



Re-collections celebrates:

The University of Minnesota's 150th birthday
The West Central School of Agriculture's 90th birthday
The University of Minnesota, Morris' 40th birthday

This year of milestones—the year 2000—has ignited our imaginations and inspired exploration.

How does our history as an American Indian boarding school and a University of Minnesota agricultural boarding high school affect the campus today?

What worldwide, nationwide, statewide, local and campus happenings shaped UMM?

How did the campus community—students, faculty, staff—react to historical events and social changes?

Re-collections is not a comprehensive record of our campus history. *Re-collections* seeks to show and tell how UMM has been shaped by its past. By gathering memories through interviews, essays, photos and archival research, *Re-collections* explores how the accumulation of experiences defines the University of Minnesota, Morris.

s-gathered or accumulated □ memories-
prefix meaning anew □ collections-gath-
thoughts, images, ideas □ re-a prefix
or accumulated □ memories-reviving
meaning anew □ collections-gathered or



Photograph by Tom Foley, U of M Institutional Relations

Northrop Memorial Auditorium on Minneapolis campus

University of Minnesota

In 1851, Minnesota’s territorial legislature drafted a university charter at the urging of their governor, Alexander Ramsey, who signed it immediately. The forethought of those first leaders over 150 years ago launched the University of Minnesota’s journey to becoming an internationally-known research and teaching university with a mission to share knowledge with the people of Minnesota and the citizens of the world.

Few students in the Minnesota Territory in 1851 were prepared for college, so the University, supported entirely by private donations and fees, began as a preparatory school. The school opened with 20 students. Tuition ranged from \$4 to \$6 per quarter. After only seven years, the school was forced to close due to financial difficulties and the threat of civil war.

While the University’s beginnings were uncertain, the Minnesota Territory representatives did not lose sight of the potential for a great university in Minnesota. After the charter was created, they made their case to the United States Congress for a grant of public land that would be held as an endowment for funding the new university. Henry Sibley, who would later become Minnesota’s first governor, lobbied in Washington for a congressional land-grant bill. President Buchanan vetoed the bill as unconstitutional but Justin Morrill, Vermont representative and the bill’s author, continually reintroduced the bill until the Morrill Act was voted into law in 1862 and signed by President Abraham Lincoln.

The state of Minnesota received 30,000 acres of land for each of its four delegation

Minnesota Territory established 1849

1851 University of Minnesota founded as a preparatory school with an enrollment of 20

Minnesota becomes the 32nd state 1858

1860 University of Minnesota reorganized as institute of higher education

Civil War begins 1861

Morrill Act becomes law 1862

members. The land, granted for investment purposes and not for campus sites, was transferred to the state in 1867.

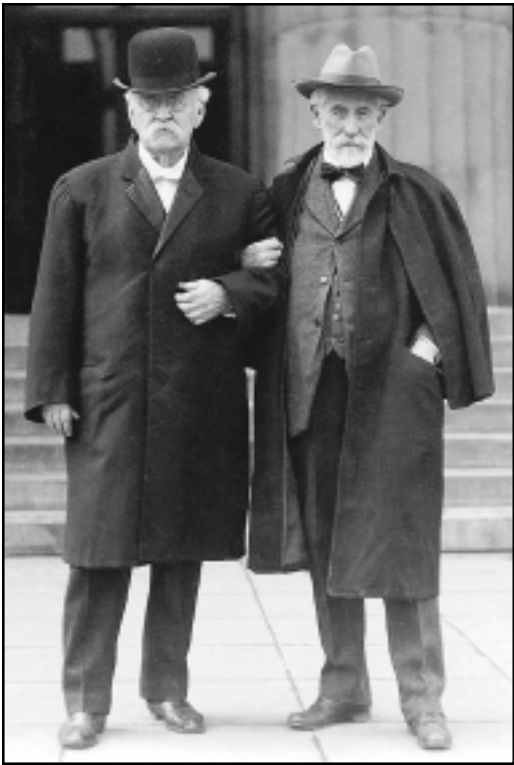
The Morrill Act requires the grant revenue be invested in a perpetual fund, “the capital of which shall remain forever undiminished.” The interest used for “the endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and mechanical arts...in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.”



Pillsbury
(U of M Archives)

In 1868, John Sargent Pillsbury, state senator, persuaded the Minnesota Legislature to pass the University Reorganization Act, which assured the Morrill Land-Grant Act endowment funds would be received by the newly reopened University.

Pillsbury, an impassioned supporter, began his history with the University under interesting circumstances. The University purchased materials for its first building, Old Main, from Pillsbury’s hardware store. When the University could not pay their bill, he considered suing the Regents to collect. Instead, Pillsbury embraced the school’s mission, became a



First U of M president, William Watts Folwell, and second president, Cyrus Northrop (U of M Archives)

regent and led the school out from under its financial burdens by donating private funds to the school and by inspiring others to do likewise. He is known as the “Father of the University.”

The school reorganized and reopened in 1867 debt free. Under the leadership of its first president, William Watts Folwell, considered an “education visionary,” the prep school was phased out, the campus doubled in size, an experimental farm was purchased and a medical department organized. A strong foundation for the University of Minnesota had been laid.

Dakota Sioux uprising 1862	Civil War ends 1865	Stevens County’s first documented settlement established 1866	1869 Folwell inaugurated as University of Minnesota’s first president	Village of Morris established 1871	Telephone invented 1876	1880 University of Minnesota hires first woman professor, Maria Louise Sanford, who taught composition, rhetoric and oratory
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American Indian school: Sisters of Mercy

The Morris American Indian Boarding School was established in 1887 by the Sisters of Mercy, an order of the Roman Catholic Church, whose mission is to serve the poor and the uneducated. The school was contracted by the federal government and provided vocational training for adolescent youth. Boys learned agricultural skills, and girls learned cooking, needlework and sewing.

The school was directed by Mother Mary Joseph Lynch, who was born in Ireland and came to the United States in 1860 after serving with Florence Nightingale during the Crimean War. Under Mother Mary Joseph’s supervision, corporal punishment was forbidden, living conditions were adequate and no discipline problems were reported. The first students were from the Sisseton and Rosebud reservations in South Dakota. Mother Mary Joseph fostered a strong recruiting relationship with the Turtle Mountain Ojibway reservation in North Dakota.

Throughout its brief history, the school’s future was always at risk. An 1890 hailstorm destroyed the school’s crops resulting in a shortage of food. Debts accumulated. Federal policy changes emphasizing separation of church and state, and promoting universal education for all students led the government to end religiously-operated boarding schools.

On July 1st, 1896, the federal government cancelled its contract with the Sisters of Mercy.



Mother Mary Joseph Lynch (circa 1886)

The sisters were distressed by the school’s closing and concerned about the future of their students.

“I feel wretched to have to send away 73 children.”
—Mother Mary Joseph Lynch
director
1887-1896

1887
Sisters of Mercy
American Indian
boarding school
opens in Morris

Wounded
Knee
Massacre
1890

Radio
invented
1895

1899
Boys’ dormitory
completed, building
used as the Music
Hall and currently as
the Minority
Resource Center

1904
University of
Minnesota
starts 4-H
program

Morris Industrial School

The campus reopened in 1897 as the Morris Industrial School for American Indians under the management of the federal government. William H. Johnson, former director of the Quapaw Agency reservation school in Missouri, was appointed superintendent.

Johnson planned new buildings, purchased ample supplies and hired a staff that for the first time included American Indians. Students continued to come from Turtle Mountain reservation, but the majority of students were from the Ojibway reservations of northern Minnesota, including the White Earth Agency.

Changes also occurred in the school's educational philosophy. Kindergarten through grade eight classes were added, specifically emphasizing Euro-centric academic instruction.

Living conditions at the school began to deteriorate due to reductions in federal support. Discipline problems increased, as did the number of runaway students, perhaps indicating the declining environment at the school. In 1901, after being accused of sexual improprieties, Johnson was fired and replaced by John B. Brown.



1908 Graduating class

Henry Ford designs
"automobile plow"

1905

University of
Minnesota
Hospitals
established

1907

1909

University of
Minnesota
Extension started,
now offices in
every Minnesota
county



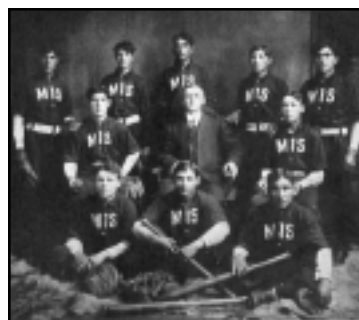
Morris Industrial School (1896)

In 1904, a typhoid epidemic struck the school. Thirty-seven students contracted the dreaded disease; two children died.

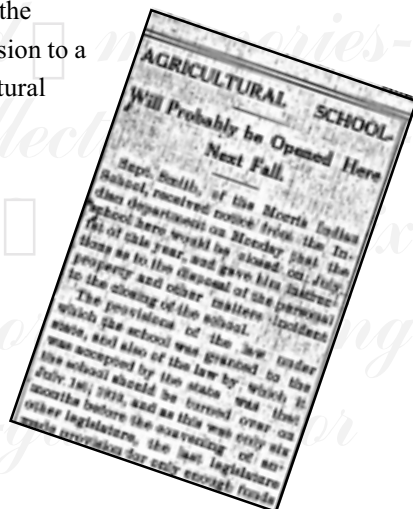
The opening of the American Indian school at Wahpeton, North Dakota, reduced Brown's ability to attract students to the Morris school. Eventually, changes in governmental policy closed the school.

Federal officials believed that reservation schools would more effectively assimilate American Indians into white society.

On March 3, 1909, the Morris campus was transferred to the state of Minnesota with the stipulation that American Indian students "shall at all times be admitted to such school free of charge for tuition and on terms of equality with white pupils." Plans began for the campus' conversion to a regional agricultural high school.



1908 Baseball team



1909

The Morris Tribune
announces
agricultural
school will
open

WCSA: The early years

When the closing of the Morris Industrial School for Indians was announced, an intense effort was made to establish a University of Minnesota agricultural high school on the same site. Local legislator Lewis C. Spooner successfully rallied the community, legislature, governor and the University of Minnesota regents in support of the new school. E. C. Higbie was hired as the first superintendent and on October 3, 1910, the West Central School of Agriculture and Experiment Station opened to 103 students.

The WCSA's mission was to educate west central Minnesota youth on contemporary agriculture and homemaking methods and provide core academic instruction. Students accepted were at least 14 years of age and eighth grade graduates. Students enrolled in a three-year course of study that ran from early October after the fall harvest until late March before spring planting. Students continued projects at home during the summer, and visiting instructors would monitor progress. Summer projects allowed students to share new agriculture practices with their parents at home.



Typical classes included animal husbandry, cooking, sewing, carpentry, as well as English, math and music. Short courses were offered for students who could only attend for brief periods.

WCSA students enthusiastically participated in activities outside of the classroom. Literary societies allowed opportunities to discuss literature and to share readings of their favorite works. Debate and declamation competitions were held and class plays performed. Athletic teams provided friendly competition. Basketball teams were organized for both boys and girls. The football team played its first game in 1910, losing to Morris High School by a score of 10-0.

During Field Days, the community was invited to campus to learn about new agriculture techniques from Experiment Station and WCSA faculty.



Tragedy struck in 1918 when the influenza epidemic hit Morris. Three students died, and 116 became ill. The school closed for 21 days. When it reopened, students and staff protected themselves by wearing gauze face masks. The school rebounded and enrollment climbed to 164 for the fall term of 1919.

“The University of Minnesota Farm School has worked out a system of teaching agriculture to farm boys and girls by actual, practical experience which far surpasses anything of its kind in the United States.”

—Bushnell Hart
Harvard University professor of history
1920

Titanic
sinks

1912

1912

WCSA
Girls’
Dormitory
completed,
later named
Camden
Hall

1912

Stevens
County
hires first U
of M
County
Agent, F.
D. Hawk

WWI
begins

1914

WWI
ends

1918

1920

Senior Hall
built as a
WCSA boys’
dormitory,
later named
Blakely Hall

1920

Record-breaking
crowd of over 8,000
attend field day at
West Central
Experiment Station

1920

Agricultural Hall, now
Social Sciences, com-
pleted, home to the “Cow
Palace,” a livestock
judging hall and now
UMM’s second largest
lecture hall

WCSA: The mid years

The WCSA was a conglomeration of new experiences for many students: living on their own for the first time, eating in the dining hall, class schedules and roommates they had never met before. For some students, running water and electricity were new amenities. A steam whistle blew at 6:30 a.m. to wake the students and again at 7 a.m. to signal the start of breakfast. “They blinked the lights [in the dorm] at 10:15 p.m. to give you 15 minutes to get ready for bed,” remembers Walter “Slim” Hokanson ’30. New friendships were formed. Students whose farm homes were only a few miles from one another often met for the first time at the WCSA.

Like all aspects of life in Minnesota and across the nation, the Great Depression affected the WCSA. Enrollment fell from 388 students in 1929 to 187 in 1932 as students and their families struggled to find means to pay tuition. Like many of her friends, Gladys Sumner Soehren ’32 took time off from school in order to earn enough money to finish her education. “We had to sacrifice and give up lots of things,” she recalls. Crops were poor and basic necessities like food and clothing were purchased with care. Soehren remembers how young women students would lend dresses to those who couldn’t afford to buy their own.

Despite the poor economic times, students continued to enjoy WCSA life. Football continued to be a popular campus activity. The team out scored its 1928 season opponents 157-12. During the late 1920s an intense rivalry



with the U of M agricultural high school at Crookston developed, and a new tradition was born. The winning football team would take home a wooden pig named “Ozzie.” The first year, WCSA defeated Crookston, but the two teams traded victories over the years. Ozzie has made his home in both Crookston and Morris. He still sometimes travels between the two campuses for the annual WCSA and NWSA alumni reunions.

An optional four-year program was added to the WCSA curriculum in 1938, and in 1940, a flight training program, Civilian Pilot Training, was started. Ground and air instruction was offered at the new Morris airport. During WWII, it was renamed the War Training Service.



Minnesota ratifies the 19th amendment, which guarantees women’s right to vote

1921
1923
Infirmary completed, used for administration from 1961-1967, currently houses the Division of Education and University Relations

1926
Junior Hall, later named Pine Hall, completed

Lindbergh flies solo across the Atlantic
1927

Television invented
1935

Armistice Day
Blizzard
1940

U. S. enters WWII
1941

“Monday, December 8, 1941, Mr. Fenske [superintendent] made the announcement in assembly that the Japanese had attacked Pearl Harbor and that the United States of America was now at war with Japan. Mr. Fenske and most of the student body were in tears.”

—The Moccasin 1963

WCSA: times of change

During World War II, the WCSA faced many difficulties. Students and administration adapted to rationing of food, tires and gasoline. Students were no longer allowed to bring their cars to school. WCSA stayed in touch with their service men and women. This letter by George Carpenter '35 was printed in the September 1943 issue of the *West Central School News*:

August 8, 1943

Dear Mr. Fenske:

I received your letter of November 17th, [1942], a few days ago, and I was very happy and pleased to receive it. It filled me with that good ol' Aggie spirit, that will never cease to exist in any man or woman who has lived on that campus.

...At present I'm on a South Pacific Island and the name, of course, is not permissible to mention. The South Sea Islands are beautiful, too beautiful for words, but we are so used to it, that it isn't appreciated as much as it could be. I believe right now the song "White Christmas" explains my thoughts. It will probably have to wait for a while, there is a job to do...

Sincerely,
"Squirt"



The postwar years between the mid 1940s and the mid 1950s were relatively stable for the WCSA. Enrollment grew to an all-time high of 455 in 1947. The students enjoyed excellent academic opportunities and cherished memories were made through friendships, athletics, social events and extracurricular activities.

But change was imminent. While the first WCSA students arrived by horse and wagon, the high school students of the 1950s traveled by bus or car to schools in their own communities. By the late 1950s, telephone, radio and television were standard means of communication, and the technology explosion was just beginning. In the mid 1950s, the University of Minnesota began discussing the future of the high school agriculture programs. Area groups were listening closely and organizing a campaign to establish a college campus in Morris.

By 1959, WCSA enrollment was falling, perhaps in part due to the possibility that the school would indeed close. In November 1959, the new superintendent, Rodney Briggs, confirmed that the WCSA would be phased out and college classes would begin the fall of 1960.

WWII ends 1945	Modern computer invented 1945	1946 Director Blossom Sorby and the WCSA Chorus presents concerts in Cyrus, Chokio and Donnelly	1947 University of Minne- sota classes begin on Duluth campus	1949 Third floor and roof of Girls' Dormitory (now Camden Hall) destroyed in fire	Korean Conflict begins 1950	1951 Dr. Richard DeWall, Morris High School and University of Minnesota graduate, invents heart-lung machine used in open heart surgeries	Korean Conflict ends 1953
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WCEDA: grassroots advocates

When it became apparent that the University of Minnesota's agricultural high schools would close, a regional group organized the West Central Educational Association. Rather than a vacant campus, void of teachers and learners, these visionaries imagined a unique University of Minnesota campus in Morris, a public liberal arts college, affordable and accessible. They pooled their talents, time and resources to make the dream a reality.

WCEDA developed a convincing case for west central Minnesota's access to higher education, and then tirelessly shared their proposal with the community, region, public officials, legislators and regents.

"You know the facilities are available. You know the students are available. You have the unquestioned authority to conduct such a pilot study. We urge you to take definite action now."

—Edward J. Morrison

October 1959 statement to the U of M Board of Regents

Fred Behmler, state senator, and Delbert Anderson, state representative, both members of the Legislative Commission on Agricultural Schools, were staunch supporters. Their committee submitted a report to the governor and members of the legislature in July 1959 requesting that the regents prepare buildings and plans for a four-year college in Morris. Later that year, the regents voted to establish a collegiate program at Morris.

WCEDA was instrumental in getting UMM off to a good start. A fund drive raised



over 43 percent of UMM's first-year operating costs. Community members went door-to-door selling light bulbs. Boy Scouts sold holiday wreaths. Businesses generously donated. Donors could call in on Clifford Hedburg's local radio show. He'd ring a cow bell on air when a new pledge was received. These community gifts started the library, established a counseling program and purchased equipment and supplies.

Throughout UMM's history, WCEDA has been a stable presence. During the 1980s budget crisis, 22 regional supporters joined the Presidents Club Giving Society, pledging \$10,000 each to UMM. The dollars were much needed, but the gifts themselves were invaluable in the message they sent to the University and to the legislature. Most recently, WCEDA's well-honed lobbying skills influenced the legislature's decision to fund the Morris Science Project and Regional Fitness Center.



Mainstreet Morris 1956

1956
Roy Bridgford, retired Experiment Station agronomist, appointed to National University of Seoul to work on postwar rehabilitation efforts

U.S.S.R. launches Sputnik I and II, the first earth satellites
1957
Alaska and Hawaii become states
1959

1959
U of M Regents approve offering first year college classes at Morris

1959
Edson Auditorium, named in honor of WCSA Superintendent Allen W. Edson, dedicated





Opening day: September 26, 1960

Two hundred thirty-eight students scurried into UMM classrooms on opening day in September 1960. The new student body was made up of 64 young women and 174 young men. Bruce Halvorson '64 recalls, "We were very young. The majority of students were 17 and 18 years old... about 95 percent had just graduated from high school."

Ninety-two percent of the 1960-61 students were from within 35 miles of Morris, and many students commuted to school. Only 30 young men lived on campus in what is now Pine Hall.

"We packed up our suitcase, clock radio, portable typewriter and went to college. It was a very low-key, conservative time. The area high schools had dress codes...so the first UMMers continued to dress more formally than today's college students," remembers Halvorson.

Classes began in a flurry of activity. Two sets of students—UMM and WCSA— were occupying the campus, and, at least for staff, "It was complete chaos," James Peterson, UMM painter, remembered.

Professor of Chemistry Jim Olson, who taught at WCSA and was one of UMM's founding faculty, remembers the first day of classes: "It was very exciting, but I can remember being totally puzzled and a little bit nervous. When it was all over, I had no way of judging, did this go well or not?"

First-day confusion faded, and UMM began fulfilling its liberal arts mission. "The academic standards were very high....and Briggs wanted students to experience diversity," states Halvorson.



"We were all freshmen together, beanies and all."

—Mary Vogel Kowles '64
first student to enroll at UMM

1960
WCSA Alumni
Association
established

1960
A group of women
from Morris form a
bridge league to
raise funds for
UMM

1960
WCEDA
donates \$15,000
to help UMM
establish a
library

1960-61 Facts and Figures

Tuition, room and board \$1,003

238 students
27% female 73% male
92% from within 35 miles of
Morris

13 faculty
47 freshman courses



Early controversy

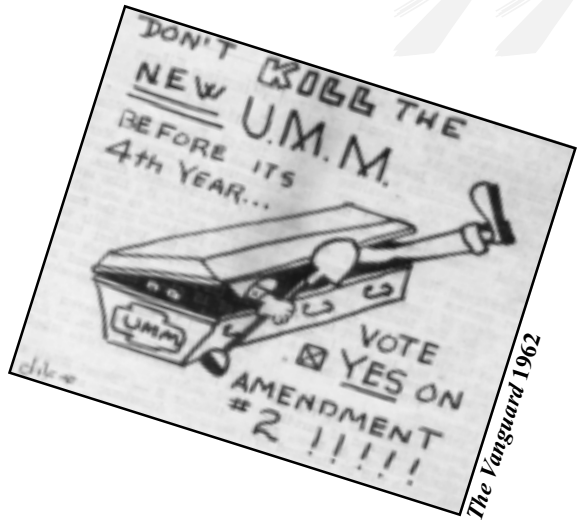
During UMM's early years, the new college survived threats of termination and classification as a junior college.

In November 1960, the chairman of the Western and Southwestern Minnesota College Committee told reporters that UMM had inadequate facilities, and that the campus should be closed immediately:

"It would not be in the best interest of the taxpayers of this state or in the best interest of the University of Minnesota and its great metropolitan expansion program to appropriate further moneys for the continuance of the Morris experiment. Its future success is highly doubtful."

—O.B. Rekow
Montevideo News
November 1960

Students responded by hanging signs throughout campus showing their school pride and commitment to UMM.



In 1962, UMM supporters—faculty, staff, students and community—in a united effort prevented junior college classification by the Minnesota Legislature. In April 1963, UMM received approval to offer a four-year program.

The "Morris experiment" years provided numerous opportunities for UMM advocates to express their support, convincing the legislature and the University of Minnesota regents of UMM's important, unique role within the state's system of higher education.



1961
UMM faculty grows after regents approve funding for second and third- year classes

"We have visited institutions of higher learning in this country and in Europe but never have we seen such school spirit and enthusiasm as at Morris."

—Edward E. Barsness
1961 Minnesota Legislature representative-elect

1961
First UMM football game played on Miller Field

1961
Student newspaper, *The Vanguard*, begins publication



Founding faculty and teaching staff from the 1960 *Venture*. Seated from left: Ralph Williams, Rodney A. Briggs, Rachael Munson, Judy Schradel, Mildred Gausman Standing from left: Herbert G. Croom, Richard W. Burkey, Theodore Long, Calvin Pederson, Donald Gray, James Olson, Stephen G. Granger, John B. Heald, Bruce Nord, W. Donald Spring, Karl R. Bornhoft, Jay Roshal, James C. Gremmels, Glenn H. Daniels, John Q. Imholte

Founding faculty

Despite the uncertainties of starting a new college, 20 excited and inspired faculty and teaching staff accepted the “Morris experiment” challenge. Enthusiasm, initiative and inventiveness often made up for inadequate resources.

Professor of Biology Jay Roshal routinely drove to Minneapolis late in the day, after the Twin Cities campus classes ended, to “borrow” lab supplies and apparatus needed for his own classes at the Morris campus. Later, he would make the long trip back to return the equipment.

The Great Beer Boycott

Early UMM faculty initiated the “Great Beer Boycott” as a means to influence the manager of the local “beverage” store and to secure inexpensive brew. Each week, faculty members took turns venturing to neighboring towns to buy *Cold Spring* beer and then stopped at the Morris store with their purchase to remind the manager of his limited beer selection. Although they were not successful in their attempt to get *Cold Spring* stocked on Morris shelves, this shared experience that lasted several years has become a lasting memory for early UMM faculty members.

Housed in what was formerly a model farmhouse, the English and speech faculty traded stories and strategies in close quarters.

“We bonded together and fought for this common goal of establishing this liberal arts college.”

—James Gremmels
professor of English
1960-2000

early days. The faculty was young, demanding of their students and eager to make UMM a success. Their vision set the context in which UMM thrives today.



Gremmels

“Camaraderie among the faculty was extraordinary,” says Stephen Granger, who served as professor of psychology and counselor in UMM’s

1962
University of Minnesota Foundation established to encourage and receive philanthropic support

1962
After a lengthy, heated debate, elementary education added to UMM majors

1963
Nanna Jelstrup, who served the WCSA from 1923 as Dean of Girls, *Moccasin* adviser, play director and math teacher, retires

WCSA closes

After the announcement of UMM's opening, new students were not admitted to WCSA. As enrolled students completed their course work, classes were phased out.

On March 28, 1963, WCSA held its last graduation ceremony, marking the end of an era and the closing of a school that more than 7,000 students had attended.

WCSA faculty, staff and students struggled to both mourn the loss of their school and celebrate the opening of a college in west central Minnesota.

T.S. Long, English and speech instructor, was one of several faculty members who made the transition from WCSA to UMM. Witnessing the end of the school at which he had taught for 35 years was difficult, but Long understood that change must occur in order to meet student needs. The West Central School of Agriculture spirit would provide the new college a legacy of pride.

"Progress may have removed West Central from her role in the secondary education of Minnesota's youth, but neither progress nor time can remove her from a role in the hearts and memories of all former students."

—*The Moccasin* 1963

JFK assassinated
1963

"Classes were cancelled that afternoon. I spent the next three days watching news reports on the television."

—Harlo Peterson '65



There Is A Quiet Spirit

There is a quiet spirit in these halls
Whose floors to Aggies' tread no more resound.
Strange alien sounds now echo o'er the ground
Which once reflected only Aggie calls.

The gentle branches of the elms outspread
Murmur in secret wonder at it all.
A foreign group emerges from Ag Hall.
It is not true the spirit of West Central's dead!

In many a classroom here the students plied
Their earnest task and sought to learn.
Knowledge of life on farm their one concern
As side by side with fellow men they vied.

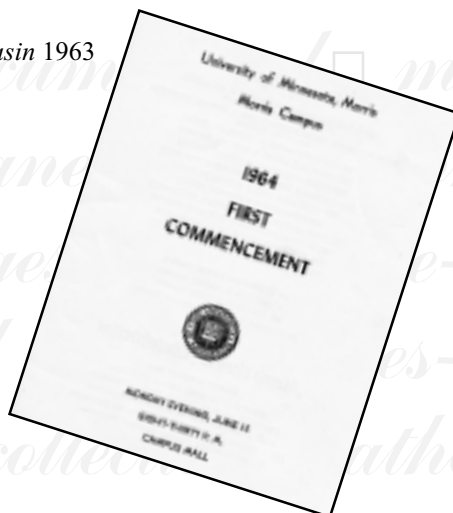
In many school events they played their part
To bring West Central just a little fame,
To glorify each individual's name,
Enacted scenes which really touched the heart.

The spirit gives us cues once more to see
The drama of West Central's golden years.
The curtain falls, the actor disappears,
And soon there's nothing but a memory.

Oh, let that quiet spirit still prevail
As onward on its course the college keeps,
Onward the course of education sweeps!
Could we but judge, our brief rehearsal done;
West Central's glory and the college dream are one.

—T.S. Long

English and speech instructor
WCSA 1925-1960
UMM 1960-1969



1964
First UMM
commencement

Rodney Briggs: meeting the challenge

Officially appointed as the West Central School of Agriculture’s superintendent in 1959, Briggs was also assigned the responsibility of transforming the campus from an agricultural high school into a liberal arts college. Briggs was an ideal candidate for the position because of his long University of Minnesota history, his strong agricultural background as an associate professor and extension agronomist and his passion for the project at hand.

His wife, Helen Briggs, remembers well the question her husband posed back in 1959: “Helen, do you want to help me start a new college?” It was an exciting and busy time. Luckily, she notes, her husband was energetic and required a minimal amount of sleep. Endless tasks needed to be completed: hiring faculty, equipping classrooms and labs, finding money to operate and recruiting students.

Wearing his Stetson cowboy hat, Briggs spoke enthusiastically to countless groups about UMM. Stephen Granger, who served as assistant to Briggs and was the first UMM employee Briggs hired, remarks that the dean “approached everyone with a smile, handshake, and a personal interest in their well being.... He loved people and loved to have that affection

“Rodney Briggs was young, enthusiastic, dynamic and smarter than any other two or three people in the room, whatever the room.”

—Stephen Granger



returned.” Briggs built relationships with faculty, staff, community members and students—relationships that laid the foundation for UMM’s success.

Briggs served as chief administrator from 1960 until 1969, first as dean of students and later as provost. In 1974, UMM’s library was named the Rodney A. Briggs Library in his honor. He died in 1995. His wife, Helen, continues to be an enthusiastic supporter of UMM: “I am very fond of the school, and I’m proud of it. It’s like a child.”



One of many efforts to raise community support for UMM was the Agricultural Barter for College program (ABC). The pig in this photo was sold to the highest bidder and proceeds used for student support. Pictured: Briggs and De Anne Frederickson Kennedy '64



UMM spirit

Even before UMM opened its doors, Rodney Briggs and his new faculty members were working on UMM’s campus identity and school spirit.

Briggs scheduled a homecoming game that first fall, even though UMM had no alumni to come “home.” The students played the faculty. Although Briggs scored a touchdown, rumor has it that the play was meant for Jack Imholte. Briggs stole the ball—and the show!

“Louie’s Lower Level” was a name Briggs blatantly swiped for the UMM student hangout from the University of Arizona, Tucson. When he received a doll dressed in cap and gown as a

gift, he promptly named the doll “Louie” and displayed it in the popular student hangout.

Professor of Music Ralph Williams also played a role in establishing school traditions. He composed the *UMM Hymn* that was first performed by the Morris High School Band in August 1960, one month before UMM officially began its first classes. The *UMM Hymn* was performed by the UMM Men’s Choir in 1962 at the Seattle World’s Fair and in 1964 at the New York World’s Fair.

1964	Civil Rights Bill passes	1964
Herb Croom, former WCSA principal, appointed director of newly established UMM Alumni and Placement Office	1964	UMM Alumni Association established

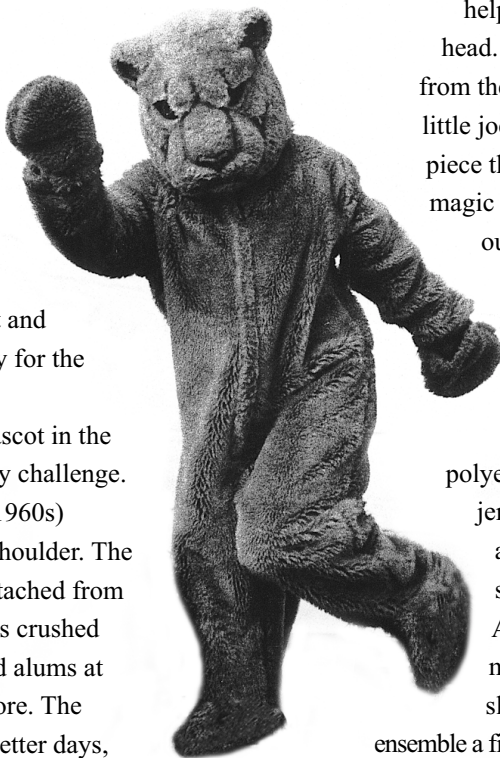


Alumnus reflection:
The Cougar mascot

“Bwaap, bwaap, bwaap, bwaaaaap! Consecutive concussions of the plastic green horn sounded the start of another Cougar men’s basketball game. The crowd was on its feet and would likely stay that way for the next couple of hours.

Being the Cougar mascot in the 1990s was a home-remedy challenge. The Cougar outfit (circa 1960s) suffered a separated left shoulder. The sweat-corroded zipper detached from the faux fur. The skull was crushed by a throng of beer-crazed alums at Homecoming the fall before. The mighty Coug’ had seen better days, but by the start of hoops season, the costume had been rehabbed in the spirit of resourceful Midwestern undergrads.

The head was a work in progress. The papier-mache shell was cracked and creased. I dug out the U.S. Army helmet liner my dad



gave me when I was six to help it stay in place on my head. A liberated pink towel from the trainer’s office and a little jock tape gave my head-piece the requisite width. Black magic marker makeup rounded out the cosmetic enhancements.

We sutured the shoulder with safety pins. We covered the zipper with a tight-fitting polyester women’s basketball jersey I’d picked up at the athletic department’s spring rummage sale. Although the fur didn’t match, a pair of clawed slippers gave the whole ensemble a finished, home-brewed look.

We transformed our sleepy academic campus in the middle of nowhere into the rowdiest, loudest fans in the NAIA Northern Sun conference. It was appropriate that its mascot be equally rough-hewn.”

—Wade West ’95
executive editor
American Snowmobiler

United States involvement in Vietnam begins		National Organization for Women formed	
1965	1965	1966	1966
Students sod		University of Minnesota	
Provost Rodney Briggs’ office, then replace office contents plus one addition—a golf flagstick		classes begin on Crookston campus	



Vietnam War: passionate issues

Rarely did campus opinion on national or international issues diverge in such opposing views as they did during the Vietnam War. Students and faculty were intimately embroiled in the turbulent debate and personally affected by the reality of the draft—for family, friends and self.

In October 1969, three hundred people marched from campus to *Willie's Red Owl* parking lot on a national day of protest. Throughout the night, volunteers read the names of almost 36,000 Americans already killed in the conflict.

The *Vanguard*, the campus newspaper, was criticized for not publishing a variety of voices and opinions regarding Vietnam. “Unfortunately, the *Vanguard* has become so one-sided it doesn’t even consider that there are two sides to every issue,” said one letter to the editor.

Like their peers across the nation, UMM students anxiously gathered around TVs in January 1970 to watch the draft lottery. Birthdates would decide the fate of many young men.

A special Campus Assembly was called in May 1970 in response to



Homecoming float

the deaths of four student protesters at Kent State University and to American involvement in Cambodia. Brent Waddell '70 recalls meetings organized to allow students to discuss their views and the “passion involved” on both sides of the issue. The gatherings were so intense they were discontinued after only a few sessions.

“I was passionately opposed to the war in Vietnam.... Although my views on the war were well-known, I tried not to slant my lectures or penalize students for contrary views.”

—Roland Guyotte
professor of history
1969-present



Torchlight march

“It was a very interesting time to be a college student body president. Students were beginning to exercise significant political influence on campuses nationally and internationally in the late 1960s. There was an interest on the part of many student leaders to exercise more influence on college policies and national foreign policy in relation to Vietnam....There was concern among UMM students, faculty and staff that we should be involved in the formulation of any U of M policies and procedures that would affect our campus....Once a week for many weeks, Truman Driggs and I would travel to the Twin Cities to attend the meeting of the U of M Commission on Campus Demonstrations.”

Gary McGrath '68
1967-68 student body president
vice chancellor for student affairs 1986-1999

1967 student body leaders pictured at left

Martin Luther King, Jr.
assassinated
1968

Neil Armstrong
walks on moon
1969

1969
Jerry Koosman,
WCSA '60
pitches for the
World Series
winning New
York Mets

Place

If prairie winds carried away all the campus inhabitants—faculty, staff, students, barn cats and horses—and all the buildings to another place, even if all remained the same, it would no longer be UMM.

UMM’s identity is intertwined with its west central Minnesota prairie presence. Students often remember vividly their first visit to “Mo-town,” especially those travellers not familiar with the flatness of prairie and the expansiveness of farmland.

After one’s eyes adjust to the endless horizon—vibrant blues, intense greens, frosty-silver whites— then the olfactory nerves start interpreting the Morris experience: the spring-time sweetness of apple blossoms, the warm earthiness of the ceramics kiln, the Saddle Club cleaning the barn, the “guess what’s for supper” smells from the dining room, the salty thick air of the weight room, the grey plume rising from the ethanol plant.

And the sounds...as varied as one can imagine. Opera floats and jazz rips through HFA corridors. Spring fever hits Spooner and a blaring boom box appears in an opened window. The cat sunning in front of Behmler purrs; the horses greet central parking lot users with a friendly neigh. Voices discuss and lecture and chat and laugh and organize and argue and direct and comfort and encourage. And the ever-constant, ever-flowing wind provides the background—visual and vocal—for life on the prairie, for life on this campus.

Passages from “Old Waters”

“Classical in its simplicity, the prairie’s whole character is revealed in the visual tension between the arch of the sky and the plane of the earth, and in their corresponding forces, the wind trying to sweep you away, gravity barely holding you down.”

“We are formed by our surroundings, and our surroundings contain stories that, if we learn them, form us too. The landscape of the northern prairie, which seems so passive, changeless, and lacking in surprise, is in fact a place of power and mystery to those who know its story and who carry that story on, a core of coolness in their hearts as they stoop in the sun to a rock, lift it off



Professor Emeritus of Art Fred Peterson recalls that when he was a student at UMM, he experienced a sense of exuberant freedom and awe. Peterson’s art reflects the prairie landscape.

re-a prefix meaning anew			
collection			
reviving thoughts, images, ideas			
re-a p			
ere, cumulative, later, -ing			
me, anew			
thoughts, images, ideas			
re-a prefix m			
1970	1970	1970	1970
UMM Phi Sigma Epsilon chapter allows women members, is removed from the national all-male fraternity’s roster, and changes name to Morris Free Scouts	Pine Hall becomes first coed dorm	Down by 21 points at the half, Cougar football team scores 29 points to win against the Moorhead State Dragons, resulting in first of many Northern Intercollegiate Conference football titles	Independence Hall, named by staff and students, completed

the earth and hold it, smelling a strange, musty scent deeper than earth, as the sky revolves above them, and from the north a cool wind springs.”

—Kent Meyers '77
professor of English
Black Hills State University
from The Witness of Combines

Meyers' stories begin with a preface acknowledging people who have influenced his life: “All my teachers deserve thanks, but especially two professors at the University of Minnesota, Morris: Don Spring, whose love of language and understanding of how it works astonished me when I entered his ‘Technique and Form in Poetry’ class, surely the most

formative class I’ve ever taken; and Nathaniel Hart, who had the courage, grace, and insight to suggest I might actually be able to write this very book...It took me twenty years to realize what he saw—but real teachers, thank God, are patient, and will wait a long time to discover their influence.”

Prairie July

Sometimes it is so quiet
I lie awake all night
hearing clouds creak by.

Swallows swarm on the wires at dusk.
Fireflies roar by the screen at night.
Just for the sweetness of it
pelicans rise from Frog Lake
and soar high in great floating circles
above the farm.
Their white bodies nearly disappear
against the sky,
then slowly drop to still waters,
taking the afternoon with them.

for weeks now the big round bales
have waited in a row for a place,
for some reason
to roll.

—Gail Rixen '77
1989 Minnesota Voices Project Winner
from Pictures of Three Seasons



When he arrived at UMM in 1961 the prairie filled him with a sense of the prairie's richness, its simplicity and its expectancy.

Environmental
Protection Agency
created
1970

1971
University of
Minnesota
classes begin
on Waseca
campus

1971
Mall closed to traffic
in order to reduce
noise and preserve
UMM's peaceful
atmosphere

1971
UMM Computing
Services established
in Camden Hall

1972
Wayne Brabender
'68 is member of
U.S. Olympic
basketball team

John Q. Imholte

With a quiet nature and a leadership style emphasizing compromise, former Chancellor John Q. Imholte’s gift to UMM is his devotion and dedication to its liberal arts mission.

A member of UMM’s founding faculty, Imholte began and ended his UMM career as a professor of history. Specializing in military history, Imholte drew from his own personal experiences as a veteran of the Korean War for his classroom lectures.

As provost from 1969-1985 and as chancellor from 1985-1990, Imholte guided UMM through its second and third decades, intensely focused on UMM’s liberal arts mission. He shaped the young school by maintaining and protecting the institution’s vision. He refused to start professional programs and advocated increased student recruitment. In the early 1980s, he directed

UMM through uncertain times when the legislature and the University of Minnesota discussed closing the Morris campus because of universitywide and statewide budget concerns.

Professor James Gremmels, friend and colleague, shares this thought about Imholte’s chancellorship: “I think Imholte had a kind of leadership style that fit the faculty. We had strong faculty that could lead, and Jack was able to ameliorate the differences and keep things going. He handled a strong-willed faculty very well for a long time. That gave us

a kind of stability that we needed.”

Imholte’s style and determination are praised by his colleagues and his students. Imholte’s 40 years of service leave a lasting legacy of confidence in UMM’s mission and pride in the liberal arts vision.



re-a prefix meani
reviving thoughts,
ered or secular
meaning
thoughts, images,

Watergate scandal breaks 1972	1972 UMM Women’s Center established	1972 KUMM, which started in Pine Hall, petitions for FM frequency
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Alumnae reflections: women's athletics

"When I played on UMM's first volleyball and basketball teams in 1970-71, there were virtually no sports for girls. Like nearly every other woman at the time, I came to UMM with little prior athletic experience, other than recreational sports. A generation later, my daughter has competed in sports at every age, including collegiate soccer.

At the time I played, I was just thankful to be on the floor, even if it meant playing in secondary gyms around everyone else's schedule. I'm not sure that we thought of our teams as a breakthrough for women. For some people, the athletic field was symbolic of the battles feminists were fighting in the 1970s. We just wanted to play!

I don't know where our desire to compete came from since women's skills and athleticism were so undeveloped, but we all loved to play. I knew it then, but I appreciate it even more now, that women like Willis Kelly [athletic director] and her colleagues had to make waves so it could happen. Not everyone wanted to make room for women's sports.

In a generation skills, athleticism and respect for women athletes have grown along with the opportunities. I'm thankful that I didn't miss it completely, but I'm more thankful that our children can take it for granted."

—Sandy Buesing Glas '73

executive director

Grand Forks Foundation for Education, Inc.



1970-71 volleyball team

"UMM memories—I have many good ones, and volleyball is one. I recall practicing in the annex as we all, coach included, made the mental transition from an intramural to a competitive mind-set. Traveling to other universities to compete was exhilarating.

I don't remember thinking that this first volleyball team could be a landmark for the advancement of women in many areas. At that time, we just wanted to enjoy the team camaraderie that the men enjoyed.

Willis Kelly, coordinator for physical education, was an influential woman, advocating women in sports and strength for our gender. To see the competitive edge change, techniques improve and greater public acceptance over the years has been thrilling."

—Connie Haldorson Edlund '71

wellness chair and instructor

Kalamazoo Valley Community College, Michigan

Richard
Nixon resigns

1973 1974
Professor
Arnie Henjum
organizes first
annual
Creative Study
Institute for
grade 7-12
students

1973
Humanities Fine
Arts completed,
earns architect
Ralph Rapson a
national design
award from
*Progressive
Architecture*

1973
West Central
Experiment
Station moves
to new facility
east of campus

1974
Area elementary
schools invited to
children's theatre
production, program
started by Professor
Ray Lammers brings
thousands of children
to campus each year



Minority Student Program



When Bill Stewart arrived on campus in 1973 as the new director of the Minority Student Program, he had no office, no staff and no files. Twenty-five students participated in the program that year. By the end of Stewart's 25 years of leadership, UMM would boast the highest percentage of students of color population within the U of M system and a graduation rate that far surpassed the national average. In 2000, the MSP provided support and guidance for 292 minority students, 16 percent of the student body.

Initiated in 1971 as a part-time program, MSP's first coordinators were Dr. Michael Harris, professor of biology, and Duanne Dunkley. In 1973, MSP received full unit status affirming its role within UMM's mission.

Stewart crafted a multilevel support program that assists minority students in finding the financial means to attend college, provides academic and psychosocial assistance and helps graduates adjust to post-college life.

Stewart established Cultural Heritage Week in 1974 to foster understanding among students of all cultures and to raise consciousness in the larger community of minority contributions to society.

Academically related programs created during Stewart's career include an institutional racism course, the Minority Mentorship Program, Project SEE, the Minority Education and Enrichment Program (ME3) and Gateway,

a program that helps new UMM minority students prepare for college through mathematics, English and computer science classes.

Student organizations complement MSP's work: Asian Student Association, Black Student Union, Circle of Nations Indian Association, Imani, United Latinos and Women of Color Association.

"According to alumni, without Bill's counsel, support, faith in their potential...and connections throughout the nation, they would have been distracted from the path of success."

—Ron Morris '99
admissions counselor
1999-present



2000 Gateway participants. Vanessa Carney '04: "It's like a wonderful welcoming experience."

U. S.
involvement
in Vietnam
ends
1975

1975
Professors Ted Uehling, Peter French and Howard Wettstein organize the first Philosophy Colloquium

Earthquake in west central Minnesota measures 4.5 on Richter Scale
1975

1975
Student newspaper changes name to *The Writer*

1976
First women's studies degree awarded as created major

"Part of the democratization of UMM was to allow the student to create his or her major."

Mimi Frenier
professor of history
1973-present





Jazz

Syncopated rhythms and wailing instruments have a home at UMM.

In 1979, UMM held its first Jazz Fest, an event that, like a familiar riff, occurs repeatedly but grows in excitement and intensity each year. The program allows high school and college musicians to study and perform with internationally-known guest artists. Sold-out audiences enjoy performances by UMM's own student jazz ensembles and the UMM Alumni Jazz Band.

UMM jazz students travel to Preservation Hall in New Orleans and the North Sea Jazz Festival in Europe to perform and to attend performances, developing their understanding of this exhilarating musical genre. A favorite memory of the 1992 UMM Jazz Ensembles is appearing at Carnegie Hall.

"Playing in and traveling with the jazz bands helped me explore a different style of music, comprehend music theory and understand other cultures. The things I learned, along with the lifelong friendships I made, make jazz one of my favorite UMM memories."

—Beth Haugland '00

music teacher

Pine City School District

"Jazz is an art form that developed in the United States. Since it was 'Made in the USA,' it's part of our culture. It is appropriate for educated people to be aware of their culture."

—James "Doc" Carlson '65

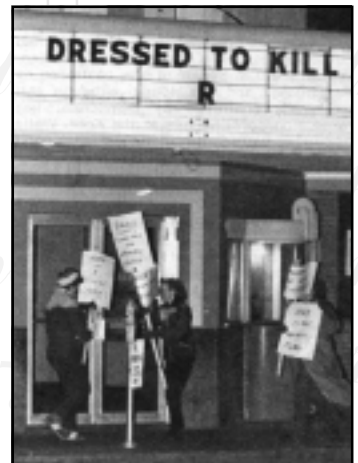
professor of music

1978-present

Morris City Council votes for housing code enforcement in response to substandard off-campus housing allegations
1977

1978
Men's basketball team wins Northern Sun Intercollegiate Conference title

1980
Campus women boycott *Dressed to Kill* at Morris Theater



Elizabeth Blake

When Elizabeth “Bettina” Blake came to Morris as academic dean in the late 1970s, change was a key word in both her personal life and in her professional life.

Morris was definitely a change of place. A native of Manhattan, Blake studied on the east and west coasts. She came to UMM from Wellesley College in Massachusetts. West central Minnesota initiated her to small towns and vast prairies. She has come to value the intellectual community created by students and faculty on this rural campus and to enjoy the quiet friendliness of the Morris community. “Blake has an enthusiasm for the populism of this prairie place,” states David C. Johnson, former chancellor.

Universitywide and campuswide, change was also occurring in the area of opportunities for women. As one of few women University of Minnesota administrators at the time, Blake served frequently on Universitywide committees, simultaneously representing UMM and advocating women’s presence and equality at

all levels of University governance and campus life.

Blake remembers: “One thing that happened the end of my first year was removal of all the sexist language from UMM course

descriptions and the bulletin. University regulations said sexist language was not to be used, but nobody had thought to worry about it. These things sound strange now, but at the time it was like a sea change on the campus. I just assumed that people would use nonsexist language. If they didn’t, I had



something to say about it.”

As vice chancellor for academic affairs and dean from 1979-1995, it was Blake’s charge to build a strong, diverse faculty and continue to strengthen the academic program. Guided by her desire for quality and equality, Blake successfully accomplished these goals, staying true to UMM’s liberal arts mission and earning UMM national recognition for academic excellence.



National Organization of Women (NOW) chapter organized in Morris		U.S. and 57 other countries boycott Olympics in Moscow in protest of Soviet occupation of Afghanistan
1980	1980	1980
First Flatlands Festival held		1981 Women’s basketball team wins Minnesota Association for Intercollegiate Athletics for Women title for second consecutive year



Students arranged for first UMM Provost Rodney Briggs to attend the 21st birthday party.

Happy 21st birthday, UMM!

Although year 20 rolled by without public recognition, UMM students were determined to commemorate the institution's 21st year of existence. The celebration organized by students Marian Blattner '81, Ruth Simpson '81 and Gail Voss '81 was held May 1981.

Blattner remembers: "I recollect sitting around one afternoon with a group of people... thinking aloud about how old UMM was.... we thought about the 'coming of age' associated with 21. The theme seemed appropriate as we left the 1970s behind with its national political strife and its legislature discussions about retention and why have both a Southwest State and UMM. There seemed less town/gown strife. It seemed UMM was poised at the brink. We didn't know then, that in the couple years following, UMM would take those 21+ years and gain such national stature and reputation!"

"[An analogy can be made] between a person's twenty-first year of life and an institution's. The optimism now in the air is seasoned and tempered by experience. It is not as exuberant as it was in 1972 [when I arrived at UMM], but it is wiser. People at 21 are not like that. They are ready to seize the day with both hands, assured of a glorious future. Because human life is short, that illusion serves a good end. But an institution grows slower, lives longer, especially an institution of learning. By the measure of Oxford or the University of Bologna, UMM has existed for roughly seven minutes. We've only just been wrapped in swaddling clothes."

—Dwight Purdy
professor of English

1972-present
from May 1981 *Morris Weekly*

AIDS recognized as epidemic 1981	U. S. economy recovering from recession 1981	First IBM personal computer sold 1981	1982	1983	1983
Tom Beyer '81 first wrestler to be named as NCAA Division III national champion		UMM threatened by statewide fiscal crisis; legislature considers closing campus	UMM receives first of two Federal Title III Strengthening Program grants that totaled \$500,000 for initiatives that included improved management and planning, an academic assistance program and computers and training for faculty in the use of information technology	Cindy Lonneman '83 sets basketball record for career scoring and rebounding that she still holds	



**Business office staff
Halloween 1974**



U of M President Moos with 1967 kitchen staff



1997 Breckenridge flood volunteers

Exceptional staff

Part of the “Morris Experience” is the friendliness of this place, and that friendly, caring quality is embodied in UMM’s staff.

While responsibilities are varied, UMM staff members are united in providing students the services they need to succeed and to feel comfortable at UMM. But staff also affect the tone, the atmosphere, of this campus. People like Betty Wu, who worked in food services, win students’ affection by greeting them by name each day. Residential hall custodians like Marian Swenson are fondly referred to as



“Mom.” Work study students and interns serve in offices and departments across campus learning skills and building relationships with staff who are excited by the opportunity to work with enthusiastic students.

“With diligence, inventiveness and dedication, their work supports our college mission of undergraduate liberal learning.”

—Chancellor Sam Schuman

1985
As UMM senior, Buddy DeGier '86 organizes Alumni Jazz Band

1986
First Driggs Lecture held, honoring Professor of History Truman Driggs, recipient of the Alumni Association Outstanding Faculty Award

Space shuttle Challenger explodes

1986
1986
Concert Choir travels to New York, plans for 1987 Scandinavian trip



Pow Wow

In 2000, UMM celebrates its 17th annual Pow Wow. This Circle of Nations Indian Association event invites the campus and the community to learn about American Indian traditions and to learn about each other.

From the moment planning begins to the final dance, the Pow Wow provides educational opportunities, states Jena McNabb '97, chair of the 1996 Pow Wow. The CNIA student organization is composed of American Indians from many different backgrounds. As the members plan the Pow Wow, they are exposed to each others' traditions and values. It is not always easy, but the group learns to work together and to respect, if not always in agreement, both traditional and contemporary thoughts and ideas.

In 1996, the committee decided to invite a women's drum group to participate in the Pow Wow. This was a controversial decision. Not everyone on the committee believed the tradition of men drummers should be changed nor did all of the Pow Wow attendees. But McNabb notes that UMM's mission encourages "eye opening" and learning opportunities. It was appropriate to offer the women drummers an opportunity to participate just as it is fitting for this liberal arts campus to support events and provide classes that offer different cultural perspectives.

McNabb remembers when the Pow Wow finally began on the circular mall in the center of campus, when the work of many people became a gift to the community:

"You could hear the drummers,
Calling people from the dorm rooms,
Calling people from the classrooms,
Come try,
Come join us."

Pomme de
Terre River
almost dry
from severe
drought
1988



1987
After a 20-
year absence,
caps and
gowns are
encouraged for
Commence-
ment

1988
Inquiry, a
common
course for
freshmen,
initiated

1988
Student
newspaper
changes name
to *The
University
Register*

1988
Chancellor Imholte congratulates
Olympians Duane '82 and Dennis
'81 Koslowski, Greco-Roman
wrestlers, and Tina Radke,
gymnast and former Morris Area
School District student

Alumnus reflections: antics and academics

“I spent too much time worrying that I wouldn’t get into graduate school. I convinced myself that I lacked the background for success in a hard science Ph.D. Once I got into graduate school, I learned how wrong I had been. Physics and mathematics at UMM gave me a strong, almost one-on-one education in the core curriculum needed to survive the first two years of a Ph. D. program. Dr. Michael Korth and Dr. Vinod Nangia were inspirations. Their dedication would have made it difficult to not continue my studies after graduating.

The new science and mathematics facilities will be wonderful, but remodeling the old facility does make me a little sad. We had good times there. You can still find traces left behind by the students from my era. Of course, you’d have to look for them...under the elevator, in the heating tunnels where we spelunked, etc. One time, we rigged up an air cannon. We were careful to never cause physical damage; we were just seeing what we could do!

We tried little ‘hacks,’ nothing large or fancy, to provide entertainment. We tried to rekindle a rivalry with biology—to put some life into the ‘Burkey Bowl.’ We placed a poster of a kitten wrapped in bandages in the biology freezer. The caption read, “A hug would make my day.” The freezer holds the cats for the dissection class. My last visit back to campus, the poster was still there.

My favorite activity was sitting on top of the science building with a laser, before they were recognized as ordinary. We’d wait till the bars let out and

small groups were wandering back to campus. If you were quick, you could get just one person to see the beam. You’d shut it off quickly and watch as the unfortunate tried to explain what he’d seen (usually with large gestures). His buddies wouldn’t see it. Then, as they started walking, you’d let the victim see the beam again. Worked every time and provided hours of entertainment.”

—Dr. Jeffrey A. Larsen ’89

Spacewatch Project

Lunar and Planetary Laboratory
University of Arizona, Tucson



Berlin wall falls
1989

1989 Under the leadership of Pat Gannon ’70, the first annual Alumni Career Fair held during Homecoming

1990 Led by Vice Chancellor for Student Affairs Gary McGrath ’68, the student body and the alumni association organized a successful lobbying campaign for the new student center

1991 E-Quality established

Persian Gulf War
1991

1992 MSP alumni establish the MSP Alumni Association

1992 Waseca campus closes

1992 UMM is one of 10 founding institutions of the Council of Public Liberal Arts Colleges

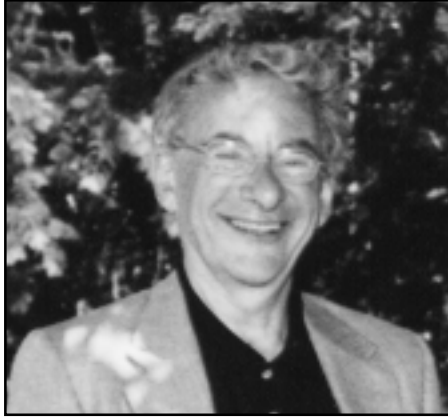
“Chancellor Dave”

David C. Johnson, UMM’s third chancellor, began his UMM tenure as do most freshmen—by moving into a dorm. Appointed only days before school began, Johnson didn’t have time to find housing in Morris. He recalls, “I stumbled into Indy Hall...by mistake. It was the best thing I could’ve done.” This quarter-long living arrangement, his pleasure in dining with students in food service and his uncanny ability to remember everyone’s name earned him the familiar title “Chancellor Dave.”

Johnson had to quickly prepare for his first orientation speech. “Well, viva Wanda Lou and Wilbur.” With a few variations, Johnson shared the story of these two imaginary quintessential UMMers with new freshmen each fall:

“The ‘incurribly disorganized’ Wanda Lou didn’t declare a major. She came to UMM to experience new ideas and dreams...She is going to keep her options open, become a Morris Academic Partner and Morris Administrative Intern, teach English as a second language in a developing nation during her junior year and prepare herself to skate right around the kids who made up their minds prematurely about majors and careers.

Wilbur was a little nerdish, a bit straight arrow in comparison with the joyous chaos of Wanda, but Morris is a place where nerds can



feel at home... The competition threw him at first...but he acclimated remarkably quickly, became an enthusiastic flatlander, got involved in wetlands research, met lots of townspeople by becoming a member of the Emergency Medical Technicians, played in Doc Carlson’s jazz

ensembles, tutored calculus students, ran track and graduated with admission offers from three dental schools. The latest I heard he’s volunteering during summers on an American dental team serving in Latin American villages.”

Johnson’s ability to tell UMM’s story, articulate its vision and mission and share his pride in the accomplishments of UMM students and alumni had a tremendous effect on decision-makers in St. Paul. He led the lobbying charge to the state capitol during the 1998 legislative session to secure funding for the new science building and the new Regional Fitness Center. His efforts and those of WCEDA, faculty, staff, students and alumni resulted in a record \$28.2 million in funding.

Johnson’s willingness to advocate for students and their needs left a mark on this campus; his love of students left a mark on their hearts.

“Students are why the campus is here, pure and simple.”

—Dave Johnson
chancellor
1990-1998

Earthquake
measuring
4.5 on the
Richter Scale
is felt in

Morris area 1993
1993 Men’s
basketball
team advances
to “Elite
Eight” in
NAIA
tournament in
Kansas City



1993 The University Register photo by Jessie Bartz '95

1994
UMM Retirees
Association
established, 13
charter members
elect officers: Laird
Barber, Leona
Classen, Barbara
McGinnis and
Robinson Abbott

Study Abroad

Thomas McRoberts '68 has been a student advocate since he was a student himself. An active participant in student activities, he was elected as vice president of the Morris Campus Student Government in 1966. His undergraduate career was greatly influenced by the late Professor of History Truman Driggs. "Probably there were very few people who had as great a sense of history as he did," McRoberts said of his mentor.

McRoberts returned to UMM in 1975 after finishing his graduate degree in history at Oregon State University to serve as professor of history and then academic adviser. His respect and understanding for students and his wish for each to receive an outstanding, personalized UMM education have earned him the John Tate Award for Excellence in Academic Advising and the UMM Student Activities Award for Outstanding Support of Student Leadership.

McRoberts' current role as director of the Center for International Programs, established in 1992, allows him the opportunity to assist students who desire a study abroad experience. UMM has several short term and long term interna-



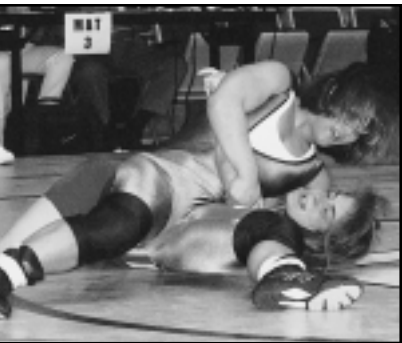
tional study experiences available, and the UMM International Studies office can provide information about Universitywide programs. McRoberts states: "Most students who go abroad define it as one of the most important experiences they have had in their undergraduate career."

In partnership with the International Study program, UMM also offers two other unique experiences: Global Student Teaching (GST) and English Language Teaching Assistant (ELTAP) programs. ELTAP and GST Director Craig Kissock, chair of the education division, notes that these experiences allow students "to know the joy of living, learning and working in different cultural settings." Since their inception, 458 students have been placed in 17 countries through GST, and 217 students have been placed in 14 countries through the ELTAP program.



Photo by Kris Hjelmeland '01

Summer 2000 study abroad program in Italy



1995 UMM establishes one of the first women's wrestling programs in the nation

1995 Joseph Latterell, Thomas McRoberts and William Stewart create Gateway Program, designed to recruit, retain and graduate talented students of color

1995 Rooms in UMM residence halls wired for cable television, telephone and internet access



The University Register photo by Jessie Bartz '95

Students speak to U of M President Hasselmo after Halloween 1993

Activism UMM style

UMM's very existence is a direct result of activism. WCEDA lobbied intensively in the 1950s to make UMM a reality. Its first students kept the vision alive by showing their commitment to the campus. During the 1980s budget crisis, community leaders stepped forward to tell UMM's story.

As loyal, vocal lobbyists, alumni students, faculty, staff and WCEDA have earned UMM and Morris an outstanding reputation at the state capitol. Their willingness to speak out for UMM has resulted in a beautiful Student Center, a state-of-the art science building and a Regional Fitness Center of which the entire community is proud.

Throughout the years, students have voiced concerns and rallied for support on issues that affect the campus and far beyond. In 1985, students protested apartheid. In 1993, an incident that occurred on

Halloween starkly accentuated the danger of ignorance, and the community responded with discourse, discussion and action on racism concerns, issues and awareness. Oyate Hall was filled with color and compassion when the AIDS Memorial Quilt was displayed in 1995. Campus happenings such as *Take Back the Night*, an evening to speak out against domestic violence, and the World Touch Cultural Heritage Peace Run have become important annual events.

UMM is proud of its 85 student organizations that offer opportunities to build leadership skills and make a difference on campus and in the community. Volunteer activities like washing senior citizens' windows and planting trees have become campus traditions.

UMM's activism style has not gone unnoticed. In 1997, *Mother Jones* magazine ranked UMM fourth in its top 10 list of activist campuses.



1995
WCESA alumni
donate beautiful
garden to the
campus



1996
Professor John
Stewart Ingle,
internationally known
watercolor artist,
creates the new Betty
Crocker image



Winter 2000 Multicultural Retreat participants

Valuing Diversity

Liberal arts learning is enriched and enhanced by diversity. UMM has developed programs to encourage the campus community to appreciate diversity, seek understanding and discuss differences.

In 1996, under the Campus of Difference Initiative, a group of students, staff and faculty developed programs to help individuals from diverse backgrounds find common ground and combat prejudice. That fall, UMM held its first Diversity Jam, an event that invites participants to learn about other cultures and to pledge to take action on diversity issues.

In 1997, Tinisha Dow Davis '98, recipient of the first U of M Multicultural Affairs Student Award, was one of the students who started Diversity Peer Educators, a student group that facilitates discussions in residence halls, in classrooms and at campus events. She states: "...Diversity Peer Educators are important because often it's one of the first

times that people get a chance to interact with other groups on an even plane. They get a chance to hear others and get their own feelings out." As a result of campuswide diversity efforts, UMM received the regional 1997 Celebration of Diversity Award.

The Multicultural Student Leadership Retreat, first held in January 1999, allows students to gain perspective on diversity issues and discover shared experiences. Irma Salazar '03 reflects: "Programs like MSLR help students...understand where other students are coming from and find out who they really are and why. It helped me realize that even though we're all different, most of us have gone through the same difficulties to be where we are today."



1996

Erik Mottl '96, and Mike Schneider '97 assist David Hoppe, professor of biology, with deformed frogs research, a topic that receives national and international media and scientific attention

1998

Maya Angelou, noted civil activist, poet, author and educator, speaks to convocation audience in filled PE Center

1998

Students voice concerns regarding substandard rental housing to Morris City Council

1998

Legislature funds new science building and Regional Fitness Center



Shakespeare writes...

The campus has come to expect and enjoy the Shakespearean reflections offered by Chancellor Sam Schuman. When the cordial laughter fades, his audience quietly listens, knowing that the words written 400 years ago will still be appropriate today:

This above all: to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

—William Shakespeare

At the Campaign Minnesota kickoff in October 1999, Schuman shared these thoughts: “Today, the University of Minnesota, Morris announces with pride a fund-raising campaign which is true to ourselves, at our best. Our campaign is true to the dreams of those whose courage created this place 40 years ago: the citizens of West Central Minnesota, our founding faculty and staff members, the first college students who came to our campus in the fall of 1960. Our campaign is true to the work and energy and imagination and dedication of all

of us who are part of UMM’s very extended family today. Our campaign is true to our predecessors, the Sisters of Mercy and their American Indian boarding school, and the West Central School of Agriculture; our campus today stands on the solid foundation of the rich physical and cultural heritage we have inherited from them. And our campaign is true to the hopes and aspirations and talents of those who will be on our campus a year from now and a century from now.”

As well as his love for Shakespeare, Schuman is also known for his dedication to

“He combines the leadership, vision and devotion to liberal arts that will serve the campus well in the years ahead.”

—Mark Yudof
University of Minnesota president
1997-present



exercise. An avid bicyclist and runner, he is often seen in the early hours at the Regional Fitness Center or making his way along area roadways. In the evenings, campus visitors may see Schuman, wife Nancy and Tigua, their pet, enjoying a leisurely stroll.

Although just beginning as chancellor, Schuman’s contributions as vice chancellor for academic affairs and dean since 1995 are well respected. As interim chancellor, he led the lobbying efforts that resulted in \$8 million for the final stage of the Morris Science Project, and President Yudof praised Schuman for his outstanding semester conversion administration. UMM’s recently announced partnership with Minnesota Public Radio is evidence of Schuman’s goal to increase the visibility of the college—“the extraordinary students, the outstanding faculty and the exceptional staff”—of which he is so proud.



1998
Before science building construction begins, staff remove time capsule placed in PE annex cornerstone in 1930

1999
After 39 years, semesters replace quarters at UMM

1999
Campaign Minnesota, the largest fund raising campaign in UMM’s history, begins with John Dayton ’68 and Robert Gandrud ’65 as co-chairs

1999
Campus and community celebrate successful partnership with dedication of Regional Fitness Center

The Morris Campus

In 1998, Stephen Granger’s deep appreciation for this campus inspired him to publish a paper on the history of the older campus buildings. As a founding faculty member, Granger experienced first hand the transitional years—UMM’s beginning and WCSA’s ending. Forty years later, over 9000 students have enrolled and graduated. Staff and faculty have served, then moved on or retired. In the past 90 years, people changed and purpose changed, but this campus—this physical space—is an experience shared by all.



Only one building remains from the American Indian Boarding School, the boys’ dormitory. Built in 1899, it was known as the Music Hall during the WCSA and early UMM days and is currently the Minority Resource Center. In 1984, it was placed on the National Register of Historic Places.

During the WCSA years, Clarence Johnston, Minnesota’s state architect, designed 10 campus structures. These buildings, constructed between 1912 and 1930, “give the UMM campus its architectural distinction and cohesion,” according to Granger. The brick

buildings surrounding the campus mall, provide a feeling of shelter. Granger notes that the mall “maintains a sense of place... pulls the campus community together.”

UMM’s goal is to preserve the campus traits that Granger describes as “... intimate, friendly, small town, residential...where close interaction between members of the campus community is both facilitated and valued.” As stated in the Campus Master Plan, UMM hopes “to build on the cultural and architectural history of the campus.” Granger notes that the new science building beautifully adheres to this policy. Its overhanging eaves and interior wood complement UMM’s historic buildings.

Lasting treasures of UMM’s history in and of themselves, several campus buildings also honor and commemorate important figures in our history:



Completed in 1913, Spooner Hall, a popular residence hall, is named for **Lewis C. Spooner**, a local state representative who lobbied for the WCSA’s establishment.

2000
UMM ties with Vassar for 2nd on Peace Corps’ listing of top five smaller colleges producing Peace Corps volunteers

2000
Yahoo! Internet Life ranks UMM #24 of 50 “colleges and BA schools” in annual list of 100 Most Wired Colleges

2000
Legislature funds remodeling of old science and math building

2000
Professor of Physics Gordon McIntosh’s research results in *Minnesota; Rivers and Fields* documentary that follows the natural, cultural and agricultural history of the Minnesota River from prehistoric times to the present, produced by Roger Boleman and UMM Media Services, aired on Pioneer Public TV



During WCSA and early UMM days, Behmler Hall was a dormitory, dining hall, gymnasium, auditorium and the home of Louie's Lower Level. Its current occupants include admissions and administration. Finished in 1918, its namesake is **Dr. Fred Behmler**, local legislator instrumental in UMM's establishment.

Gay Hall, a residence hall, was completed in 1966 and is named for **Clayton A. Gay**, the first WCEDA president.

The Briggs Library was built in 1968 and is named for founding provost **Rodney A. Briggs**.



Completed in 1992, the Student Center is now the home of Louie's Lower Level. Turtle Mountain Cafe and Oyate Hall, which means "the people" in Lakota, remembers the campus years as an American Indian school. Edson Auditorium was originally part of Edson Hall and is named for WCSA superintendent **Allen W. Edson**.

"It was a great honor and experience for me to come back in 1968 and to be a part of UMM for 25 1/2 years... Going through the old buildings ... each classroom, the dormitories, the gym, the football field, the mall, sidewalks and paths reminded me of something special."

—Harold Fahl WCSA '45
UMM plant services director
1968-1993



2000
U of M's
Sesquicentennial Celebration marking its 150th birthday begins

2000
Career Center
Director Gary Donovan estimates over 100,000 credentials mailed since 1964

2000
WCSA alumni celebrate WCSA's 90th birthday during their annual summer reunion

2000
Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools reaccredits UMM, and declares it "a model liberal arts college."

2000
Founders Day celebrated on September 26, 40 years after UMM opens its doors

Student reflection: James Horsman '01, intern

“What makes a ‘historian’? Classes completed or articles published? As this project began, my credentials on the first were minimal, on the second nonexistent. Now as this project ends, I understand historian less as a profession and more as an appreciation for how the objectives of the past are shared with the future.

A person reflecting on his or her life will find recurring characteristics and happenings. One can draw from these experiences to shape future decisions. Outcomes could then be shared with others. A historian is defined by the ability to recognize that certain traits and experiences not only deserve recognition and preservation, but that they are essential to comprehending the significance of those very traits and experiences and applying them not just to one life, but a group of lives, and in this case—UMM.

During this project, we listened to Jim Gremmels eloquently speak of the passionate students in those first UMM classes. As a first generation college student, I recognize how their experiences were similar to mine. I fought tears in my eyes and fear in my heart when I arrived at UMM. But soon Gay Hall 1-1 friendships and spirited discussions in Paula O’Loughlin’s American government class showed me what a wonderful place UMM is. Like those early UMMers, I have never taken this experience for granted.

Thanks to visionary leaders who saw opportunity where others saw ruin, mission where others saw gamble, prosperity lies in UMM’s future. I can’t express the gratitude I feel toward UMM for guiding me to where I am now. As a UMM student—and now historian—I can think of no better way to show my appreciation than by acknowledging that gifts of lasting significance are possible when the vision is clear for those who receive them.”



Student reflection: Jennifer Jones '01, intern

“I fell in love with UMM during my first tour. Campus was blurred by fog, and every step I took was rewarded by a revealed building, an uncovered tree, a released sigh. Those glimpses convinced me that opportunities would unfold on this cozy, classic, romantic campus.

Sadly, time unraveled my romance. The library began to represent hundreds of English papers; Behmler symbolized dollars in debt. The magic faded. Then, I accepted the campus history internship, which led me to fall in love with UMM all over again.

Creating a booklet to celebrate our history was wrought with challenges and rich with rewards. Sifting through decades of unidentified pictures, scheduling interviews and representing UMM’s past in limited space caused frustration.

The rewards are best illustrated by a moment that occurred during our visit with Helen Briggs in her Shoreview home. We closed the interview by asking if there was anything she wanted to add. She paused and said, “I have a very strong feeling about UMM. I am very fond of the school, and I’m proud of it. It’s like a child.” I fought to control my emotions as I thought of the countless individuals who gave of themselves to make UMM successful. Their stories must be told, for we cannot treasure what we have today if we do not know from where we come.

This internship was invaluable to me. It provided professional development and, more importantly, renewed my UMM romance. I developed respect for those who worked for UMM’s establishment and faith in our mission. I recognize that everything on campus today is here because someone believed in our school. Now, I cannot walk across campus without hearing the echoes of footsteps of those who went before us. We must all listen to these footsteps if we wish to understand how much we have to celebrate.”