. Units in social studies offered many opportunities to develop plays and programs which would be written and produced by the children. Operettas and plays were also given, especially after moving to the new school with its fully-equipped auditorium. A Recognition Day program was instituted in 1954, which honored those pupils in grades five through nine who had constructively participated in school activities, as well as special recognition for the members of the ninth grade.

At various times newspapers were published by the students, with pupils doing the reporting, organizing, and printing. Classroom clubs were organized for many types of activities, such as science, photography, nature study, and drama.

Many Campus School students won awards as a result of science projects entered in the Wisconsin Science Academy.<sup>8</sup> "We feel that success in these events has con-

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<sup>7</sup>Ibid.

<sup>8</sup>Richard E. Rasmussen, "Annual Report of the Director of the Campus School, 1965-1966," op. cit., p. 3.

tributed much to student morale and increased the importance of the academic program in the eyes of the children," was the comment of the school director, Richard Rasmussen.<sup>9</sup>

#### SUMMARY

With the Training School so much a part of the college, the pupils were included in several of the college presentations. These were usually representative of the activities of the school.

An elaborate Christmas pageant given by the entire student body was a tradition of the school for nearly thirty years. The children also presented many programs of their own creation and planning.

Classroom clubs were organized for various purposes, and participation in scientific exhibitions was encouraged.

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<sup>9</sup>Ibid.

## Chapter 7

### THE FUTURE OF THE SCHOOL

#### PLANS FOR A NEW SCHOOL

In 1954 the La Crosse Tribune published a scale drawing of the college campus as it was purposed for future development. A new Campus School was to be located on the northwest corner of Sixteenth and Vine Streets, with the old school redesigned as a liberal arts building.<sup>1</sup> These plans did not materialize, for the developmental plans of the college changed.

In the early 1960's, however, plans for a new campus school had been thought about and discussed.<sup>2</sup> Laboratory-type centers were being considered in the areas of mathematics, science, social studies, and language arts. Each learning center was to have the materials and equipment needed to extend the specialized skills in that area of learning. An example of the laboratory center would be a social studies center with all the materials needed for the teaching of history, geography, economics, and the other disciplines

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<sup>1</sup>La Crosse Tribune, December 5, 1954, p. 9.

<sup>2</sup>Dr. Waldo R. Widell, Wisconsin State University at La Crosse, lecture in a Seminar: Teaching Science, June 29, 1968. Permission to quote secured.

identified with social studies. A science center would have materials and equipment for conducting experiments and a green house for growing a variety of plants. The centers were to be taught by specialists in the field. An early childhood education center was also to be provided.<sup>3</sup>

It was believed that this form of organization would give student teachers a more direct relationship with the children and the supervising teachers. The plan would lend itself to small group or micro-teaching with more individualized instruction through the use of programmed learning devices and closed-circuit television. One area of instruction would be presented to a small group and then to the class as a whole. The classes would be ungraded with each child receiving an individual weekly schedule to follow. Dr. Widell believed "Each instructional area would be a doing kind of place for every area of instruction."<sup>4</sup>

#### PROPOSAL TO CLOSE THE CAMPUS SCHOOL

As early as April 2, 1959, it appeared that the days of campus schools in Wisconsin were numbered. On that day Governor Nelson raised the issue of closing all campus schools in the state.<sup>5</sup> In June of that year, the state

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<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>University of Wisconsin, Milwaukee, "Answers to Governor Nelson's Question Concerning Laboratory Schools and Elementary Education," July 10, 1959, p. 1. (Mimeographed.)

colleges issued a joint statement titled "Justification for Laboratory Schools," On July 10, 1959, the University of Wisconsin at Milwaukee issued a separate statement:

It is our firm conviction that good laboratory school facilities are absolutely essential for an effective teacher training program operated in a University context.

Laboratory school facilities in a University are to teacher education what research and teaching laboratories are to chemistry and engineering, or what an experimental farm is to agriculture. . . .<sup>6</sup>

Following these reports, the Coordinating Committee for Higher Education (CCHE) issued a statement endorsing the position taken by the University at Milwaukee and the state colleges. However in April, 1962, the recommendation was again made to close the schools.<sup>7</sup> On February 23, 1963, Governor Reynolds was quoted as saying:

I hope the people in our higher education institutions are aware that they are in the battle of their lives. . . . As a practical matter the only place in the budget program where the Republican lawmakers can make appreciable cuts is in the higher education budget because value judgments are involved there.<sup>8</sup>

At a luncheon meeting of the La Crosse Business Men's Club on October 21, 1965, Maurice O. Graff, vice-president of academic affairs at WSU at La Crosse, said that the future status of the campus schools in the state was receiving some consideration.<sup>9</sup> The campus school, originally designed as a

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<sup>6</sup>Ibid.

<sup>7</sup>Campus School Calendar, February 25 to March 1, 1963. (Mimeographed.)

<sup>8</sup>La Crosse Tribune, February 23, 1963, p. 1.

<sup>9</sup>La Crosse Tribune, October 22, 1965, p. 13.

laboratory and practice teaching facility, did not receive as much use in this respect as do public schools in general. "The trend is away from campus schools," he said.<sup>10</sup>

A report made public May 1, 1970, by a subcommittee of the CCHE suggested that the junior high level of the Campus School at La Crosse, as well as at the other state universities, should be closed by June 1, 1971.<sup>11</sup> It was expected that the recommendations would be approved by the CCHE, although administrators at WSU at La Crosse were opposed to the action. The recommendations suggested that greater cooperation with local public schools was needed, as well as greater research in the campus school.<sup>12</sup>

On June 3, 1970, the La Crosse Tribune reported that the local university had sixty days to show why its Campus School should not be discontinued.<sup>13</sup> This would give the officials an opportunity to present their arguments for retaining the school. The indications were that all elementary schools at the state university campuses would be closed by June, 1972, unless the sponsoring universities were able to give evidence why they should not be closed. John Bossard, a La Crosse lawyer and a new member of the Coordinating Council, said, "To justify continuation now, these schools must

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<sup>10</sup>Ibid.

<sup>11</sup>La Crosse Tribune, May 7, 1970, p. 2.

<sup>12</sup>Ibid.

<sup>13</sup>La Crosse Tribune, June 3, 1970, p. 1.

show that they are doing significant research or have unique functions that the university and state need."<sup>14</sup>

The CCHE pointed to the development of ever larger public school sizes and functions as a major reason for the move to close the schools. The report said

. . . the small self-contained classrooms are no longer typical of public schools, or adequate for accomplishing originally intended functions as model schools or the main agency for carrying on practice teaching.<sup>15</sup>

Nevertheless, a letter in the Mail-From-Readers column of the La Crosse Tribune, from a senior in the department of secondary education, questioned whether the La Crosse schools "would be willing or able to handle the hundreds of educational students desiring to observe or micro-teach." She wondered whether the students would be "able to reach the public schools without great inconvenience to their other classes."<sup>16</sup>

An editorial on the same page stated: "By all accounts, our campus school has an important role in teacher training. Whether it can meet state criteria for survival remains to be seen."<sup>17</sup>

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<sup>14</sup>Ibid.      <sup>15</sup>Ibid., p. 2.

<sup>16</sup>Mail-From-Readers, La Crosse Tribune, June 22, 1970, p. 6.

<sup>17</sup>Editorial, La Crosse Tribune, June 22, 1970, p. 6.

A decision was expected in late July, 1970, after staff members of the CCHE come to La Crosse to review the Campus School operations.

#### SUMMARY

Plans were made in the 1960's for a new Campus School with laboratory centers for the various areas of learning being recommended. These would lend themselves, among other things, to small group teaching. However, as early as 1959, there was a movement by the State of Wisconsin to close its university campus schools. It was felt that they were inadequate for their original function as model schools, as well as no longer representative of public schools.

In May, 1970, it was recommended by the Coordinating Council of Higher Education, that all junior high grades in the campus schools be discontinued by June, 1971, and all elementary campus schools close by June, 1972.

The decision concerning the Campus School in La Crosse was expected in July, 1970.



## Chapter 8

### CONCLUSIONS AND RECOMMENDATIONS

It was the purpose of the researcher to organize and relate such information as was available concerning the history and development of the Campus School at Wisconsin State University at La Crosse from its establishment in 1909 to the possibility, in 1970, of its closing.

There were two main reasons for the establishment of the Campus School. One was to provide a place for students in the departments of education to observe teaching procedures and to engage in practice teaching. The other was to teach children. In the opinion of the writer both of those purposes were fulfilled at the Campus School. But a question arose: Did the Campus School exist for the students of the University, or for the pupils in the school?

The philosophy of the Campus School faculty seemed to be an echo of the first Normal School president, Fassett A. Cotton, who said that the school would be maintained in the interest of the pupils,<sup>1</sup> and the first bulletins: "Nothing will be tolerated . . . that interferes with this, the supreme purpose of the school."<sup>2</sup>

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<sup>1</sup>La Crosse Tribune, August 20, 1909, p. 9.

<sup>2</sup>Bulletin of the State Normal School, June, 1911, op. cit., pp. 35-36.

It seemed, that to the departments of education of the Wisconsin State University at La Crosse, the Campus School existed only because of the need for a place for student teachers to do their observing and practice teaching.

Another reason for establishing a campus school, in the opinion of the writer, was to have a center for research and experimentation in the field of education. There seemed to be little evidence of any significant original research in elementary education at the Campus School at La Crosse. That may well be the deciding factor in whether or not the Campus School will close.

The writing of this paper has been an unforgettable and gratifying experience. Having decided upon researching the history of the Campus School, with the idea of relating interesting facts and experiences from its early years, the study snowballed to cover the entire one hundred years of its history. There were many periods of frustration, when materials or information could not be located, and moments when fond memories made one smile. Returning to the university for graduate study, the writer discovered the ghosts of her school days in the rooms and halls of Main Hall. There were many such ghosts, for ten years were spent in the Training School when it was located in the main building, and eventually a degree in elementary education was earned at the same institution, and primarily in the same building.

It should not be assumed that this paper is a complete history of the Campus School from 1871 to 1970. The writer had hoped to provide a résumé of many interesting facets of

the school's development and function. There are many former pupils and faculty members who could have been interviewed, and considerable curriculum material to peruse. The failure to keep records has made the writing of this paper very difficult. Unfortunately much information has already been destroyed or forgotten. With the very real possibility that the Campus School will be closed by 1972, the writer hopes that other scholars will become interested in researching other aspects of the school's history or function while information is available.

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