

ABSTRACT OF AN INTERVIEW WITH CLYDE A. BOWMAN

Tape recorded interview conducted on August 30, 1978 by Dr. David Barnard, Dean of Learning Resources, and Chancellor Robert Swanson with Clyde A. Bowman at UW-Stout. Bowman joined the Stout staff in 1919 as the first dean of Industrial Education and served in that capacity until his retirement in 1952. Bowman is credited with providing national leadership in industrial education and in making Stout well known in this field. During the interview, Bowman discusses his education and early teaching career, the philosophy of Stout, Stout President L.D. Harvey, changes in the curriculum for industrial education, the development of the Graduate School, and other aspects of Stout's history.

2 reel-to-reel recordings (A.R.C. Tape Master 3)

Cassette 1, side 1, 27 minutes

00:00 INTRODUCTION

01:00 EARLY LIFE OF CLYDE A. BOWMAN

Father was head of Dunn County Teacher Training School. Bowman mentions his life long interest in manual arts, and his desire to become involved with Stout.

02:20 EDUCATION

Discusses his father's encouragement to begin college at River Falls in order to get teacher training in general education.

05:20 EARLY TEACHING JOBS

Relates a story about his first teaching position, which was at Waterloo, Iowa. He had the job for less than one minute. Mr. Bowman left Stout without a diploma, due to incomplete work. This resulted in some complications for him while he was teaching at El Paso, Texas. Discusses his return to Menomonie after one semester at El Paso. Mentions receiving a job at Stillwater, Minnesota and an offer for a job in El Paso on the same day. Mentions his leaving Stillwater for a position at the State Normal School in Stevens Point. Taught at Stevens Point for five years, with one year off to attend Teachers College at Columbia University in New York. Discusses his induction into the Army for fourteen months during which time he attained the rank of First Lieutenant in the Army Corp of Engineers.

15:35 WORLD WAR I

Mentions his time spent in the service. Was on leave of absence from Columbia while in the Army.

18:00 EARLY YEARS AT STOUT

During his first year back at Columbia he received an offer for a position at Stout. Relates his experience of sitting through a committee meeting during which he was "taken apart" by his superiors at Columbia. It was decided to be in his best interest to return to Stout, which he did in the fall of 1919.

22:35 IMPRESSIONS OF STOUT

Discusses the opinion of a fellow instructor at Columbia that Stout was a "bunch of specialists". Upon arriving at Stout Mr. Bowman discovered that in fact they were a "bunch of specialists". Discusses his first task of organizing the teachers at Stout into a team to better serve the student.

27:00 End of Cassette 1, side 1

Cassette 1, side 2, 24 minutes

00:00 PURPOSE OF STOUT

Mentions the aim of Senator Stout was to see "practical arts as an integrated part of general education". Discusses Stout as a manual training school as a misconception. Senator Stout wanted a student to receive more than academic learning. He felt students should experience tools and materials. Relates President Harvey's philosophy that individuals should have an understanding of the technology that surrounds them daily.

04:25 PRESIDENT HARVEY

Relates a story concerning a ceremony for a drowned student that illustrates President Harvey's strict disciplinary style of administration. Brief description of the relationship between Harvey and Bowman.

11:20 ACTING PRESIDENT OF STOUT

Bowman's agreement upon coming to Stout was that he would work for three years and then have leave to go to Madison for his doctorate, however, with the death of President Harvey he stayed on as acting president for one year until replaced by B.E. Nelson. Brief testimony to President Harvey.

13:30 CHANGE FROM TWO YEAR TO FOUR YEAR PROGRAM

Stout was accredited in 1928 by the North Central Association of Colleges and Secondary Schools. Discusses his involvement in achieving Stout's accreditation as a four year institution by working on committees and through a mutually beneficial relationship with the secretary of the faculty in Madison, C.E. Smith.

15:15 CHANGES IN INDUSTRIAL ARTS CURRICULUM

Discusses the system used to maintain a collection of charts and graphs that illustrated the current demands for teachers. Students enrolled in the Industrial Education program were informed via a counselor how they might best fit the current demands or trends.

20:30 TECHNOLOGICAL CHANGES AT STOUT

Discusses the arrival of new technologies at Stout. Mentions the state of flux in manual arts which lead to a need to distribute the available monies among several different departments for the purpose of new equipment.

24:00 End of Cassette 1, side 2

Cassette 2, side 1, 20 minutes

00:00 STATE BOARD OF VOCATIONAL ADULT EDUCATION

Stout became part of the Wisconsin State Educational System under the direction of the State Board of Vocational Education and was also involved with the State AFL-CIO through a scholarship program that brought the recipients to Stout as students. One of the programs created was the "Itinerant Vocational Teacher Program." This required itinerant teachers to attend Stout during summer session. Bowman relates a story of how one itinerant teacher fought having to participate in the program. Bowman was invited to the Annual Itinerant Teachers Banquet in Milwaukee.

07:40 VOCATIONAL SCHOOL VERSUS INDUSTRIAL EDUCATION

Discusses the various philosophies toward technical education. One philosophy that there was no place for practical training in education. Another philosophy was that you hired individuals with the appropriate work experience to teach rather than trained educators. Story relating his personal experience of encountering resistance by his peers at the idea of his teaching vocational classes because he was a college graduate, not an experienced worker.

14:00 GRADUATE SCHOOL

Graduate work at Stout was offered for the first time in the summer of 1935. Discusses research conducted here at Stout that indicated a growing demand for individuals with more than a bachelors degree. Mentions the work involved with establishing the graduate school.

16:35 THE BLACK BOOK

Mr. Bowman always carried a black book. No one was ever sure of its contents.

18:30 Closing comments by the interviewer

Kevin Smith
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