

A CHANGING VIEW OF SCSU

St. Cloud State University has changed drastically over the course of its history. The University we see today little resembles the Third State Normal School, established in 1869 for the purpose of preparing local students to teach in the common (elementary) schools across Minnesota. The most extraordinary period of growth occurred throughout the 1950s and 1960s, during which time an unparalleled expansion of the school's physical landscape took place. This transformation of the campus involved not only a process of structural growth but also one of wide-ranging institutional changes. Such developments, in turn, carried with them broad implications and challenges for both the campus and the surrounding community.



MODEST BEGINNINGS

THOUGH DIFFICULT TO IMAGINE, ST. CLOUD STATE UNIVERSITY INITIALLY OPERATED OUT OF A REMODELED HOTEL ATOP THE BLUFFS OF THE MISSISSIPPI RIVER.

“What is known as the Stearns House...has been entirely remodeled and refitted and will afford sufficient accommodation for the school at present. The site, with its ample grounds, is one of the finest in the country.”

-St. Cloud Normal School Circular

The Stearns Hotel was formally selected by the State Normal School Board on February 16, 1869 to become the site of Minnesota's third teachers training school. Purchased for \$3,000 dollars, the hotel single-handedly served the first fifty students (40 women, 10 men) as a women's dormitory, classroom location and dining hall until the completion of Old Main in 1874.



The Normal school was eventually renamed St. Cloud State Teachers College in 1921, whereby it retained its original purpose of providing proper training to Minnesota teachers. For the most part only minor expansions to the physical plan of the school, such as two additions to the new Main Building, occurred during this period.



Notable exceptions that altered the physical composition of the campus were an original model school, a second larger model school and Shoemaker Hall.

FOUNDATION FOR GROWTH

DURING THE 1930s AND 1940s THE SCHOOL EXPERIENCED NOTABLY STEADY GROWTH THROUGH MODESTLY INCREASING ENROLLMENT AND PROPERTY ACQUISITION UNDER THE DIRECTION OF PRESIDENT GEORGE SELKE (1927- 1946).



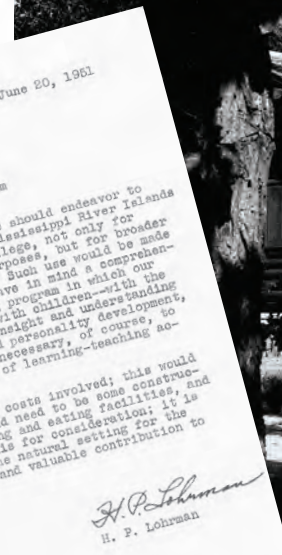
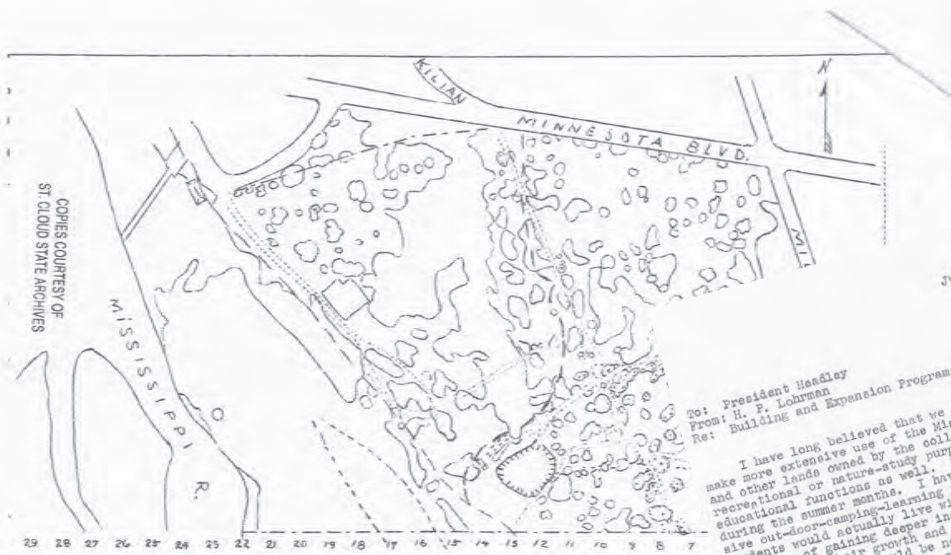
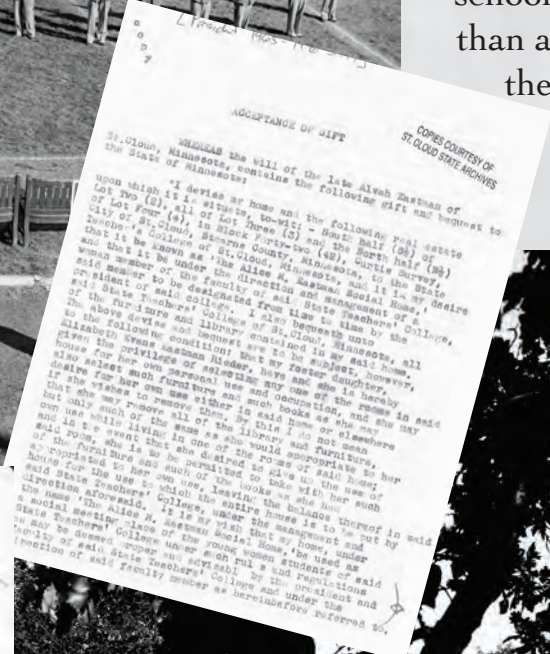
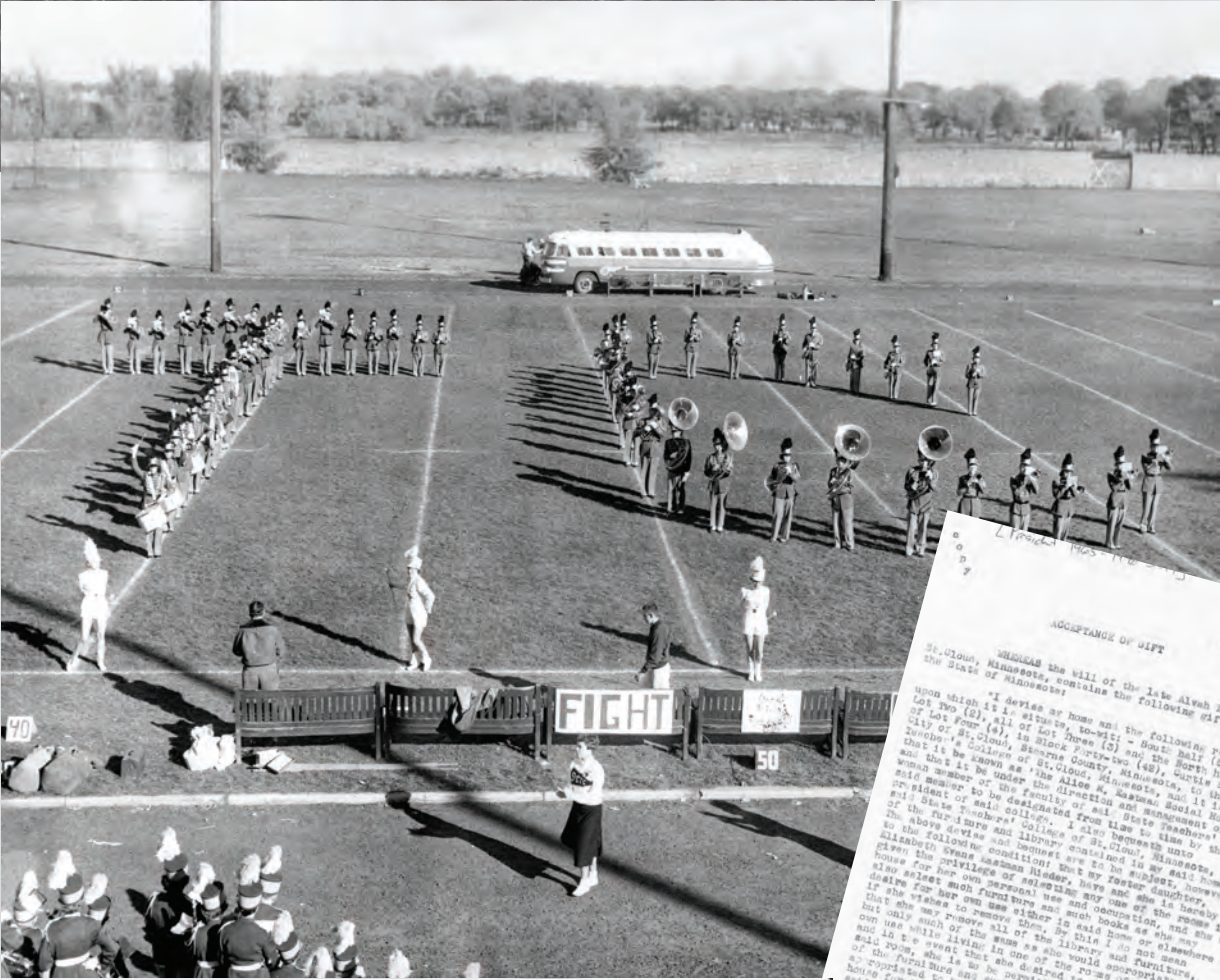
“In consideration of his great service to the St. Cloud State Teachers College... the sports field, for the construction of which Mr. Selke was fully responsible, and into which he put his whole thought and personality, be hereafter named the ‘Selke Field’.”

- Teachers College Board

Under President Selke three large sections of land were acquired through donations and legislative appropriations as well as purchases and leasing agreements funded by the college.

The school acquired a fifty acre tract of land along the eastern banks of the river encompassing an old quarry site as well as a twenty five acre tract of land incorporating the Talahi woods. The school also received a donation from Alvah Eastman (prominent St. Cloud citizen and school director) equivalent in size to four city blocks in addition to being granted access to two additional city blocks by the mayor of St. Cloud.

Though these acquisitions were significant in size, the tracts of land were mainly incorporated into the school for recreational use rather than a necessity for expansion. Only the land donated by Eastman was developed, becoming a granite enclosed multi-purpose sports arena.



Species _____

Talahi Area

June 20, 1961

To: President Headley
From: H. P. Lohman
Re: Building and Expansion Program

I have long believed that we should endeavor to make more extensive use of the Mississippi River Islands and other lands owned by the college, not only for recreational or nature-study purposes, but for broader educational functions as well. Such use would be made during the summer months. I have in mind a comprehensive out-camp-camping-learning program in which the students would actually live with children—with the objective of gaining deeper insight and understanding of children. Their growth and personality development, their problems. It would be necessary, of course, to set up an extensive program of learning-teaching activities.

I have no idea of the costs involved; this would require study. There would need to be some construction—as of cabins, cooking and eating facilities, and the like. I recommend this for consideration. It is my belief that we have the natural setting for the development of a unique and valuable contribution to education.

H. P. Lohman

CAMPUS ON HOLD

Defense

The stable growth of the early 20th century was halted by the onset of the Great Depression and WWII as school enrollment and financing became exceedingly unreliable. During the most difficult years of the depression and toward the tale end of U.S. involvement in WWII, legislative restrictions prohibited the acquisition of any new land, equipment or buildings.

Participation in wartime organizations and Civilian pilot training were popular activities for students at the height of U.S. involvement in the war. President Selke, the first Minnesota director of the N.Y.A., was able to secure labor, loans and appropriations through the W.P.A., helping to keep the college afloat during the years following the depression.

In the long run This period was actually beneficial to campus growth. The depression prompted low prices of land and frequent foreclosures that allowed for an extensive accumulation of property by the school. Shortly thereafter, WWII would provide new educational opportunities for returning vets.



THE 1930S AND 1940S BROUGHT ABOUT NATIONAL CIRCUMSTANCES THAT WOULD HINDER IMMEDIATE GROWTH TO THE SCHOOL, BUT WOULD EVENTUALLY LAY THE FOUNDATION FOR GREAT PHYSICAL AND INSTITUTIONAL TRANSFORMATIONS.

Administrative Affairs, 1969-1980 2:28

ENROLLMENT, 1909-1953

Year	Fall	Winter	Spring	I SS	II SS
1928-1929	870	860	831	698	
1929-1930	894	857	814	819	
1930-1931	883	877	873	952	
1931-1932	1001	991	955	957	
1932-1933	1074	1101	1019	809	
1933-1934	703	702	683	825	
1934-1935	723	728	707	790	
1935-1936	727	722	685	806	243
1936-1937	724	717	670	869	290
1937-1938	863	853	829	842	296
1938-1939	979	1009	970	812	244
1939-1940	977	923	850	686	186
1940-1941	820	769	738	621	243
1941-1942	601	669	688	731	427
1942-1943	733	708	511	557	207
1943-1944	382	427	293	483	223
1944-1945	449	457	511	583	359
1945-1946	1116	1161	1152	763	508
1946-1947	1348	1349	1295	861	745
1947-1948	1562	1612	1536	1325	846
1948-1949	1999	1858	1765	1299	911
1949-1950					

Compiled from 3 x 5 cards received from Academic Affairs,
7 September 1984.

“ During the previous decade, World War II, a lot of people didn’t go to college. They either went into the Army or into war industries right from high school.”

- George Budd

“Well, the Dust Bowl, the Depression, World War II...really each was felt on campus.”

- Ruth Cadwell

POST WAR BOOM ENROLLMENT TRIGGERS EXPANSION

THE END OF WWII MARKED THE EMERGENCE OF SOARING LEVELS OF ENROLLMENT AND A NEW STUDENT POPULATION WHO REQUIRED ADDITIONAL FACILITIES.

With the exception of a decrease in enrollment due to the Korean War the student population dramatically increased throughout the late 1940s and early 1950s as, alongside veterans, students from all over the state began to attend college at higher rates.

This reflected a national trend at the time whereby students increasingly attended financially accessible State Colleges and public institutions more than ever before.

Veterans especially began to pour into the student ranks. Spring enrollment for the final year of WWII counted a mere eighteen male students on campus. By 1947, just two years later, male students (the majority being vets) surpassed their female counterparts in number for the first time. The school began consistently surpassing previous enrollment records along with projected future enrollments. New classrooms, student service facilities and especially student housing became high demand.

The St. Cloud Daily Times
93rd Year No. 99 Wed., Oct. 6, 1954 11

Enrollment Record Set at St. Cloud TC

Enrollment at St. Cloud State Teachers college set a new record this fall with 2,234 students registered for classes offered by the college.

The previous enrollment record was 2,010 students in 1949. This included 1,872 full-time students on-campus and 138 students in off-campus and evening courses.

This year's enrollment figures include 1,470 full-time students on-campus, 210 students in evening and Saturday classes, and 552 students in classes at 155 off-campus centers.

The enrollment of 2,234 students represents an increase of 224 over the record set in 1949.

The enrollment increase this fall is typical of a rise in college rollments throughout the country after three lean years. The factor, in the small enrollment during 1951 through 1953 was comparatively small size of school graduating classes in those years.

The enrollment of 552 students in off-campus classes is a new record for this type of program.

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Fall Enrollment May Hit 4,000 As State College 'Boom' Continues

Enrollment of students at state colleges and universities is expected to reach 4,000 this fall, according to a survey by the National Education Association.

The survey, which was conducted by the N.E.A. in cooperation with the U.S. Department of Education, shows that enrollment is expected to increase by 10 percent over last year's figures.

The survey also shows that the majority of the increase is expected to come from the state colleges and universities.

The survey is based on data from 1,000 schools and is considered one of the most authoritative sources of information on enrollment trends.

College Seeks Funds for Dorms, New Library, More Classrooms

The St. Cloud State Teachers College is seeking funds for a new dormitory, a new library, and more classrooms.

The college is currently in the process of raising money for these projects and is hoping to receive donations from the community.

The new dormitory is expected to be completed by next year and will provide housing for 100 students.

The new library is expected to be completed by 1956 and will provide a modern facility for the college's library.

The new classrooms are expected to be completed by 1957 and will provide additional space for the college's classes.

Year	Enrollment
1869-70	50
1889-90	283
1900-01	600
1910-11	411
1920	883
1930	977
1940	382
1944	1,562
1948	1,727
1950	2,266
1955	3,870
1960	6,729
1965	10,179
1970	11,198
1975	12,511
1980	13,070
1985	17,076
1990	15,118
1993	

*Prior to 1920, figures include each student enrolled during the entire year. Beginning with 1920, figures are for fall quarter only.

“Immediately we started building the enrollment from people who had not had the opportunity to get to college.”

- George Budd

“So many veterans after the war was over came here to go to school.”

- Ferne Atwood

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Veterans especially began to pour into the student ranks. Spring enrollment for the final year of WWII counted a mere eighteen male students on campus. By 1947, just two years later, male students (the majority being vets) surpassed their female counterparts in number for the first time. The school began consistently surpassing previous enrollment records along with projected future enrollments. New classrooms, student service facilities and especially student housing became high demand.

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The enrollment of campus students percent

Fall Enrollment May Hit 4,000 As State College 'Boom' Continues

HOUSING SHORTAGE IS MAJOR PROBLEM

Enrollment of St. Cloud State Teachers college has topped 2,000 for the first time in its history. The college is now on the verge of a very real housing shortage.

Planned figures for the 1955-56 school year are that the college will have 4,000 students.

The 2,234 students representing 45 percent of the total enrollment for the fall semester are a record for the college.

Although a new 300,000 dollar dormitory is under construction, it will not be completed until 1957.

College trustees are now considering a plan to build a new dormitory and a new library.

College Seeks Funds for Dorms, New Library, More Classrooms

ST. CLOUD, Minn. (AP) — The St. Cloud State Teachers college is now on the verge of a very real housing shortage.

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Number of Students Enrolled, Selected Years		
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- George Budd

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College Seeks Funds for Dorms, New Library, More Classrooms

THE DEARBY HALL, WHICH WHILE UNDER ART AND ARCHITECTURAL REVIEW

TEMPORARY BUILDING IN BIRMINGHAM

LARGE STUDENT BODY IN NEW YORK

- George Budd

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Selected Years

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united States

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More Dorms, More Classrooms

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[illegible]

*Prior to 1920, figures are based on the 1920 Census. Beginning with 1930, figures are based on the 1930 Census. For more studies, see the 1930 Census.

academic year.
Source: SCSU Institutional

Office of Student Personnel Services
State Teachers College
St. Cloud, Minnesota
June 4, 1954

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ST. CLOUD STATE ARCHIVES

We at St. Cloud are greatly concerned about expanding our dormitory capacity in order to accommodate the anticipated future increase in enrollment. We have talked with many staff members in the other State Teachers Colleges who also feel that dormitory facilities on their campuses are inadequate to meet future needs.

As you know, under the present plan of financing new dormitory construction, ten percent of the gross dormitory income goes into a central building fund reserve. When the fund reaches the amount of \$700,000, it becomes available for the construction of a dormitory at a college designated by the State Teachers College Board.

It is our conviction that such a plan is extremely unlikely to meet the demand for housing in the foreseeable future. Therefore, our Faculty Association recently expressed its point of view in a resolution, a copy of which is enclosed herewith. Briefly, the association requested "the college presidents and the State Teachers College Board to consider the possibility of selling bonds or borrowing funds in order to finance the construction of dormitories and to request the State Legislature to enact appropriate enabling legislation". Furthermore, perhaps you recall that at Menasha this spring the combined faculties passed a resolution which expressed the same idea.

I am also enclosing a copy of a report received by our Business Manager, Mr. Salgaard—a STUDY OF PLANS IN SELECTED TEACHERS COLLEGES FOR THE CONSTRUCTION OF SELF-LIQUIDATING DORMITORIES AND OTHER BUILDINGS, by Herbert D. Velts, President of New Britain Teachers College in Connecticut. Your attention is called particularly to the summary and conclusions on pages 2 and 3 of the report.

You are probably aware of the federal government's college housing loan fund which is administered by the Housing and Home Finance Agency.

EVERY DORMITORY IS FULL. ALL ACCOMMODATIONS IN ROOMS
Building Program Stops
If Amendment 2 Fails
Fund Drive Opens
For Center

Office of Student Personnel Services
State Teachers College
St. Cloud, Minnesota
June 4, 1954

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EVERY DORMITORY IN THE HALL ACCOMMODATING IN NUMBER
Building Program Stops If Amendment 2 Fails
Fund Drive Opens For Center

An aerial black and white photograph of the St. Cloud State Teachers College campus. The central feature is a large rectangular building complex composed of numerous long, narrow dormitory-style units arranged in several rows. To the left of this main complex is a circular athletic field, likely a baseball diamond. A road or path runs along the top edge of the dormitory area. The surrounding landscape includes some trees and open fields. In the upper right corner, there is a small, partially visible document fragment with the heading "2 Falls" and some illegible text below it. Another document fragment is visible at the bottom left, containing typed text about college housing plans.

Office of
State Teachers College
St. Cloud, Minnesota
June 4, 1934

We at St. Cloud are greatly concerned about expanding our dormitory capacity in order to accommodate the anticipated future increase in enrollment. We have talked with many state members in the other State Teachers Colleges who also feel that dormitory facilities on their campuses are inadequate to meet future needs.

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**Building Program Stops
If Amendment 2 Fails**
EVERY DORMITORY IN THE STATE...
**Fund Drive Opens
For Center**
A campaign to raise funds for the construction of a new center...
The fund drive will be...
The fund drive will be...



As you know, the construction of a new central building fund available for \$700,000, it becomes available a college designated by the State Teachers Association.

It is our conviction that such a plan is not only feasible but also necessary to meet the demand for housing in the foreseeable future. The State Teachers Association recently expressed its point of view in a resolution, a copy of which is enclosed herewith. Briefly, the Association requested "the college presidents and the State Teachers Association Board to consider the possibility of selling bonds and to request funds in order to finance the construction of dormitories and to request the State Legislature to enact appropriate enabling legislation". Furthermore, perhaps you recall that at Venable this spring the combined faculties passed a resolution which expressed the same idea.

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CAMPUS TO RISE ON THE WEST SIDE

BETWEEN 1946 AND 1950 CONSTRUCTION OF SEVERAL HOUSING UNITS, A HEATING PLANT AND A NEW MAIN EDUCATION BUILDING WERE INITIATED ON THE WEST SIDE OF THE RIVER, SOLIDIFYING A PERMANENT LOCATION FOR THE SCHOOL.

“When Stewart Hall was built, that was the deciding factor as to whether they were going to stay on this side of the river or go to the other side. If they had built Stewart Hall on the other side of the river, then maybe the campus would have moved there.”

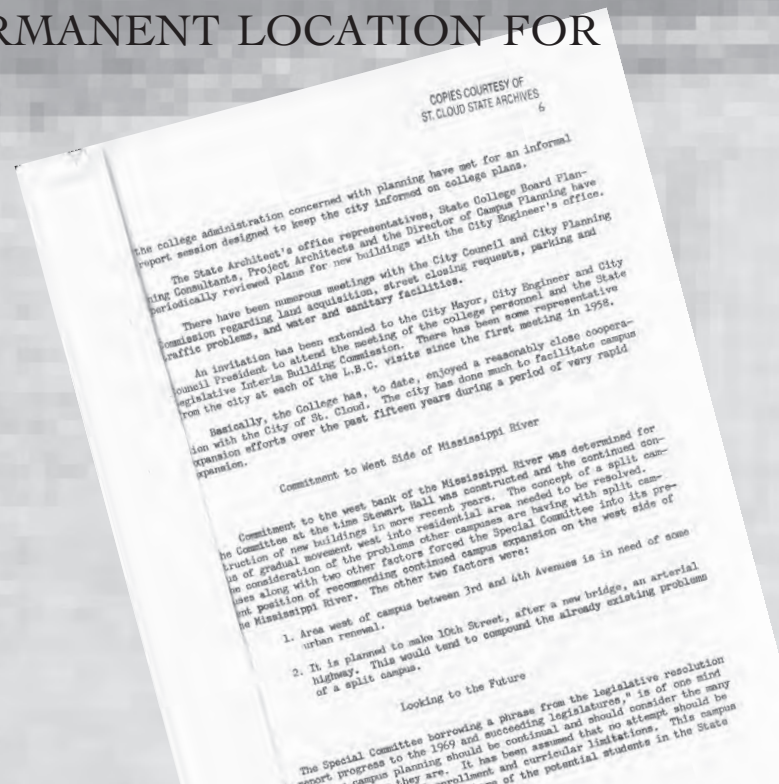
-John Weismann

“I’ve heard many times from college administrators... that before Stewart Hall was built that it should have been built on the east side of the river where the football field is. But once the heating plant and Stewart Hall were here we were kind of stuck with the location, I think, financially and so forth.”

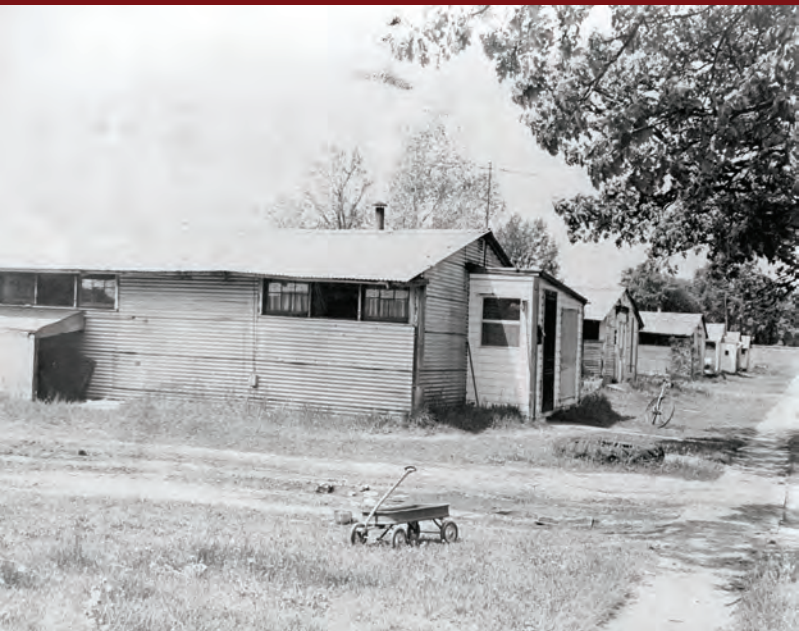
- Inez Kronenberg

The property for the new main building was acquired prior to WWII but a lack of funding from the state had temporarily hindered construction. The allocation of additional funding after the war enabled Stewart Hall’s completion in 1948. This was a defining moment for the future of the campus. Prior to Stewart Hall’s construction some argued that moving the campus to the east side of the river would be more practical than expanding along the west bank. The college already held large sections of land on the east side of the river and infringement into residential neighborhoods would be considerably diminished.

Once Stewart Hall was erected, however, this proposal was virtually abandoned. The new main building was perceived as too much of a monetary investment to be abandoned, securing a future campus on the west side of the river.



FUNDING CHALLENGES RATE OF EXPANSION



[Administrative Affairs, 1969-1980 2:4]

August 21, 1969

PHYSICAL DEVELOPMENT FOR ST. CLOUD STATE COLLEGE APPROVED BY MINNESOTA STATE LEGISLATURE, 1969 SESSION

General Note: Of the \$13,614,000 requested by the State College Board on behalf of St. Cloud State College, the following were approved by the legislature.

\$4.8 million approved (approx.)

PROJECT	AMOUNT
A. Construct and equip Education Building	\$2,970,000
B. Planning funds for Science Building	260,325
C. Land acquisition (deficiency appropriation)	200,000
D. Convert Kiehle	500,000
E. Sitework	171,000
F. Utility Tunnels	650,000 150,000
G. Addition to Atwood	1,900,000
H. Utilities (water, sewer, streets, etc.)	500,000

In all, the legislature approved about 35 % of the total requests. It should be noted that the addition to Atwood does NOT come from appropriated funds

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Prepared by Dr. Reese

STATE FUNDS AND ALLOCATIONS WERE ESSENTIAL FOLLOWING WWII AS ENROLLMENT SKYROCKETED BUT WERE OFTEN DIFFICULT TO SECURE DUE TO OPPOSITIONS FROM THE STATE COLLEGE BOARD AND LEGISLATIVE COMMITTEES.

“ We’ve always had to labor under insufficient resources and so we have grown, almost explosively...and the state has not provided resources.”

- Herbert Goodrich

“I taught all those years in Riverview and I hosted a legislative group who came around to inspect the building one year and they were going to decide whether the building should be torn down because we need many more classrooms than we have...the decision was no.”

-Ludmila Voelker



State funding was essential to deal with school growth following the postwar boom in enrollment. Several buildings were deemed out-of-date, run-down and functionally inadequate yet remained in use due to continuously escalating enrollments.

Despite constant requests to the legislature for additional funding these proposals were quite often denied or only partially fulfilled creating stress for students and faculty who had to make due with crowded classrooms and inadequate resources.

CHANGES IN CURRICULUM IN THE 1950S AND EARLY 1960S REQUIRED INCREASES IN FACULTY AND BUILDING SPACE. NEWLY INITIATED PROGRAMS, RESTRUCTURING AND STILL ESCALATING ENROLLMENTS COALESCED TO FURTHER PROMOTE A PHYSICAL EXPANSION OF THE CAMPUS.

First came the replacement of traditional divisions with separate schools and departments followed by the development of two year and four year programs that would eventually provide students with a variety of degree opportunities.

In later years, under President Wick, the college expanded further into five distinct schools. Wick oversaw the advancement of the business program, introduced American Studies into the curriculum and created additional major, minor and graduate degrees.

Cloud Teachers college will become a degree-granting college for liberal education in addition to its teacher education function. It is well prepared to do this because already it has established junior college pre-professional courses. This new status in the St. Cloud Teachers college will be recommended to hundreds of returned veterans who have been unable to obtain entrance at

in June, Bernice Salaski, (left) St. Cloud, chairman, presented awards to Martin Scorsese (St. Paul, visor, for her work the past year as advisor, (Times Photo)

Wed., May 24, 1962

Officers and services which will be coordinated by a dean of students are freshman and foreign students, health services, financial placement, student activities, dining and counselling and veterans' services.

Five bureaus will be available directly to the president. They are physical resources, finances, physical resources, finances—services, instructional services, graduate and special services. Graduate studies and special registrar's office will maintain liaison with the academic

Charles Balcer is academic dean and Dr. Robert Zwumink is dean of students. Deans for the schools and department chairmen have not yet been appointed.

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—to chemists a substitute
—pine oil, not ob-

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LAND ACQUISITION TAKES CENTER STAGE

Sept. 6, 1937.

To Whom It May Concern:

This is formal notice that the St. Cloud State Teachers College has acquired the property in Lot 9, Block 13, On the Addition to the City of St. Cloud and will wish to occupy the property beginning October 7, 1937.

Kindly have the home vacated by that date.

Respectfully,

gaselke:ok President

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August 17, 1960

Mr. Conrad G. Palmgren
515 Second Avenue South
St. Cloud, Minnesota

Dear Mr. Palmgren:

I have your letter of August 12, 1960, in which you inquire as to the future of the college campus at St. Cloud State College, and particularly with reference to the taking of your home at 515 Second Avenue South in St. Cloud.

We are aware, of course, that these rumors do develop, and I wish it were possible (1) to dispell them with timidity, and also (2) to pinpoint our schedule with reference to the campus expansion. However, neither is possible, and I regret that my response will be somewhat vague.

Within available funds, the college campus will expand during the balance of this year and next, but emphasis will be placed on vacant properties below Tenth Street and on Block 19 of the town of St. Cloud. It is safe and proper to surmise that at some point (perhaps in 1961 depending on course) Block 17 of the town of St. Cloud, in which your property is located, will become part of the college campus. This is lower in priority, and just when this will occur is most difficult to say, especially in light of the fact that additional funds may be required, in which event the concurrence of the legislature and an appropriation will be required.

I do want to assure you and others like you, however, that when the state does move to take properties in Block 17, you and other owners will be given sufficient notice and adequate time to make the necessary arrangements. In no event, would the State move as rapidly as the rumors apparently suggest.

While I know this is not wholly the answer you are seeking, it is the only prudent one that I am in a position to give. However, if there are further questions, please do not hesitate to write or call upon me.

Yours sincerely,
George Budd
William G. Stevenson
Asst. Commissioner of Administration
WES:jfb
cc: Dr. George Budd
Dr. Roy Prustis

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Mr. Selke- Lets go after these five blocks in pink and never let up until we have them in the bag for the School.

We can figure the cost \$3250, or \$650. per block or the 60 lots at \$54.17 per lot or \$278. per acre including streets and ave to be vacated between the blocks, as there is an even 11 and 2/3 acres in entire tract.

Its worth our every effort. P.R.T.

CAMPUS CONSTRUCTION IN THE LATE 1950S AND 1960S FAR EXCEEDED ANY IN THE PAST. ADMINISTRATORS HOPED TO PROVIDE ADDITIONAL HOUSING AND EDUCATIONAL FACILITIES FOR A STUDENT BODY THAT CONTINUED TO EXPANDING IN SIZE AND EDUCATIONAL INTERESTS. BY THE EARLY 1970S THE COMPLETION OF NUMEROUS NEW BUILDINGS WOULD ALTER THE CAMPUS EXTENSIVELY.

“In those years, until 1965, we built a dozen buildings and we had to buy the land as far east as Fifth Avenue to put those buildings on.”

“While I was president, I had a part in either renovating or constructing eleven different buildings...some of the largest growth in that period.”

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CAMPUS TURNED CONSTRUCTION ZONE



CAMPUS TURNED CONSTRUCTION ZONE



1930-1947



1962



1975

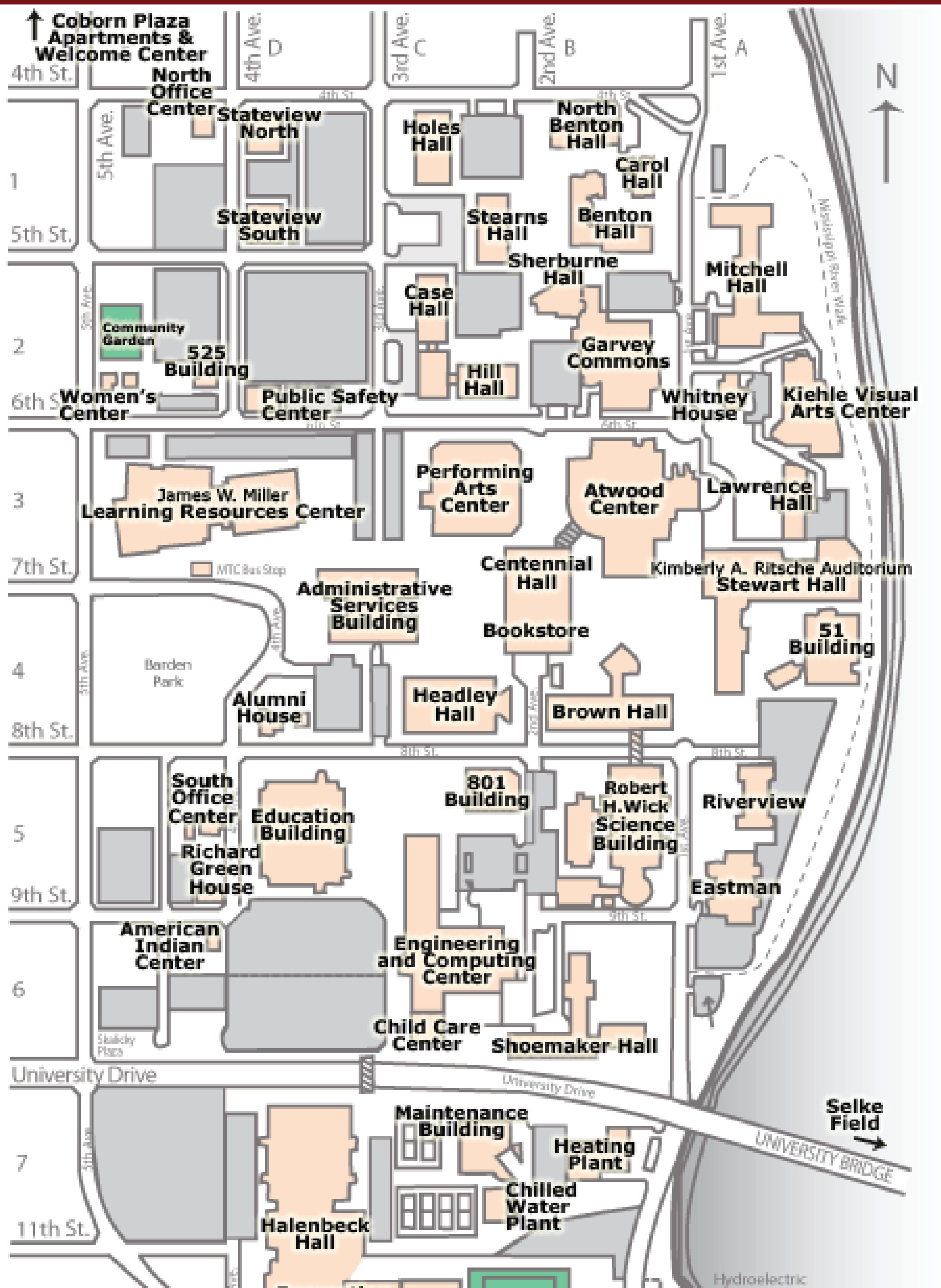


1965-1966



1969

CONSTRUCTION 1952 TO 1971



GOODBYE TO THE GOOD OLD DAYS

PHYSICAL AND INSTITUTIONAL EXPANSION FOREVER ALTERED THE COLLEGE COMMUNITY INTERACTIONS AS FAMILIARITY ACROSS DISCIPLINARY LINES BECAME A THING OF THE PAST FOR MOST STUDENTS AND FACULTY.

“ I knew my department chair, but we did not, because I think, of the extreme growth that we were going through, have the kind of personal interaction with all of the other faculty members that we did a few years earlier.”

- Ludmila Voelker

“ When I first came here there were about 1100 students...There were about 52 faculty members and we knew each other intimately.”

- Clair Daggett

“I’d recognize just an awful lot of the students and then in later years there were fewer that I would recognize, so that it just wasn’t possible to be as much involved with the faculty either.”

-George Budd

“I liked the school better when I knew practically every man by a first and last name.”

-John Weismann


By the mid 1960s future enrollment projections were at 10,000 and climbing. Gone were the days of intimate social gatherings and close-knit relationships between faculty, administration and students. Many students and faculty felt nostalgia for the good old days with trips to the Talahi lodge, outings on the Picnic Rocks and dances in Eastman Hall. These activities faded further and further into obscurity alongside the old scenic landscape that once hugged the Mississippi River behind 1st avenue. This loss of closeness was one consequence of the rapid expansion that would also pose more pressing issues, leaving an impact on both the college itself and the surrounding community.



THE
Ticket Spitter!®

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AUTOMATION IN PARKING



Represented By
TOM HARSTAD
10000 SHOE MAKER • DETROIT 13, MICHIGAN

AUTOMATIC PARKING DEVICES, INC.

"...creating the very same kinds of problems that we create down on the south end with the university in terms of parking and traffic and things."
-Myron Umerski

was having problems like parking because we had so many customers wanting our service... A real parking problem is when you don't have any customers and your lots are empty. That is truly a parking problem...the parking problem has lasted for 30 years and more and will probably continue."

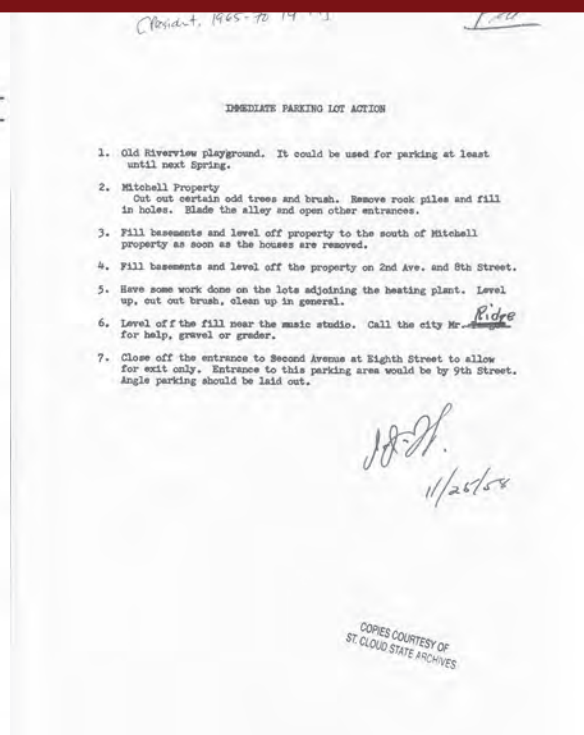
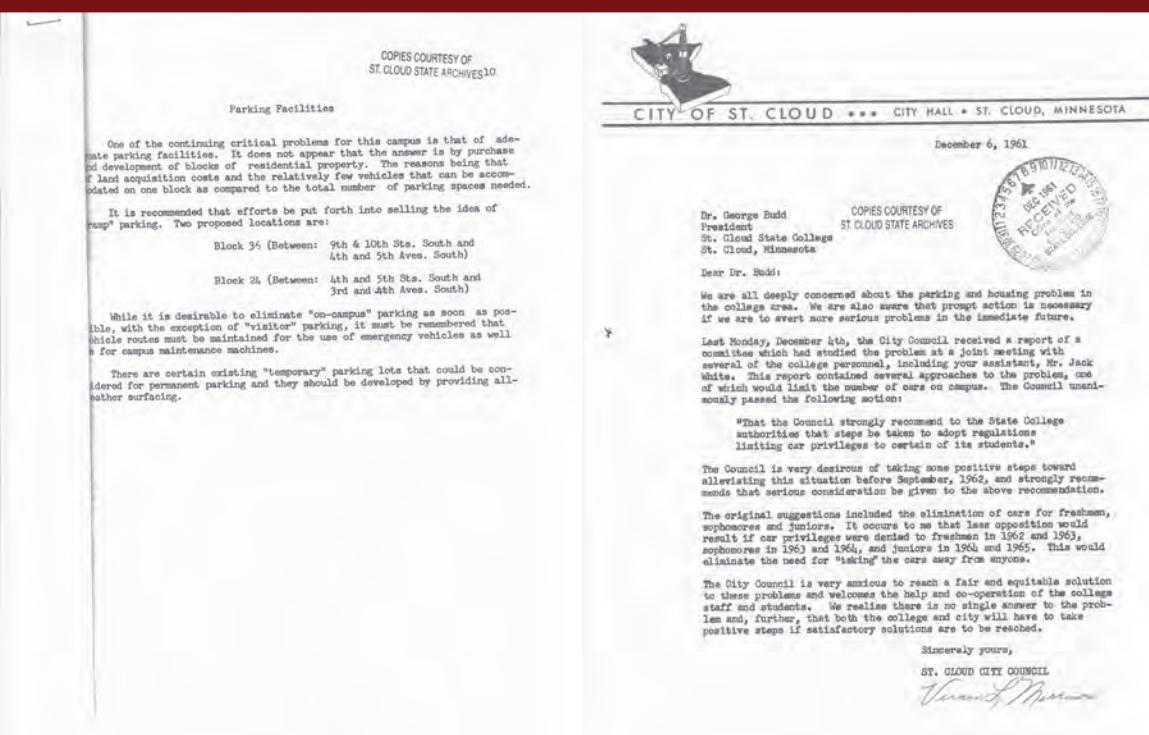
-Myron Umerski

“It was clear to local city officials and it soon became clear to college officials that theirs was a campus built on a rotting base that would hamper if not stop further construction designed to care for the escalating student body.” (On traffic and roads)
-Edward L. Henry

Beginning in the late 1940s escalating traffic, poor streets, inefficient snow removal and a lack of adequate parking facilities created congestive problems on and around campus that affected not only students and faculty but also nearby residents. As the campus expanded parking congestion and heavy traffic sprawled further and further into residential neighborhoods. The debate over parking came to the forefront of long term campus planning on several occasions and even led to the establishment of a campus committee instructed to find practical solutions to the ongoing problem.

The city of St. Cloud proposed that incoming freshman be prohibited from using vehicles during their first year of school though this suggestion never actually materialized. Some officials even considered the installation of parking meters and many discussed the construction of ramps to deal with the issue. One policy that met with a level of success restricted parking to one side of the street or the other depending on the day of the week. However, while removing a degree of congestion this solution was mainly beneficial in terms of its implications for snow removal rather than for the overarching parking problem.

Despite progress parking remained and remains to this day an ever present concern for the school. In the 1960s residential homes (many being of historic significance) and out-of-date campus facilities were razed to make room for parking lots.



additional elementary school for future school district needs.

Most likely land to be purchased with State funds would be at the current St. Cloud Air port scheduled to be moved to Riceville School.

Clearview School, Lanesville; Parochial School, John P. Kennedy School, Westwood School, Central Elementary School, Westwood School, Westwood School, Madison School, and Riceville School.

SCS College to Build Two New Parking Lots

St. Cloud State College was authorized to construct two more parking lots and complete two unfilled areas in Atwood Memorial College Center at a meeting of the State College Board Monday in Paul.

The parking lots will be located south of Eastman Hall on the site of the old music studio and northeast of the building. A total of \$7,000 was designated for the project.

Two basement areas in Atwood Center will be completed as meeting rooms under a \$55,000 authorization.

Work on both projects is expected to begin soon.

The board approved a number of faculty additions, all at the rank of instructor or assistant professor. They are:

Michael Keable, director of alumni affairs; Jack Grahl, manager of printing services; William McGee, assistant director of information services; Lindsay Arnone Jr., and James Reitzel, marketing and sales; William McGee, assistant director of intern program; School of Business;

William McGee, health, physical education, and recreation; Robert Murphy, psychology; James Huntzinger and William Peters, elementary education; Ruth Nelson and Zev Aveloy, social sciences; Lorimer Bjorklund, industrial education; Ronald Grier, student teaching; Patricia Hartman, sociology; Larry Laffer, technology; Dick Lademan, science; Herman and Philip Tennison, campus school;

William McGee, political science; Charles Stein, special education; Judith Moore, geography; Reginald Reese, geology; Harold Meyer, mathematics; Harold Wilsey, industrial education; Leiland Davis, physics; Dennis Compton (half-time), biology; John Evingsale (half-time), English; Robert Myers (three-fourths time), art; and G. Paulsen (three-fourths time), campus school. Two teaching assistants also were added.

Leaves were granted to Ruth Gant, music; Leo Guttier, art; and William LaCroix, industrial education and technology. Erms Stettin title was changed to supervisor, inner-city coops.

Poor Planning Undermines Campus Growth

Utility Debacle

RAPID EXPANSION INTO RESIDENTIAL NEIGHBORHOODS WITHOUT PROPER LONG TERM PLANNING LED TO THE MISUSE OF SEWER AND WATER LINES THAT COULD NOT SUPPORT THE NEW STRUCTURES. STUDENT AND COMMUNITY SAFETY WERE AT RISK DUE TO RUPTURE-PRONE, UNRELIABLE WATER LINES THAT CAUSED FREQUENT BACK-UPS.



“The college was sitting on top of a utility system that had been installed more than fifty years previously for what was then basically a residential neighborhood of 1,000 residents. In 1969...the same system with very few modifications was supporting 10,000 users.”

-Edward L. Henry



As campus growth progressed into previously established residential neighborhoods it was challenged by what some would refer to as “poor planning.”

The breakneck speed of above-ground campus expansion without consideration for the available underground utilities created a sanitation and water crises on campus by the late 1960s. The water and sewage systems that had serviced residential homes were completely inadequate for use by the larger buildings and housing complexes taking their place.

Like the parking problem, sanitation utility services were a concern for both the college and the city. Eventually lawmakers representing the city of St. Cloud proposed two bills asking for \$500,000 to improve water and sewer lines and alleviate the utility crisis.

COMMUNITY TRANSFORMED

CAMPUS EXPANSION ALTERED THE SURROUNDING RESIDENTIAL AREA DRAMATICALLY. ACQUISITION OF RESIDENTIAL HOMES AND PLOTS REACHED NEW HEIGHTS IN THE 1950S AND 1960s, OFTEN AT THE EXPENSE OF THE HISTORIC QUALITY OF THE NEIGHBORHOOD.

A major source of community discontent with campus expansion stemmed from the infringement upon residential areas. Though many citizens prospered financially from selling their property or home to the college those residents left behind voiced numerous concerns. Many citizens worried about the impact of a loss of property taxes revenues in the area due to acquisition of residential properties by the tax exempt institution.

“ They hated that (property acquisition) right down to the core. It took tax property from the city.”
-John Weismann

“Poor planning for college expansion in early years was forcing it to move into an old, established residential district of better homes, creating dislocation problems for citizens and modest loss of tax base.”
-Richard L. Henry

Expansion triggered emotional responses from the community as well economic discontent. Many residents did not wish to sell their property to the state in order for it to be turned over to the college. Some residents were even forced out of numerous homes as properties that were not deemed desirable or necessary for acquisition in the 1940s and early 1950s eventually became desirable in the late 1950s, 1960s and even early 1970s.

Student housing could not accommodate all of St. Cloud State’s College students. Many students chose to live near campus, renting rooms throughout the residential area. Rezoning measures transformed the once single-family housing district near campus into a mixed neighborhood scattered with apartment buildings and rental units. Tensions rose for residents who felt that the property value, natural beauty and community integrity of the historic Southside neighborhood was threatened by the excessive student presence.

“What was once a family neighborhood now becomes a neighborhood of young people with high density housing and simply, if they were there alone, it would be fine, but it’s a mixture of life styles and they’re not always compatible and that was true in 1950s and it’s true certainly today.”
- Pat Hoffman



“Sometimes the state would buy a house that a family owned, (they would buy another house a block or two further east), and in a few years we were buying that house. So some people were uprooted more than once and they really didn’t like it at all.”
-George Budd



College Property Acquisition '2nd Time' for 2 City Women

By SYLVIA LANG
Times Staff Writer

For two well-known city women, St. Cloud State College's acquisition of their property is "the second time around."

Mrs. Allen (Fern) Atwood, 724 4th Ave. S., and Mrs. H. B. (Alfreda) Gough, 718 4th Ave. S., have both lived in the college area for more than 40 years.

Both moved when the college expanded five years ago. Now, both will have to move again.

And both are bitter about it.

But—whereas—one woman may pull some purse strings, the other may pull out of St. Cloud entirely.

Mrs. Atwood, who recently donated \$45,000 to the college to build a carillon bell tower for Atwood Center (named after her late husband), said she was told five years ago she wouldn't be required to move again. By the end of June, she must be out of her present residence, the former Lewis home.

"Atwood Center would not be here," Mrs. Atwood told Highway Dept. and college officials at a meeting on the acquisition Wednesday, "without our family's money. And the college is certainly repaying it in a fine way."

She added, "St. Cloud State College doesn't need our houses; to say nothing of the fact it will be very hard for the city to replace the taxes on the thirty odd homes."

"Years ago," Mrs. Atwood said, "I saw the college as a real asset, a cultural center surrounded by beautiful homes. I wonder if you people are looking at what you are doing to this city. What kind of a city is this going to become?"

According to Information Services at the college, Mrs. Atwood was not the major contributor to the bell tower fund. Information Services said her claim to have given \$45,000 is incorrect.

Students, alumni, and other sources contributed to the fund, according to the college.

Following the meeting, Mrs. Atwood said she feels "the college is ruining the city, as far as I'm concerned, both because of the appearance of the campus and the way it takes taxes from the city."

She said she will bring the issue to Mayor Alvin Loehr.

"Because of the huge tax loss to the city," Mrs. Atwood said, "he may do something."

Another long-time city resident, Mrs. Gough, said she plans to leave the city because of the condemnation proceedings.

"I've lived here for forty years," she said, "but now I'm set to leave."

Mrs. Gough's husband was a former school superintendent here for whom Technical High School's H.B. Gough addition was named.

"I wish they'd at least extend the date when we have to be out of our homes," she said. "I don't drive, and my children, who live long distances from here, can't come to help me until after June."

"I have no hope that the condemnation proceedings can be stopped," Mrs. Gough said.

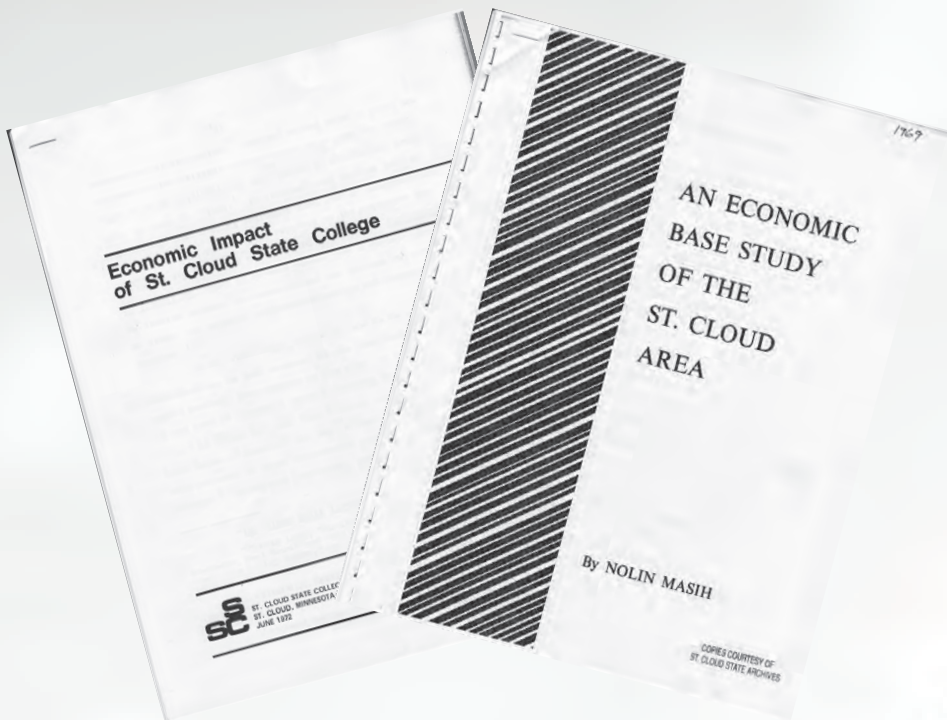
She added, "I'll never move anywhere near a college again, I can tell you that."

NICK PFLU HOUSE

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AFTERMATH

ECONOMIC BENEFIT V. ECONOMIC COST



THE ECONOMIC IMPACT OF CAMPUS EXPANSION CONCERNED CITY OFFICIALS, CITIZENS AND COLLEGE ADMINISTRATORS ALIKE FOR YEARS.

“Higher tax liabilities, coupled with removal from the tax rolls of the residential properties purchased by the state for expansion of the college, have given rise to murmurs of discontent from local citizens.”
-Economic report, 1967

“There’s always been the issue of how important St. Cloud State is to the community...Obviously St. Cloud State gives a tremendous economic boost to the community.”
- Herbert Goodrich

The physical expansion of the campus carried with it important economic implications. As the campus community grew, so to did its influence over local economic conditions. Though some citizens feared a loss of property tax revenues due to newly untaxed property ownership, college expansion actually did much more to contribute to the local economy than to undermine it.

A series of economic reports were issued in the 1960s and 1970s to provide the community with a greater understanding of the economic influence of the college on the city. These economic reports concluded that any money lost by tax exemptions was more than made up for by college and student expenditures. By the 1970s it was determined that the college comprised 25% of the city’s population, 5% of its employees, 15% of the housing market and 10% of the traffic. These figures reveal both the economic significance of the college to the city and the level of interaction existing between the city and institution by the 1970s.

TABLE - IV
IMPACT OF ST. CLOUD STATE COLLEGE ON THE ST. CLOUD AREA ECONOMY

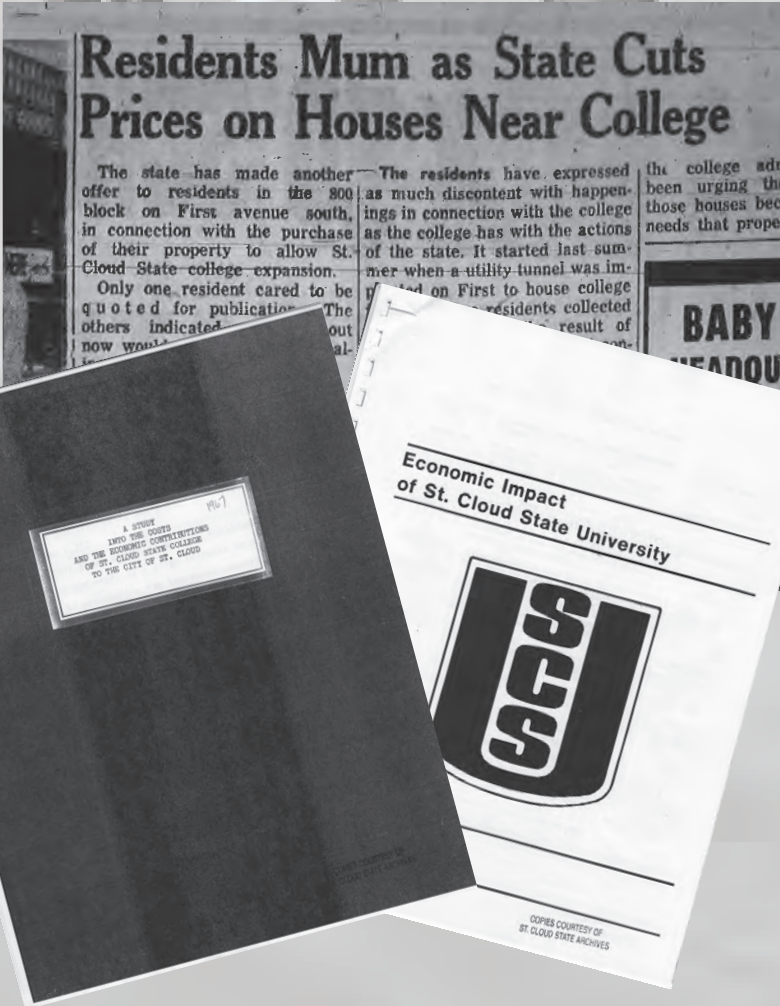
Industries	Industry Multipliers	Value of Business produced
Lumber Products	.0089	\$ 132,706
Stone & Rock Products	.0084	125,250
Metal Fabrication	.0112	167,001
Tools & Machines	.0004	5,964
Optics	.0062	92,447
Food & Kindred Products	.0062	1,003,495
Paper Products	.0073	53,679
Printing & Publishing	.0063	165,510
Rubber & Plastics	.0111	137,179
Misc. Manufactures	.0092	16,402
Contract Construction	.0011	2,940,502
Wholesale & Retail	.1905	10,463,672
General Services	.7031	1,814,641
Medical & Health	.1217	699,315
Finance, Insurance & Real Estate	.0469	1,990,588
Transportation, Communication & Utility	.1395	1,659,569
Households	.1113	\$21,368,000
Local Government	.0700	\$ 9,990,215
	.0464	691,859

College Area Tax Loss Called 'Small'

Property tax revenue lost to the city of St. Cloud because of the expansion of St. Cloud State College is insignificant compared to the economic benefits derived from that growth. This conclusion was reached by a recently-completed comparison of the costs and economic contributions of the college to the city conducted by Gamber, an instructor in the college's economics department. The study was released by President Robert H. Gamber also used the formula to predict that during the next 10 years the indirect contribution of the college to city revenue would more than double, reaching \$741,699 by 1976.

“The reduction in city tax revenues resulting from the removal of residential properties from the tax rolls, has for some citizens assumed an exaggerated importance,” he observed. “On the other hand, there appears to be a lack of

See Page 2 No. 3



AFTERMATH

TOWN V. GOWN OR JOINT COMMUNITY

SOME OF THE CHALLENGES POSED BY CAMPUS EXPANSION MAY SUGGEST THAT A TOWN VERSES GOWN SENTIMENT EXISTED BETWEEN THE CITY OF ST. CLOUD AND THE COLLEGE. HOWEVER, UPON FURTHER ANALYSIS IT SEEMS EQUALLY POSSIBLE THAT THE TWO WERE CONNECTED THROUGH A MUTUALLY BENEFICIAL RELATIONSHIP THAT WAS STRENGTHENED THROUGH EXPANSION.

"I think that nowadays there's probably a better working relationship between town and gown as they'd say, the community and the college."

- Inez Kronenberg

"We're really a community within a community and we function as a community... No matter what we do we impact the community and we've got to be aware of that... All the complexities of St. Cloud State are also the complexities of our entire community."

- Myron Umerski

"I did all that I could to try to cement relationships between the university and the downtown. I tried to do it through the Chamber of Commerce, and I tried to do it through the Labor Union. I joined the Chamber, Kiwanis' Club, and a lot of other people did too."

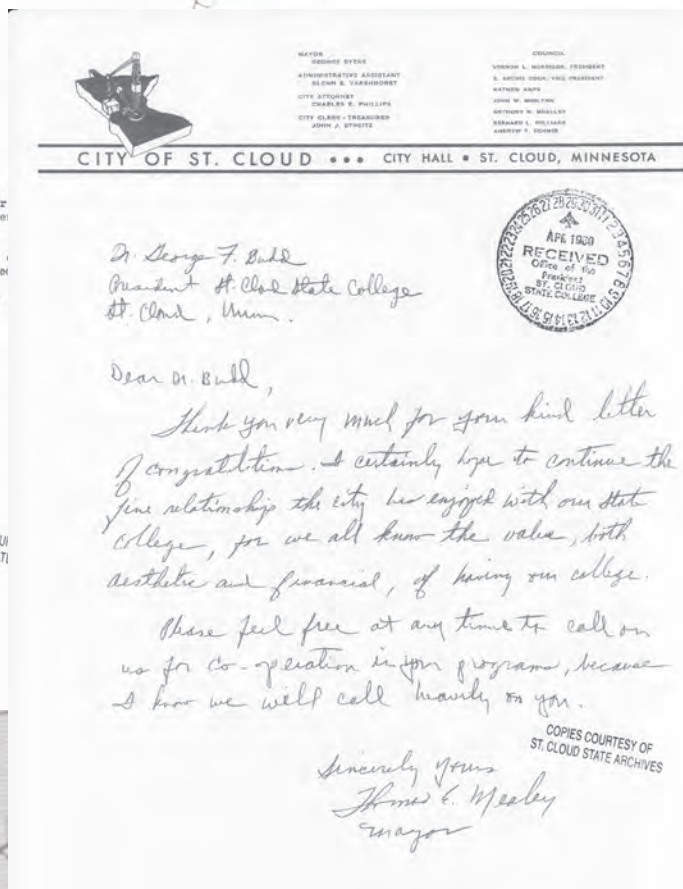
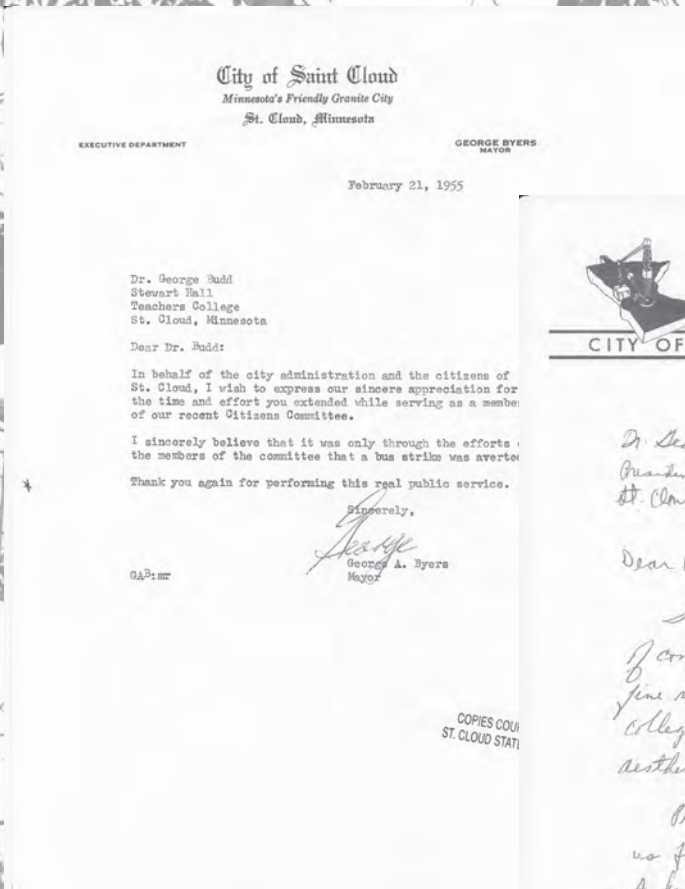
- Robert Wick

An expanding college brought about campus and community interactions that often bore positive results. Faculty and administrators established positive relationships with councilmen, legislators and citizens through personal correspondence and joint participation on civic committees.

The college also provided valuable public services to the surrounding community. Prominent educators, such as Ruth Cadwell who received awards for her work with adult literacy and education, made great strides to enhance community education. The campus Laboratory School served generations of community youth.

The diversified curriculum that was integral to the expansion of the campus created cultural and social meeting grounds between the community and the college. The construction of the performing arts center bridged these two communities through theatre, musicals and other forms of entertainment.

Though campus expansion did not come without a cost to the community, it was also responsible for integrating the college itself more fully into the city, forging ties of civic cooperation between campus and community.



A HERITAGE OF GROWTH

Enrollment stabilized in the 1970s and St. Cloud College ceased its rapid expansion. Though campus development would never again reach the level it had during the 1950s and 1960s, construction advanced throughout the remainder of the decade and those that followed in order to complete long-term campus planning.

In 1975 St. Cloud State College received the title of St. Cloud State University, marking the fifth time in its history that the school changed names. University status was celebrated as a culmination of two decades of impressive expansion and diversification. For the remainder of the twentieth century and leading into the twenty first, St. Cloud State University has reinforced its heritage of growth as an institution through both familiar and entirely new means of growth. Modern expansion will likely pose similar challenges to the campus and the community as it has done in the past, continuing to transform the relationship between the two along the way.

A Changing View of SCSU offers insight into how St. Cloud State was transformed from a single-purpose teacher's training school into a full-fledged university during a short yet dynamic period in time. The project narrates the rapid physical expansion of the campus that occurred throughout the 1950s and 1960s, and explores the various consequences that these changes held for the school and the surrounding community.

The research conducted for this project took place primarily in the St. Cloud State University Archives and to a lesser extent in Miller Center's microforms area. The historical interpretation and visual design of the exhibit relied heavily upon the incorporation of archival sources such as transcribed oral interviews, the records of the offices of Administrative Affairs and of the President, the Archon portal's digital images and collections, the Minnesota Reflections website, and through an assortment of *St. Cloud Daily Times* newspaper articles.

The exhibit was designed by St. Cloud State Public History graduate student Marissa Bialek.