

From Continuation School to College



A Chronology and History of Lakeshore Technical College

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Employed by LTC from 1965 to 1992
Employed by LTC from 1968 to 2000
Employed by LTC from 1956 to 1988
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* A continuation school was a compulsory attendance school established by law in 1911 for young people 14 - 16 years of age who were employed and not attending school. The young workers were required to attend five hours per day for at least six months per year. The rules for attendance at a continuation school were modified over the years.



The Lakeshore Technical College Cleveland Campus 2013



Cover Photographs are captioned within the text of this book.

Inside Front Cover: Top: Permit boys in classroom, 1913.

Bottom: Students relaxing in library, 2013.

Inside Back Cover: Graduates celebrating, 2013.

If any reader questions the authenticity of material in this publication, please contact one of the authors or Lakeshore Technical College at: 1.888.GO.TO.LTC. We want all the content to be accurate.

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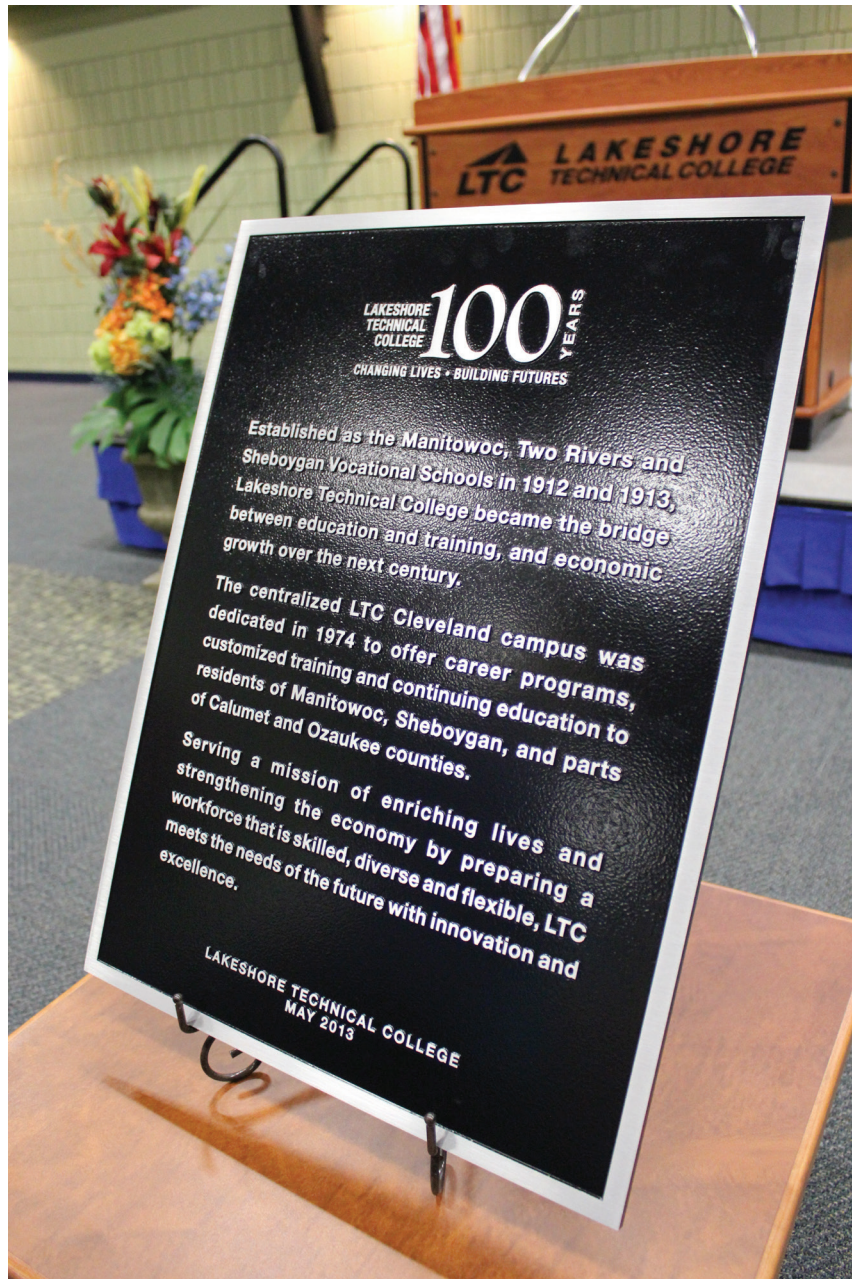
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LTC

100 Year History

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100th Anniversary Plaque presented at the Centennial Celebration, May 2013.

From Continuation School to College

Preface

For over 100 years no history of Lakeshore Technical College (LTC) or its predecessor schools appeared. Then in late fall of 2012 LTC produced a booklet entitled *Changing Lives. Building Futures. Lakeshore Technical College 100 Years*. And now, just a few months later, *From Continuation School to College: A Chronology and History of Lakeshore Technical College* appears. This publication began at the same time as LTC was producing its centennial booklet. The authors of this document were, in fact, surprised when they heard that *Changing Lives. Building Futures.* was in the process of being written.

From Continuation School to College covers the history of the school from 1911 to 2013 and is chronologically more comprehensive than *Changing Lives. Building Futures.*

When *From Continuation School to College* began, the authors recognized that a detailed history of the college did not exist. Yes, excellent histories have appeared on the functioning of the state vocational system, but there was nothing written in detail about the establishment of District 11 and LTC. There existed significant historical documents relative to LTC in the Lakeshore Technical College library, the Manitowoc County Historical Society, the Sheboygan County Historical Research Center, the State Historical Society, the State Vocational Board archives, and on the Web, but there did not exist a document that encompassed a detailed history of Lakeshore Technical College. *From Continuation School to College* fills that void. The intention of the authors is to make available, in one publication, a comprehensive history of the College and to save a researcher the inconvenience of traveling to many sources to obtain the same material as published here.

While the authors did their best to give the reader a “complete” history of LTC, not all the history surfaced. The research on the history of Lakeshore Technical College has exposed two very obvious shortcomings.

1. The history of the Two Rivers Vocational School remains hidden from the researchers. Two Rivers along with Cudahy were the only two cities in Wisconsin with a population of under 5,000 in 1911 to voluntarily accept the responsibilities of having a Continuation School by the end of 1912 – 1913. With a history of vocational education that goes back

that far, Two Rivers should comprise a major part of this study. In 1970 a report written by the Two Rivers Historical Society indicates, "Two Rivers is included in Area Eleven, with headquarters at Sheboygan, where all Two Rivers Vocational Educational records can be found." A search of the Lakeshore Technical College Library, Lester Public Library, Mead Public Library, Sheboygan County Historical Research Center, the Manitowoc County Historical Society library, and the State Historical Society has produced only a minimal number of materials. Perhaps this material will show up as time passes. We apologize for not being able to find the true history of the Two Rivers vocational history by the time we completed this project.

2. Somehow many of the historical LTC records for 1994 to 2003 have gone missing. As with the problem with the records for the Two Rivers Vocational School, there is a record indicating that the 1994 - 2003 LTC records were sent to the Sheboygan County Historical Research Center, but none of the establishments mentioned above have those records. Again, the scrapbooks and major history items may show up in the future, but they are lost to our review at this time. Again, the researchers regret not being able to locate this material.



The Wisconsin Board of Vocational, Technical and Adult Education, and the Lakeshore Vocational, Technical and Adult Education District is committed to the challenge that persons of all ages, in all district communities, should have ready access to vocational, technical, and adult education on a level which allows them to meet not only the needs of industry and business, but their avocational and personal developmental needs.

Source: Lakeshore Technical Institute 1981 - 1982 yearbook, page 4.

ACKNOWLEDGEMENTS

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Introduction

Over a period of 100 years a system can accumulate a great many stories. Our purpose here is not to relate individual stories but rather to record the more important events that happened within the Wisconsin vocational education system in general and at Lakeshore Technical College in particular.

RESEARCH

If you wish to study the history of the Wisconsin Technical College System today, you might first review the Annotated Works Cited List at the end of this document. There you will find all the sources for the research for this project. You will also find suggested sources to reach beyond this study. The authors never intended this to be a footnote-filled history. If the reader wants to know the source for any information, our suggestion would be to first check the Annotated Works Cited List, and if need be, contact one of the authors. A small amount of historical digging should bring forth an answer.

The younger researcher would first review what is on the Web. A good place to start is to Google the "Wisconsin Vocational Technical Board." Up will come numerous results connected to the Wisconsin Technical College System. Continue the search and the researcher will find notable results that come under "Wisconsin Vocational Technical System." "Lakeshore Technical College" also has a considerable number of entries. Some of those references are of a historical nature. As with all web sites, the authors would caution the researcher to cross check all documents for historical accuracy.

An older researcher, who enjoys holding a book, would do well to read the following four books: (1) *The Wisconsin Venture: A Developmental History of Vocational, Technical, and Adult Education* by Clarence L. Greiber; (2) *Focus on the Seventies: Gene Lehrmann Looks at Vocational, Technical and Adult Education in Wisconsin* by Gene Lehrmann; (3) *A Political History of Vocational, Technical and Adult Education in Wisconsin* by Kathleen Paris; (4) *An Assessment of Wisconsin's Vocational and Technical Education Program* by Merle E. Strong. More details on each of these publications can be found in the Annotated Works Cited List in Chapter Eight of this document.

Concerning the local schools—Manitowoc, Two Rivers, and Sheboygan—there are some real gems to be found in the Manitowoc County Historical Society (MCHS) and the Sheboygan County Historical Research Center (SCHRC). Besides the regular references to the "Vocational School" in standard area histories, the MCHS has a box of old Vocational School newspapers, *The Ship*. This newspaper is almost complete from Volume 1 Number 1, October 15, 1921, through Volume 24 Number 8, May 29, 1945. Chapter Three in this project is made up of quotes from *The Ship*. The SCHRC has great old scrapbooks that relate to the Sheboygan Vocational School and may be found in Box 5. These documents are a magnificent find for anyone studying the early years of the Sheboygan Vocational School.

FORMAT

Early on in establishing a structure for this history, the authors determined that a system that included an extensive chronology followed by chapters that relate to specific topics would fit their purpose.

The chronology is divided into five periods: the first period, from 1911 to 1930, covers the time from the passing of the law that made the vocational system available to the time of the Great Depression; the second period, from 1930 to 1967, covers the period from the beginning of recovery from the Great Depression to the establishment of District 11. The next three periods, from 1967 to 2013, comprise the times that cover the years in office for each of the three Directors/Presidents of the College.

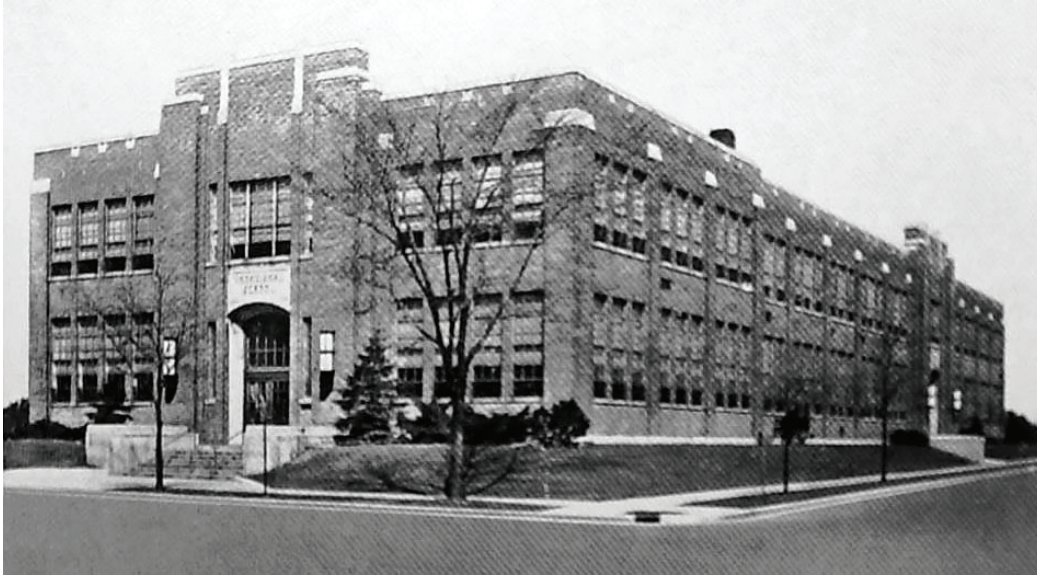
The Milestones is followed by six chapters. The topic of each chapter was chosen for its historical value. Change is evident in each chapter and reflects what was happening at a specific time in history.

The second to last chapter in this history is the Annotated Works Cited List. This part can be of major assistance to either the somewhat interested reader or the very serious researcher. First, the sources that are actually available are listed; second, the information available about the publication of each document is made available; third, the type of medium the material appears in is indicated; fourth, the location the material may be found is identified; fifth, a comment is made to help researchers determine if this is a valuable source for their purposes.



"From a relatively unnoticed beginning in 1911, the growth of this system has been based upon the philosophy of providing equal educational opportunity of all Wisconsin citizens so that they may have capacity to earn a better living and to live a better life. The growth of our School system is a result of the flexibility, quality of programs, and the scope of course offerings in meeting the changing economic and social needs of the community, the state, and the nation. The primary purpose of our Schools during all these years has been to "fit people for useful employment" by helping them prepare for a job, get and hold a job, and advance on a job through additional part-time training."

Source: Frederick J. Nierode, District Director, as quoted from the 1969–1971 Lakeshore Technical Schools Catalog, page 3.



The Manitowoc Vocational School Built in 1932

Chapter One

Milestones: Five Periods of Development

Right: In 1939 the Trade and Industries Division of the Sheboygan Vocational School was located in the Globe Company building.



Left: The Luling School in Manitowoc. In 1912 the first vocational classes began in this building. In 1915 the name of the school changed to the McKinley School.

Right: This photo was found among the old photos at LTC. The authors felt that it was representative of an early class in a continuation school. The exact source of the photo is unknown.



MILESTONES LAKESHORE TECHNICAL COLLEGE 1907 - 2013

PERIOD 1.

ESTABLISHING THE SKELETON OF THE SYSTEM

1907 Chapters 122 and 344. Laws passed in 1907 permitted cities to operate trade schools for persons 16 or older as part of the public school system and to establish technical schools or colleges under the control of either the school board or a special board. (Wisconsin *Blue Book*. 2003 – 2004. P. 496.)

1909 A state legislative interim committee sent Charles McCarthy, Legislative Reference Librarian, to Europe to make a study of industrial and agricultural education in Belgium, Germany, Great Britain, and other countries, as well as certain American cities. Out of McCarthy's report came the structure for the State Legislation of 1911 on vocational education.

1911 Established a State Board of Industrial Education. The Board consisted of nine members – three employers, three employees, the state Superintendent of Public Instruction and the deans of the University of Wisconsin. The purpose of the Board was to provide for Continuing Education for high school dropouts – juveniles 14 to 16-years of age who were employed and required to attend Continuation School for 5 hours per week. Besides being called Continuation Schools, these schools were sometimes referred to as Industrial Schools or Trade Schools.

Localities with a population of 5,000 were required to establish a Board of Industrial Education consisting of two employers, two employees, and the city superintendent of schools. Appointment was made by the local Board of Education. Localities with fewer than 5000 population could establish a Board.

1911 The first schools under Chapter 616 were known as Continuation schools. Wisconsin was the first state to establish a system of state aid and support for industrial education. (Wisconsin *Blue Book*. 2003 – 2004. P. 496.)

1911 Wisconsin enacted an Apprenticeship Law, Chapter 347 – the first such law in the nation, to provide related training and to work closely with the State Industrial Commission (DILHRT). (Wisconsin *Blue Book*. 2003 – 2004. P. 496.)

1911 November 20. The first Board of Industrial Education, as appointed by the Sheboygan Board of Education, was made up of Alfred Balzer, C. J. Wolf, Ernst Schultz, Herm Diers, and H. F. Lorenz – ex officio. Ernst Schultz was elected the first President of the Board and later served in that capacity between 1917 and 1938. He also became a member of the State Board.

1912 Two Rivers began vocational continuation classes in the old City Hall Fire House at 17th and Washington Street. Two Rivers and Cudahy were the only two cities in the state with a population under 5000 to opt for an industrial school. (Paris, *A Political History of VTAE*. P. 25.)

1912 According to the June 1922 issue of *The Ship*, The Manitowoc Vocational School was organized in October 1912. Vocational classes first began in the cramped basement quarters of the Luling School – later to become McKinley School in 1915. Because the school was first organized in October of 1912, it is not known exactly when classes began – in the fall of 1912 or the early months of 1913.

1912 The first Manitowoc Board of Industrial Education was comprised of the following members: employers, J. H. Schroeder of the Building Supply Co. and Max Rahr of Rahr Malting Co.; employee H. J. Daeke of the Aluminum Goods Mfg. Co.; Superintendent of Schools, P. J. Zimmers, who served ex-officio.

1913 The new Sheboygan Industrial School opened in September after the Board remodeled the old Union School in the second ward.

1913 F. W. Weisend, principal of McKinley school, was made part-time director of the Manitowoc Vocational School.

1917 E. W. Schultz, first president of the Sheboygan local board, served as President of the State Board from 1917 until 1938.

1917 Federal Smith-Hughes Act passed to expand Vocational Education. Additional funding was made available for Industrial, Homemaking training, and Agriculture. The Act also offered financial assistance to states to help pay teachers and administrators' salaries and provide for teacher training. (Wisconsin *Blue Book*. 2003 - 2005. P. 496.)

1919 With the passage of the Smith-Hughes Act by the federal government, the State Board name was changed to Vocational School Board and the local schools were identified as Vocational Schools.

1920 The Director of the Manitowoc Vocational School was W. F. Weisand and the school's address was Huron between 10th and 11th streets.

1921 The Sheboygan Vocational Board of Education took over parts of the old Union school as well as parts of the new high school.

1921 The Manitowoc school moved to temporary quarters at the shipyards' dormitories at the foot of South 16th Street. The dormitories had not been used since World War I and remodeling was necessary. Classes began about November 1st.

1921 The first issue of *The Ship*, the official newspaper of the Manitowoc Vocational School, was launched.

1921 The Manitowoc Vocational School offered courses from the following departments: Commercial, Printing, Automobile, Patternmaking, Machine Shop, Sheet metal, Drafting, Academics, Dressmaking, Sewing, Millinery, and Cooking.

1921 Wisconsin passed a law for Industrial Rehabilitation under the State Board of Vocational Education. By this year, Wisconsin had 47 city vocational schools.

1926 For a number of years, Wisconsin citizens debated the issue of the "part-time" law that required compulsory attendance in the vocational school for boys and girls between the ages of 16 and 18 who otherwise were not enrolled in school.



Ernst W. Schultz first served on the Sheboygan Board of Vocational Education on Nov. 20, 1911, and then served as the President of the State Vocational Board for 23 years.

1929 The Washington School on South 13th Street offered larger quarters and was chosen as the next location for the Manitowoc Vocational School.

1929 May 20. The Manitowoc City Council resolved that the Vocational School Board prepare plans for a building at 14th and Clark Streets and refused to allow the transfer of Washington School to the Vocational School.

PERIOD 2.

1930 - 1967 THE FOUNDATIONS FOR DISTRICT 11



A CITIZEN'S PLEDGE IN WARTIME AMERICA

Headline from *The Citizen-Ship* Manitowoc Vocational School Newspaper, May 14, 1943.

1932 The vocational shops and the industrial arts instructions were moved into the old Sheboygan Post Office building on the corner of Eighth Street and Jefferson Ave.

1932 "Because of the advances in industry and commerce, there has been a marked change in the curriculum away from purely academic courses to courses dealing with physical health and vocational education." Abbreviated quote by Manitowoc City Superintendent of Schools H. S. Bonar.

1932 Manitowoc's new \$235,603.94 vocational school at Clark and South Fourteenth Streets was dedicated and opened for business. (See photo on page 11.)

1932 School year 1931 - 1932.

City	Type of Program					Total
	Apprentices	Part-time	Half-time	Full time	Evening	
Manitowoc	22	297	135	55	2,242	2,751
Sheboygan	20	936	434	74	1,931	3,395
Two Rivers	7	113	30	15	1,390	1,555

Source: Paris. *A Political History of Vocational Technical and Adult Education in Wisconsin*. P. 78.

1932 The program consisted of the followed courses when the new Manitowoc Vocational School opened: Plumbing, Foremanship, Barbering, Painting and Decoration, Baking, Commercial, Patternmaking, Sheet metal, Printing, Drafting, Machine Shop, Academics, Home Economics, Sewing, English, Specials, and Music.

1930s The Vocational School in Manitowoc produced operettas annually. Among the productions were "Tulip Time," "Pickles," "Lady of the Terrace," "The Sunbonnet Girl," and "It Rained." Each operetta was accompanied by the school's own orchestra.

1933 From 1933 to 1962 the University of Wisconsin Extension Division was housed at the Manitowoc Vocational School. For some time both schools shared the same telephone number. In 1933, 26 students enrolled in an English class offered by the Wisconsin Extension Division. (*Manitowoc Herald Times Reporter*. May 9, 1978. P. 23.)

1934 Government funds were made available to the Sheboygan Vocational School to begin a nursery. That funding lasted until 1935 when responsibility for the nursery was transferred by federal regulations to the Sheboygan Board of Education.

1937 Chapter 349. The name of the system changed to Vocational and Adult Education. (Grieber. P. 29.)

1938 The George Dean Act passed expanding federal aid and support for Vocational Education, including Distributive Education.

1938 The "Vocats," the Vocational School basketball team in Manitowoc, played against the vocational schools in Green Bay and Sheboygan. They also played Oshkosh, Mishicot, the Green Bay Squires, and the Two Rivers High School. Near the end of the 1930s more emphasis was placed on sports than had taken place in the early years of the school.

1939 May 21. A. L. Nimtz, Director of the Manitowoc School of Vocational and Adult Education and Chairman of the Manitowoc County Citizenship Committee, conducted a ceremony that was witnessed by 25,000 people and included the swearing in of 350 youths who had recently turned 21 years-old and had become eligible voters. This ceremony was the first of its kind in the United States and made the newspapers from coast to coast. Another 350 Manitowoc young people were away at school, at CCC camps, or at work. Some newspapers reported the total as 700 new voters who swore support of the Constitution. This ceremony soon was imitated across the country.

1940 Vol. 1 No. 1 of the "Hobo Gazette Tech" first appeared on February 28th on page 4 of *The Ship*. The Hobo Gazette Tech was dedicated to news about the University of Wisconsin Extension. The one-page paper lasted through Vol. 1 No. 4, May 31, 1940. After that printing, only individual articles appeared related to the Wisconsin Extension Division.

1941 The vocational schools provided around-the-clock training for the war effort. The Manitowoc school worked closely with the Manitowoc Shipyards in preparing skilled workers to help build submarines and other watercraft.

1944 June 22. President Franklin D. Roosevelt signed into law the GI Bill. The Bill allowed: (1) \$300 in "Mustering out" pay, (2) financial assistance for higher education and training, (3) a weekly unemployment allowance of \$20 for 52 weeks, (4) federally-guaranteed loans of up to \$2,000 at four percent interest.

1946 The federal George Barden Act passed and provided for increased federal support for vocational education and program development. This Act gave much impetus to the further development of vocational education in Wisconsin.

1948 Although the Manitowoc Vocational School was the only vocational school for circus acrobats in the United States, this was the last year that the Billy Schultz Circus performed in Manitowoc.



Acrobats from the Billy Schultz Circus.

1956 The Sheboygan School had four full time programs for post high school students: Stenographic and Secretarial, Accounting, General Clerical, and Office Machines.

1956 Tuition was free to all residents of Sheboygan. Tuition for students who resided outside the city and who were under the age of 21 years of age was paid by the county in which the student lived. Tuition for students who resided outside the city and who were 21 years of age or over were required to pay a nominal fee of 25 cents per day for each hour of class, not to exceed \$1.50 per day.

1960 The Sheboygan Central High School was vacated when their operation moved to the south side of town and became Sheboygan South High School. The facility was remodeled and the Vocational School moved into the building.

1961 The name of the system changed to Vocational, Technical, and Adult Education. State legislation passed to award Associate Degrees. "Comprehensive School Evaluation" was required and state aid increased from 15 cents an hour of instruction to 30 cents an hour of instruction.

1961 Chapter 51. At this time full time programs and associate degrees were permitted for two-year technical courses.

1962 The Manpower Development and Training Act passed by the federal government allowed for training and stipends for the unemployed and the underemployed. Trainees for this service were assigned to the school by the local Wisconsin State Employment office, which also paid trainees a subsistent wage while in training. Students in the program were placed in jobs by the Employment Office. Georgette Johnson was the instructor for the trainees in Sheboygan.

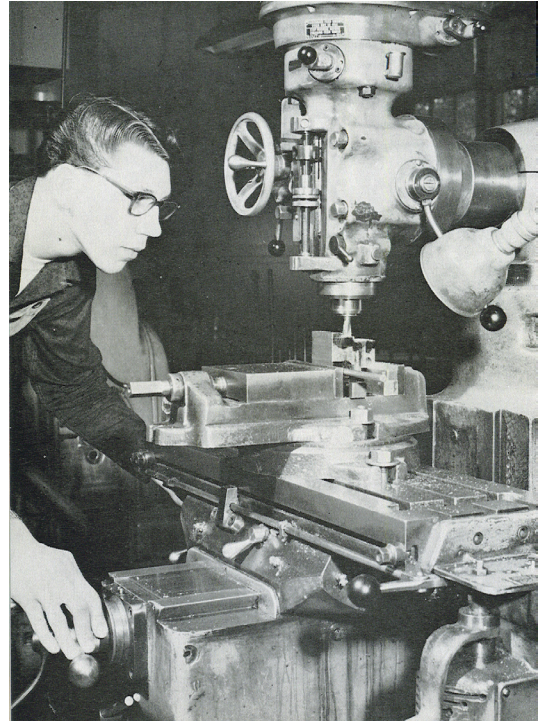
1963 Establishment of the Coordinating Committee for Higher Education. The committee consisted of 19 members including members representing the University of Wisconsin system and the Vocational, Technical and Adult Education system. The purpose of the committee was to provide for the coordination of the activities of the University of Wisconsin, the state colleges, the schools of Vocational, Technical and Adult Education, and the county teachers colleges.

1963 The Federal Vocational Education Act passed for increased aid and for construction of schools. This legislation allowed for the training of unemployed adults by fully reimbursing local schools for costs. President John Kennedy and Vice-President Lyndon Johnson were active in having this legislation passed. The vocational school located at Wausaw was one of the first schools within the Wisconsin VTAE system to be expanded with the help of this Act.

1964 September 28. State Board evaluation of the Sheboygan School indicated it was a Comprehensive Technical Institute.

1964 November. The first associate degree programs were approved for Manitowoc and Sheboygan schools. Manitowoc was approved for Accounting, Secretarial Science, and Marketing. Sheboygan was approved for Business Administration and Secretarial Science in October and November of 1965.

1965 July. The Sheboygan school was approved by the State Board as a Comprehensive Technical Institute for 2-year Associate Degrees in Business Administration, Accounting, Secretarial Science, and Industrial Electronics.



Student preparing equipment in the Machine Tool Technology program.

1965 September. Chapter 292 was passed by the Wisconsin legislature for development of districts to serve all of Wisconsin. Originally 15 VTAE districts were recommended, then 18 districts were recommended, then finally 16 districts were recommended. All 16 districts were to be established by July 1, 1970. On this date everyone in the state became a member of a district and had to pay for the vocational school through property taxes.

1965 November 8. The Higher Education Act of 1965 was signed into law by President Lyndon B. Johnson. This law allowed students who qualified because of financial conditions to obtain a Pell Grant and continue their education. Major amendments to this law took place in 1972, 1978, 1980, 1986, 1992.

1966 April 20. The Manitowoc County Board of Supervisors passed a resolution that stated: "That Manitowoc County and contiguous area be constituted the Manitowoc Area Vocational, Technical and Adult Education district as provided in Chapter 292, Laws of 1965 to be approved by the State Board of Vocational Technical and Adult Education and the Coordinating Committee for Higher Education." **Source:** County Board of Supervisors Meeting Minutes.

1966 May. Minimum criteria required by State Board and the Coordinating Committee for Higher Education for the establishment of a Vocational, Technical and Adult Education District:

1. A minimum of 3000 high school graduates
2. Potential for 789 FTEs
3. Minimum population of 185,000
4. Equalized valuation of at least \$450,000,000
5. Ability to provide adequate facilities

1966 November 28. The State Board adopted the master plan for districts, confirmed by the Coordinating Committee for Higher Education December 14, 1966. Each district must include one major technical school.

1966 November. The State Board approved a 15 district plan.

1967 February 21, 1967. Resolution by Sheboygan County Board of Supervisors to be part of District 11.

1967 May 31. Resolution passed by Manitowoc County Board of Supervisors to be part of District 11.

1967 July 1. VTAE District 11 was created and new Board members were Emmett Beach, Anton Zajc, Robert Goetsch, and Harold Paukert from Sheboygan County and Al Vits, Harold Brennan, and Joe Barta from Manitowoc County. Appointments were made by Walter Schmidt, Chair of the Sheboygan County Board, and Jerome Martin, Chair of the Manitowoc County Board. The six members selected the Superintendent of the Kohler Public School, Harold Paukert, as the education representative.



Emblem of Manitowoc County's
Citizenship Day April, 1941

PERIOD 3.

FREDERICK J. NIERODE. SELECTING THE FIRST DIRECTOR, ESTABLISHING THE BOUNDARIES, AND CONSTRUCTING THE NEW PLANT

- 1967** July. Frederick J. Nierode, Director of Sheboygan Technical Institute, was selected as first District Director of VTAE District 11.
- 1968** The registration fee for persons who enrolled in the full time post high school courses offered at Manitowoc, Sheboygan, and Two Rivers was \$2.
- 1968** A federal amendment to the Vocational Education Amendment of 1963 passed to increase funding and development of vocational education.
- 1968** January 23. The State Board approved the prefix “LAKESHORE” for the three schools in District 11 – Sheboygan, Manitowoc, and Two Rivers.
- 1968** January. The District Board officially recognized the Area Eleven Education Association as a majority negotiating representative for certified teachers.
- 1968** The District Board approved the establishment of basketball teams in the Manitowoc and Sheboygan schools to compete in the VTAE Conference.
- 1969** July 31. Resolution by District 11 Board opposing removal of Ozaukee County from District 11.
- 1970** February 10. The State VTAE Board required Ozaukee County to go with District 9, Milwaukee, with the exceptions of Random Lake and Cedar Grove school districts which were to join District 11, Lakeshore.
- 1970** April 8. The District was granted Correspondent Status by the North Central Association of Colleges and Secondary Schools.

1970 July 1. Final boundaries of all 18 districts approved by the State Board. Ozaukee County placed in District 9, Milwaukee, in March meeting. District 11 boundaries included Sheboygan County, Cedar Grove and Random Lake Public School districts in Ozaukee County, Manitowoc County, and the Kiel Public School district in Calumet County. Within two years the 18 districts were reduced to 16 districts. For an explanation of how the total districts went from 18 to 16 see Paris, *A Political History of VTAE* Pp. 128 – 129.

1970 August. District 11 Board outlines long-range plan for a single comprehensive Technical School.

1970 October 1. District Board charts bus tour for 35 people to tour new technical school at North Central Technical Institute in Wausaw, District 15.

1970 October. The District VTAE Board selected two Sheboygan architectural firms for designing the new Cleveland campus—the E. A. Stubenrach firm and the Larry Bray firm.

1971 C. L. Greiber retired as State Director, having served in that capacity since June 1, 1944, and Eugene Lehrmann was selected to replace him.

1971 February. The Wisconsin State Board of Nursing granted full accreditation for the Practical Nurse Program.



Architect's Drawing of the Future Lakeshore Technical Institute's Campus

1971 March 4. The District 11 Board announced at a meeting in the Cleveland Bank the decision to construct a new comprehensive school in Cleveland. The Board had options to purchase land at three sites:

1. Alma Hetzel farm of 164 acres
2. Francis Orth farm of 80 acres
3. Keith Henley tree farm of 70 acres

The Hetzel farm of 164 acres was purchased at \$450 an acre to include all buildings. The main considerations were

1. Water and sewer from the village of Cleveland
2. Close access to County XX and I-43

1971 June 15. The Manitowoc County Board of Supervisors passed a resolution in support of the construction of a new Technical Institute in Cleveland.

Source: County Board of Supervisors Meeting Minutes. (See page 108 of this document.)

1971 August 9. Public hearings were held at the Cleveland Elementary School on the proposed new school in Cleveland prior to adoption of the resolution for bonding.

1971 September. The District Board received 1500 signatures to require submission of a resolution for bonding to a referendum.

1971 November 2. The referendum passed by 588 votes: 13,434 YES and 12,846 NO.

LOCATION	“YES’	“NO”	DIFFERENCE
Manitowoc County	6354	5724	+630
Sheboygan County	7050	6856	+194
Ozaukee County	30	266	--236
City of Manitowoc	3005	2786	+219
City of Sheboygan	4058	3634	+424
City of Two Rivers	1070	835	+235
Town of Centerville	135	29	+106
Village of Cleveland	257	19	+238

These numbers are from the *Sheboygan Press*.
Note: in outlying farm areas the vote was generally against.

1971 End of year. State Board finalized the 16 districts.

1972 August 9. Construction began on the new school in Cleveland with a groundbreaking ceremony.

1973 Summer. The Milwaukee District made the proposal to build at Port Washington and Lakeshore Technical Institute protested. Eventually Milwaukee withdrew the proposal.

1973 An Affirmative Action program was first approved and put into use at Lakeshore Technical Institute.

1974 The State VTAE Board held a regular meeting on the Cleveland campus, the first of its kind in Wisconsin, at the request of Fred Nierode, District Director. At this meeting the State Board made the decision to remove Ozaukee County from District 11 and place it in the Milwaukee District.

1974 July 1. The new campus was comprised of three buildings: 1. Trade and Industry, 2. Administration and Student Services, 3. General Education, Business Education, and Health Services.

1974 September. The Dairy Herd Management program began.

1975 April 27. Dedication of the new campus at Cleveland.



Trade and Industry Instructors 1969 - 1970

Left to right. Top Row: Mel DeSwarte, Robert White, Robert Moore, Raymond Johnson, Jack Klein, William Jaeger
Bottom Row: Clarence Komorosky, Lee Standbury, William Fleming, Donald Pritchard, Jack Sullivan

1975 The new Lakeshore Technical Institute was constructed with financial assistance of the

American people through the Higher Education Facilities Act, Title I—Construction, Title III—Interest Subsidies; citizens of the Lakeshore VTAE District and the Vocational Act Public Law 9576 through the Wisconsin Board of VTAE. (*Manitowoc Herald Times Reporter*. March 25, 1975.)

1975 September. Tuition first began in the VTAE system. Students taking courses in Associate Degree and Vocational Diploma programs were charged \$5.00 per credit.

1975 The first agreement with Silver Lake College on the use of nursing labs.

1976 The District Board sold 6.43 acres for the construction of I-43.

1976 The Agriculture/Apprenticeship Building was constructed.

1976 April. The Lakeshore Technical Institute Foundation first began.



1974 - The Administration Building under Construction.

1976 October 6. The District Board approved the development of the Associate Degree program in Equine Management. This was one of a few such programs in the nation and the only Equine Management program in Wisconsin.

1976-1977 North Central Association of Colleges and Schools performed a site visit, validated the Self-Study, and confirmed a Five-Year Accreditation.

1977 The District Board approved the construction of a building joining the Administration building and Building C. Also approved was the construction of a new maintenance and storage building joining the T & I building.

1978 October. The District Board approved a proposal to provide student bus transportation to LTI in Cleveland from Manitowoc and Sheboygan.

1979 July 1. Eugene Lehrmann retired as State Director and Robert Sorensen replaced him.

1980 January. The American Dental Association granted full accreditation for the Dental Assistant program.

1980 February. The State Board approved construction of the Equine facility on the Cleveland campus.

1982 The REINS program began by providing individualized therapeutic horseback riding classes for individuals with physical, emotional, and developmental disabilities. (Source: *Herald Times Reporter*. March 31, 2013.)



Volunteers assist in the REINS handicapped riding program at Lakeshore Technical Institute.

1982 September. Sixty handicapped student riders enrolled in the summer REINS program in the Equine building, and sixty volunteers came forward to assist the students.

1982 The District Board approved the purchase of a satellite dish installed on campus.

1982-1983 The North Central Association of Colleges and Schools granted the first Ten-Year Accreditation to LTI.

1983 The Radiation Protection program began.

1984 The Carl D. Perkins Vocational and Technical Education Act was passed and led to an increase in the quality of technical education in the United States.

1984 Assembly Bill 212. This Wisconsin legislation established the guidelines under which the Districts were to operate.

1985 The Wisconsin Vocational Education Office asked Lakeshore Technical Institute to explore the possibility of establishing a hazardous material handling training program. This was to be a first-of-a-kind training center for people working with hazardous materials.

1986 February. The District Board discontinued the student bus transportation service to Cleveland campus from Manitowoc and Sheboygan.

1987 May 19. The T&I Building was renamed the Nierode Trade and Industry Center.

1987 July. The District Board authorized construction of a paddock area for the Equine program.

1987 July. The schools of the Vocational, Technical, and Adult Education system officially changed from Institutes to Colleges. The Lakeshore District Board approved the change on August 20, 1987. The title of the District Director changed to District Director/President or just President.



Happy Retirees. Left to right: Ray Beck, Harry Swenson, Helen Bohman, Kenneth Schrimpf, Anthony Gojdostik, George Zimmerman.

1987 The announcement that the ACCEL program (from “ACCELerated education”) would be offered to train and retrain people in line-management skills.

1987 July 30. Announcement made by the State VTAE Board that the name of 14 of the 16 schools would change from “technical institutes” to “technical colleges.”

1988 January 28. Jacqueline DeBaker, Chairperson of the Lakeshore Technical College Board, announced that Dr. Dennis J. Ladwig had been selected as the new District President.

1988 April 24. The 75th Anniversary of vocational-technical education in the Lakeshore area.

1988 April 24. The Hazardous Materials Training Center was dedicated.

1988 June 30. Frederick J. Nierode, District Director/President, retired after 25 years in the position.

PERIOD 4.

1988 – 2003. DR. DENNIS LADWIG. EXPANSION OF MEASUREMENT OF LEARNING OPPORTUNITIES AND ACHIEVEMENT

1988 July 1. Dr. Dennis J. Ladwig began his tenure as President of Lakeshore Technical College.

1989 Implementation of the Total Quality Management System to provide measurement of Educational Outcomes.

1990 Training for LTC Staff for Customer Service.

1990 Implementation of Curriculum Development for LTC Programs and Courses.

1990 Jacqueline DeBaker, member of the Lakeshore Technical College Board, was named the state Vocational, Technical and Adult Boards Association board member of the year.

1990 July 1. Wisconsin eliminated the inter-district tuition policy. Students were given open access to all technical colleges.



Jerry Voechting - Longest serving District Board member.

1990 -1992 Layoffs that required retraining from the Manitowoc – Two Rivers area: 1990, 165 shipbuilders from the Burger Boat Co.; 1991, 200 workers from the Kelvinator Co.; 1992, 150 to 200 workers from Hamilton Industries. Smaller layoffs took place at Fleischmann Vinegar, Kurth Malting, and Firststar Bank.

1992 The “Tech Prep” program was first introduced and by law had to be in place by 1995. The aim of the program was to give high school students a more technical background.

1993 February 26. The North Central Accreditation visitation team confirmed that LTC met all criteria for the accreditation process and granted accreditation for the next 10 years.

1993 Wisconsin Act 399 renamed the VTAE System the Technical College System and designated the state board as the Technical College System Board.

1994 Total Quality Leadership Award presented by the Governor of the State of Wisconsin.

1995 Implementation of a Student Services admission and measurement system to maintain and grow enrollments for full-time and part-time programs and courses.



Individualized instruction from our Student Services.

1995 April. The District Board cut \$860,000 out of the budget. There was a public hearing on the budget and among the cuts were the Equine Management program and other programs and services to balance the Lakeshore Technical College's existing and future budgets.

1995-1998 Extensive efforts to provide contracted services training to Employers and Area Business to improve the skills of the workforce.

1996 May 7. Dr. Dennis Ladwig was named the winner of the Association of Community College Trustee 1996 Central Region Chief Executive Officer Award. The award was based on leadership characteristics.

1997 The development of a shared Computer Services Shared Data base with Mid-State Technical College and Wisconsin Indianhead Technical College.

1997 The Burn Building for fire training was completed.

1997 The Lakeshore Technical College Foundation continued to follow its mission to provide scholarships to students and for faculty development.

1998 Email access became available to all students and staff.

1998 The City of Manitowoc Common Council sold the former Vocational School at 14th and Clark Street to Richard A. Gehrke for \$75,000.

1999 Continued development of flexible learning opportunities for day, evening, and weekend programs.

1999 Remodeling of the Student Services and Admissions area to provide increased opportunities to students and staff.

1999 Development of new facilities in Manitowoc and Sheboygan to create learning opportunities for English as a Second Language, Goal, Learning Programs and Services, Computer, Nursing Assistant, and course offerings in the Manitowoc and Sheboygan Communities.

2000 Remodeling of all Faculty Offices and Conference areas to assist staff and students to achieve increased learning opportunities.

2002 Implementation of faculty and staff evaluation systems for continuous improvement and increased student achievement.

2003 Dr. Dennis Ladwig announced his retirement from Lakeshore Technical College. Dr. Ladwig created a Faculty and Staff Scholarship Program funded by Dennis and Sharon Ladwig.

PERIOD 5.

2003 – PRESENT. DR. MICHAEL LANSER. RESPONDING TO COMMUNITY NEEDS

2003 March 27. Official duties began on July 1. The District Board chose Dr. Michael Lanser to succeed Dr. Dennis Ladwig as President of Lakeshore Technical College.

2003 The Mirro Company in Manitowoc closed, eliminating 3,000 jobs. LTC became responsible for the retraining of 800 dislocated workers.

2004 An outreach center in Kiel opened to expand accessibility.

2004 October. The Vestas wind turbine was installed.

2004 Both Mission and Vision statements were established. MISSION: To enrich lives and strengthen the economy by preparing a work force that is skilled, diverse, and flexible. VISION: To meet the needs of the future with innovation and excellence.

2004-2005 The District Board approved opening the Center for Entrepreneurship (2005), the opening of The Lakeshore Community Dental Clinic (2004), and the opening of outreach centers in Mishicot and Random Lake (April 18, 2005). The District Board also approved the hiring of a Diversity Coordinator (November 2004).



Hazardous Materials Students demonstrate their skills.

2005 Innovations throughout the year included creating the Workforce Solutions Department; the first Master Academic Plan; the new Technical Diplomas in Welding and Surgical Technologist; the new 3-level EMT – Basic, Intermediate, Paramedic – program; and an expansion of the Criminal Justice program.

2005 August 23. As students first began using the self-service student web services, three new Outreach Centers opened in Two Rivers, Reedsville, and Plymouth.

2006 A 10,000 square foot addition was added to the public Safety Building and an Emergency Operations Center was created.

2006 The Lakeshore Leader Lecture Series began as the Distinguished Leader Lecture Series and was renamed the Lakeshore Leader Series in 2010. First speakers included Laura Kohler from Kohler Co. and Jim Ruffolo from Burger Boat Company.

2006 The Process Improvement Team Events began by targeting particular areas of possible improvement, i.e. Inquiry, Insight, Student Contact.

2006 The Academic Quality Improvement Program began.

2006 The Master Facilities Plan began for the maintenance, renovation, and expansion of buildings on all campuses.

2006 The following programs started: Business Management, Associate Degree; Medical Transcription, Technical Diploma; Judicial Reporting and Broadcast Captioning. Two credit transfer agreements were established for Technical Diplomas with UW Green Bay and UW Oshkosh General Studies Transfer.

2006 First demonstration on campus of how the Photo Voltaic Solar Panels convert solar energy to electricity. The installation of these panels was part of the sustainability effort and not part of a related program.

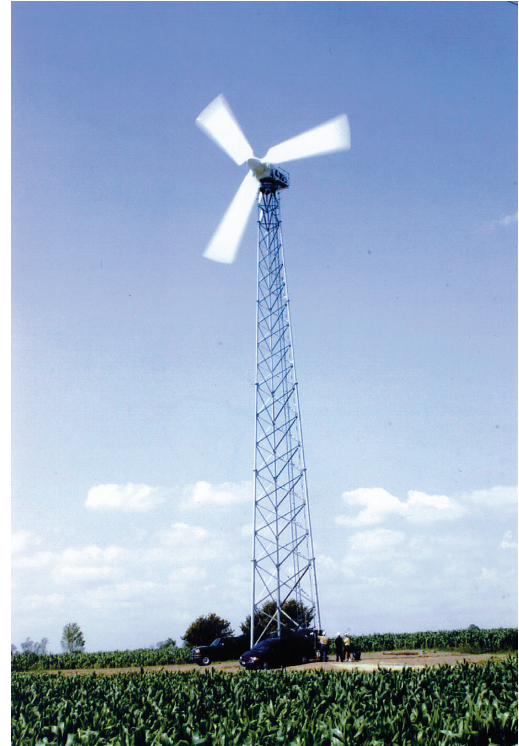
2007 To meet the needs of industry, the 24 x 7 Welding Training program was implemented with a record 273 students trained.

2007 Three new programs started: Emergency Management, Associate Degree; Graphic and Web Design, Associate Degree; Human Resource Administration, Associate Degree.

2007 The Flexible Training Arena opened for welding, industrial maintenance, and sheet metal training.

2008 The new programs that started were Hospitality/Hotel Management, Associate Degree; Wind Energy Technology; Medical Coding; and Manufacturing Management.

2008 The Rocky Mountain project was shared with 12 other colleges and universities in a joint effort to identify barriers to their campuses going carbon neutral. LTC hoped to raise awareness – on campus and beyond – about climate change.



First Wind Turbine Built in 2008.

2008 The Clinical Skills Lab expanded because each semester 200 new students enroll in LTC's healthcare programs, and with the expansion, the students receive the realistic experience of working in a hospital setting.

2009 The new Bridge Intranet site allowed for internal file sharing, collaboration, and communication.

2009 The construction of the new half-mile asphalt roadway was designed to prepare emergency vehicle operators for on-the-job encounters, to enhance driving skills of seniors and new drivers, to assist new motorcyclists, and to allow commercial drivers like delivery and school bus drivers to focus on crash avoidance.

2009 The Center for Manufacturing Excellence was remodeled to hold the Integrated Manufacturing Center. This remodeling included Trade and Industry and Apprenticeship training in the Flexible Training Arena.

2009 The College received a \$1.57 million Title III Grant to support the Goal-Oriented Adult Learning program, which provides adult basic education, teaches English Language Learning, and assists adults in earning a GED, HSED or high school credit.

2009 This was the first year LTC conducted Wind Tower Rescue Training in partnership with ENSA Access and Rescue – a nationally recognized training company in the tower climbing industry.

2009 August 1. The Post-9/11 GI Bill expanded educational benefits for the nearly 2 million men and women who served in the armed forces after September 11, 2001. Among the benefits for those that qualify are: (1) full tuition and fees for all public school in-state students, (2) the possibility of higher tuition reimbursement in certain states, (3) a monthly housing allowance, (4) an annual books and supplies stipend of \$1,000,

2010 LTC embraced the CARES values: Community, Attitude, Respect, Environment, and Student success.

2010 The Recession of 2008 continued and the number of dislocated students LTC served reached 661 enrolled students.

2010 The “Green to go Trailer” became a reality. Among the many uses for this donated FEMA mobile trailer is teaching the general public skills and knowledge in sustainability and renewable energy concepts and systems.

2010 With this year came the installation of the 2nd, 3rd, and 4th wind turbines—models named: Entegrity, Endurance, and Proven.

2010 This year saw the development of an Outdoor Wind Lab (OWL) that contained a 90’ Tower, GE Nacelle, GE Hub, and a GE Blade and the completion of the Rescue Tower.

2010 The Consolidated Energy Programs were located in the Energy Education Center.

2011 LTC received \$1,100,00 for a 5-year TRIO-Student Support Services Grant. To receive a grant a student must be a U.S. Citizen or permanent resident and meet one of the following criteria: be a first generation college student, have a low income, or have a certified disability status.

2011 The new programs that started this year were Horticulture, Ophthalmic Assistant, IT Web and Software Development, and FireMedic.

2011 LTC opened its Environmental Campus just south of LTC's Cleveland campus. The Environmental Campus is home to the Horticulture Technician program, student gardens, and a planned Sustainable Living Center.



LTC's innovative Driving Course Classes prepare emergency responders for driving situations.

2011 The LTC-Plymouth Science and Technology Center opened at the Plymouth High School in Plymouth, Wisconsin, providing Welding, CNC, and High Speed Machine Technician Training.

2011 The library was renovated and transformed into a Student Resource Center.

2011 November 4. The dedication of the Snap-on Industrial Wind Energy Lab took place in the Trade and Industry Building.

2012 January 9. The announcement of the new name "The Centennial Hall" was made at In-Service and designates the room that was once the gymnasium.

2012 The new programs that began were Culinary, Golf Course Management, and Horticulture Landscape.

2012 May. The Lakeshore Culinary Institute opened at 712 Riverfront Drive Sheboygan, Wisconsin.

2012 May 9. The Aspen Institute identified LTC as one of the Top 120 Community Colleges in the United States.

2012 Both Student Services and the cafeteria were remodeled.

2012 The District Board initiated a major gifts campaign for the purpose of the expansion of the Flexible Training Arena.

2012 The Academic Quality Improvement Program (AQIP) was established and is based on nine criteria to count the strengths and gaps in the critical operating systems.

2013 May 8. The Centennial Celebration of the Vocational Education System in Wisconsin took place on the Cleveland Campus.



In 2012 The Lakeshore Culinary Institute opens in Sheboygan in the former City Streets building.



Above – Left to right. Virginia Romaine, Dr Patrick Lacey, and Marlys Kleckner.



Above – Left to right. Board Member Jacqueline DeBaker, Dr. Dennis Ladwig, and State Director Robert Sorenson on the occasion of the Hazardous Materials Training Center opening.

Right – President Michael Lanser and District Board Members breaking ground for the new Driving Skills Course.



Left – Attending a "Quality Group." Left to right. Larry Haller, Anna Krowiorz, Howie Anderson, and Linda Holub.



Board of Directors Chairman Harold Brennen at
Cleveland Campus Groundbreaking Celebration.
He is assisted by Virginia Mac Intyre
and Dr. Dennis Ludwig.

Chapter Two

Events, Awards and Quotes

EDUCATIONAL LEADERSHIP AWARD WINNERS FROM ABOUT 1986 TO 2013

Each year Lakeshore Technical College recognizes individuals
for their contributions to assisting LTC in its
efforts to meet its Mission.

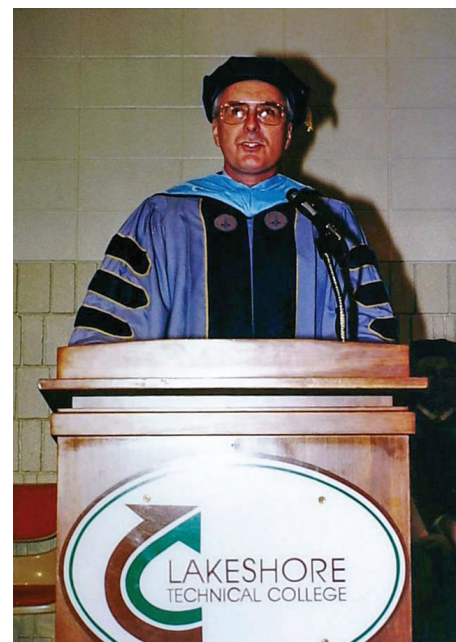
No date-J. Robert Mueller, Ph.D.
No date-Stephen Hamer
No date-Calvin Potter
1989 - Martin Owens
1990 - Michael D. Muth
1990 - Dean Halverson
1991 - Robert Jagemann
1991 - Allyn French
1991 - Rick Gaumer
1992 - A. Randolph "Randy" Lauson, Jr.
1992 - Dr. Steven Driggers
1993 - Darrell Olson
1993 - Sheila Simenz
1994 - Michael J. Lie
1994 - Warren Kimm
1995 - Philip D. Black
1996 - Gerald L. Chopp
1997 - William Kerwin
1998 - Rob Stephens

1999 - Michael Hammett
2000 - Phyllis Felsinger
2001 - John Lukas
2002 - Alice Hubbard
2003 - Steve Mirecki
2003 - Dennis Ladwig, Ed.D
2004 - John Signer
2005 - Donald E. McAdams
2006 - Dori Eckhardt
2007 - Patrick M. Lacy, Ed.D
2008 - Jennifer Klimstra
2009 - Mike Hale
2010 - Jim Golembeski,
Betty Gregory-Paasch,
Debbie Spevacek, Bay Area
Workforce Development Board
2011 - Mark Rhyan
2012 - Dan Shannon
2013 - Dr. Suzanne Martens

ALUMNI AWARD WINNERS

2002 - Dean Halverson
2003 - Terry Miller
2004 - Tom Hoban
2005 - Michael Brookins
2006 - Bob Pietroske
2007 - Janelle Koren
2008 - Rick Phillips
2009 - Jill Hennessey
2010 - Scott Wichlacz

Dr. Patrick Lacey Addresses a Graduating Class



TEN IMPORTANT EVENTS IN THE HISTORY OF LAKESHORE TECHNICAL COLLEGE

1911 The passage of Chapter 616 by the Wisconsin State Legislature established the vocational system.

1932 The construction and opening of the Vocational School at 1402 Clark Street in Manitowoc.

1926-1950 The William (Billy) Schultz Circus held circuses and trained out of the Manitowoc Vocational School. This was a one-of-a-kind program in the United States.



Permit Girls in Sewing Room, Sheboygan 1913.

1939 May 21. A total of 700 new voters were sworn in at a ceremony in Manitowoc. A total of 350 were able to attend the ceremony while 350 were at school, at work, in the CCC, or serving in the military. This was the first ceremony of its kind in the country, and 25,000 spectators watched the parade that went from the Vocational School to Lincoln High School. The activities were reported in most major newspapers in the country.

1960 Central High School on Jefferson Avenue in Sheboygan moved to its new campus on Washington Avenue. The Vocational School moved out of its outdated facilities on Jefferson Avenue and Pennsylvania Avenue and 9th Street and into the renovated facility of Central High School.

1967 July 1. District 11 was formed and the District Board was created. Frederick Nierode was chosen as the first District Director.

1970 February 10. The establishment of District 11 as Manitowoc County – including that part of the Kiel Public School in Calumet County, Sheboygan County, and Cedar Grove and Random Lake Public School Districts in Ozaukee County.

1971 November 2. A referendum passed by 588 votes to allow the combining of the Manitowoc and Sheboygan schools into a new site with the construction of the Cleveland campus.

1975 Dedication of the new Cleveland Campus.

1975 Received full Accreditation from North Central Association of Colleges and Secondary Schools.

SIGNIFICANT LEGISLATIVE DATES AND CHANGING STATE VOCATIONAL SCHOOL NAMES

PART 1. SIGNIFICANT LEGISLATIVE DATES

1911 July 11. Governor Francis E. McGovern signed into law Chapter 616. This law laid the foundation for what was to become the vocational school system in Wisconsin and eventually the Wisconsin Technical College System.

1917 Congress enacted the Smith-Hughes Act. This Act gave federal aid for instruction in trade and industry, home economics, agriculture and teacher training.

1919 Soldiers Educational Bonus Act provided financial aid to many veterans of World War I.

1921 August 11. The State Plan for the Vocational Rehabilitation of the Handicapped was adopted by the State Board.

1921 Wisconsin Statutes, 1921 Section 1728d. "The law required compulsory attendance until age 18. Youth in communities that had vocational schools had to attend year round, half-time between ages 14-16. At age 16 they could attend eight hours per week until age 18." **Source:** Paris, *A Political History of VTAE*. P. 45.

1933 The legislature changed the school attendance law to require full-time attendance of 14 to 18 year-olds if unemployed, attendance for one day a week if employed, and half-time attendance if employed at home.

1937 Chapter 349 changed the title of state and local boards to Vocational and Adult Education.

1940 The War Production training program provided federal funds to train workers in defense industries and farm production. This program was discontinued in 1945.

1945 The Federal George-Barden Act allowed for extra funds to stimulate the growth of full-time programs in Wisconsin.

1960s The Area Redevelopment Act (1961), Manpower and Development Training Act (1962), and the Vocational Education Act (1963) encouraged training of unemployed people and the building of new facilities.

1961 May. The Wisconsin Legislature passed Bill No. 376S authorizing local boards to grant associate degrees to graduates of two-year technical courses approved by the State Board of Vocational and Adult Education.

1963 Congress passed HR 4955, the Vocational Education Act of 1963, which authorized the construction of area vocational schools. In November of the same year the State Board divided Wisconsin into 15 districts for building vocational schools.

1965 Chapter 292, Laws of Wisconsin. The act was construed as an enactment of statewide concern for the purpose of establishing a statewide system of vocational, technical and adult education districts throughout Wisconsin. As a result of this Law, on July 1, 1967, the Lakeshore Vocational-Technical Schools in Manitowoc, Two Rivers, and Sheboygan joined together to become an active partner in the state reorganization plan. District Eleven was eventually founded on July 1, 1970.

PART 2. STATE NAMES GIVEN TO THE WISCONSIN VOCATIONAL SCHOOLS

1911 Industrial and Continuation Schools

1919 Vocational Schools

1938 Vocational and Adult Schools

1961 Vocational, Technical and Adult Schools

1965 Technical Institutes. Both schools in Sheboygan and Manitowoc were given the title Technical Institutes; Two Rivers was known as a School of Vocational, Technical, and Adult Education.

1968 January 23. “Lakeshore” became the prefix for the three District 11 schools: Manitowoc, Sheboygan, Two Rivers.

1987 August. District Board approved the name “College.” As a result the title Lakeshore Technical College came into being.

PART 1:

INTERESTING QUOTES, SOME RELATED TO THE HISTORY OF LAKESHORE TECHNICAL COLLEGE

SOURCE ABBREVIATIONS

MCHS = Manitowoc County Historical Society
SCHRC = Sheboygan County Historical Research Center
SHS = State Historical Society (Madison)
LTCL = Lakeshore Technical College Library
MPL = Manitowoc Public Library
PC = Personal Copy

1832 “Upon the subject of education, not promising to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in.

For my part, I desire to see the time when education—and by its means, morality, sobriety, enterprise and industry--shall become much more general than at present, and should be grateful to have it in my power to contribute something to the advancement of any measure which might have a tendency to accelerate that happy period.”

Source: Abraham Lincoln, age 23, in a handbill containing his political platform. Quoted in *A Political History of Vocational, Technical and Adult Education in Wisconsin* by Kathleen Ann Paris. P. 215. SHS



Abraham Lincoln

1860 “The conduct of the republican party in this nomination is a remarkable indication of small intellect growing smaller. They pass over statesmen and able men, and they take up a fourth rate lecturer, who cannot speak good grammar.”

Source: *The New York Herald* (May 19, 1860), commenting on Abraham Lincoln’s nomination for president at the Republican National Convention. Quoted on the introductory pages of a *Team of Rivals* by Doris Kearns Goodwin, 2006. PC.

1915 “After 1915 organized labor began fighting the employment of children under 18 years of age in factories. Their fight brought about compulsory attendance laws which required urban children to attend some school until the age of eighteen.”

Source: *Joseph J. Appel, 1848 – 1948*. P. 14. MCHS.

1926 “For instance, the vocational school alone will cost \$59,501.61. This is not an increase over last year, and it shows that under the present directorship it is being administered economically. We have felt, however, that the vocational school, as it is created and functions in Wisconsin, is falling far short of rendering the kind of service that it ought to give. Lads employed in business concerns are forced to attend the school one day a week, and only in a very few cases is it of any material benefit to them. Acquiring a trade in an institution, they work along certain lines, and when they go to the vocational school they are put at some other work foreign to that to which they are accustomed. This is not the fault of the directors of the schools, for there are prescribed rules adopted by the state. If the laws were so amended in this state that a lad of sixteen could go in and learn a trade without interference from a vocational school, there would be fewer of these fellows hanging around pool rooms and places that do not contribute to their general welfare. We believe that the vocational school laws should be so amended that they will be less of a burden upon the community from a taxing viewpoint, and that the average lad who wants to learn a trade and is honest in his desire will be encouraged rather than handicapped.”

Source: “Why Taxes Are High,” *Sheboygan Press*. November 27, 1926. Box 5 SCHRC.

1928 "A registration fee of one dollar will be asked from every evening school student, which is to be paid at the time of enrollment. This fee will be returned to students at the close of the Night School term, providing they have an attendance record of eighty per cent of the required time that classes are in session," (Along with a sketch of Lincoln on the cover is the inscription "Lincoln – A Product of the Part-time and Evening School.")

Source: "Evening Vocational School." Pamphlet for the Two Rivers School. September 24, 1928. MCHS

1936 "That the Sheboygan Vocational evening school is an institution of genuine importance is manifested by the fact that Tuesday evening, even though registration has taken place for the past three weeks, the waiting line of applicants for enrollment reached from the office desk to the street."

Source: "Wait In Line To Enroll In Local Classes," *Sheboygan Press*. October 1, 1936. Box 5 SCHRC.

1938 *Originally spoken in 1859.

"Educated people must labor. Otherwise, education itself would become a positive and intolerable evil. No county can sustain in idleness more than a small percentage of its numbers. The great majority must labor at something productive. From these premises the problem springs, 'How can labor and education be most satisfactorily combined?'

**By the 'mud-sill' theory it is assumed that labor and education are incompatible, and any practical combination of them impossible. According to that theory, a blind horse upon a tread-mill is a perfect illustration of what a laborer should be – all the better for being blind,



Abraham Lincoln and son Tad, February 9, 1864.

*For the complete text of Lincoln's speech on September 30, 1859, see *The Writings of Abraham Lincoln* by Steven B. Smith, Yale University Press, 2012. P. 274.

** Lincoln defined the "mud-sill" theory in this manner in the same speech: "Having proceeded so far they {people who agree with the concept of slavery and the mud-sill theory} naturally conclude that all laborers are necessarily either *hired* laborers, or *slaves*. They further assume that whoever is once a *hired* laborer is fatally fixed in that condition for life; and thence again that his condition is as bad as, or worse than that of a slave. This is the "*mud-sill*" theory."

that he could not kick understandingly. According to that theory, the education of laborers is not only useless but pernicious and dangerous. In fact, it is, in some sort, deemed a misfortune that laborers should have heads at all. Those same heads are regarded as explosive materials, only to be safely kept in damp places as far as possible from that peculiar sort of fire which ignites them. A Yankee who could invent a strong-handed man without a head would receive the everlasting gratitude of the 'mud-sill' advocates.

But free labor says, 'no.' Free labor argues that as the Author of man makes every individual with one head and one pair of hands, it was probably intended that heads and hands should cooperate as friends, and that that particular head should direct and control that pair of hands. As each man has one mouth to be fed, and one pair of hands to furnish food, it was probably intended that that particular pair of hands should feed that particular mouth — that each head is the natural guardian, director, and protector of the hands and mouth inseparably connected with it; and that being so, every head should be cultivated and improved by whatever will add to its capacity for performing its charge. In one word, free labor insists on universal education. I suppose, however, I shall not be mistaken in assuming as a fact that the people of Wisconsin prefer free labor, with its natural companion, education."

Source: Abraham Lincoln included these three paragraphs in a speech he gave at the State Fair in Milwaukee on September 30, 1859. On May 1, 1938, George P. Hambrecht, Director of the State Board of Vocational and Adult Education, gave a speech at Wausau, Wisconsin, and declared that these three paragraphs "should be learned, along with the Gettysburg address, by every believer in universal, democratic education." SHS

1938 On Thursday, September 22, 1938, the *Plymouth Review* contained an advertisement for evening classes at the Sheboygan School for Adult and Vocational Education. The ad included, among other courses, Comptometry, Penmanship, Naturalization, Supper Class, and eight courses in Music: A Cappella, Band, History of Music, Male Chorus, Orchestra, Violin, and Voice.

Source: Box 5. SCHRC.

1939 "With an enrollment of almost twice that of last year, the Sheboygan Junior college classes are scheduled to begin on Monday, September 18, 1939, at the Sheboygan Vocational school according to Mr. L. R. Evans, director."

Source: "Registration of Junior College Is Being Held Here," *Sheboygan Press*. September 14, 1939. P. 4. Box 5. SCHRC.

1942 "The State Board of Vocational and Adult Education has made William G. (Billy) Schultz, director of the circus school classes here [Manitowoc], a duly accredited instructor in recognition of his work with Manitowoc young people.

A certificate . . . designating Mr. Schultz as a 'Senior A Vocational teacher,' was presented . . . at a dinner tendered 150 persons who took part in the recent circus by the local Vocational Board. . . .

The certificate gives Mr. Schultz an accredited rating as an instructor. Ordinarily, the requirements for such a certificate are a college education and summer school credits . . . it has been awarded in recognition of the outstanding work and accomplishments of Mr. Schultz in physical education."

Source: *Manitowoc Herald Times*, "State Board Waives Rules to Make Billy Schultz An Accredited Instructor," May 26, 1942. Quoted by Marcie Baer in "The Billy Schultz Indoor Circus, a feature Manitowoc attraction in the 1930s which received national attention," Occupational Monograph 43, 1981 Series. MCHS

1965 "Opposition to Adult School Plan Drawn Up

SHEBOYGAN – Opposition to a proposed joint Manitowoc-Sheboygan area vocational technical and adult education district will be expressed by representatives of Manitowoc and Two Rivers groups during a public hearing on the proposed plan here this evening.

The hearing is scheduled for 7:30 o'clock at the University of Wisconsin-Sheboygan County Center on State Highway No. 28.

Two Rivers and Manitowoc school and city officials along with representatives of the Greater Manitowoc County Area Committee and the Northeast Wisconsin Industrial Association have all indicated they will appear at the hearing."

Source: *Manitowoc Herald Times Reporter*. September 14, 1965. MPL

1966 "Oppose Joint Area Adult School Plan

SHEBOYGAN – A proposed joint Manitowoc-Sheboygan area vocational, technical and adult education district met with almost unanimous opposition during a public hearing on the proposal here Wednesday evening.

Some 150 individuals showed up for the hearing held at the University-Sheboygan County Center.

Over 40 persons, appearing both as individuals and as representatives of various groups and organizations, registered their opposition to both the proposed district and the criteria upon which the district setup is based. . . ."

Source: *Manitowoc Herald Times Reporter*. September 29, 1966. MPL

1967 "Will Protest Adult School Area Plan

TWO RIVERS—A delegation of Two Rivers and Manitowoc citizens will meet with Gov. Warren Knowles Friday to discuss the new area-wide vocational, technical and adult school district setup.

The special meeting, arranged by Sen. Alex J. Meunier, is set for 10:30 a.m. in the Governor's office. In attendance will be C. L. Greiber, state director of Vocational, Technical and Adult education, and Angus Rothwell, executive director of the Coordinating Committee for Higher Education. . . ."

Source: *Manitowoc Herald Times Two Rivers Reporter*. January 26, 1967. MPL

1967 "... "in 1964, existing vocational schools turned away more than 2,000 young people in search of vocational and technical training that would enable them to compete in the technological age in which we live. In September 1965, the Milwaukee vocational school slammed the door on an estimated 1,000 or more students because it had neither the room nor facilities for them.

It has always seemed a gross injustice to vocational school leaders that they have to turn away young persons while the University of Wisconsin and the state universities are admitting every qualified Wisconsin resident who applies for admission to their undergraduate programs. . . ."

Source: Dean Jensen. "New Vocational School System Designed to Reach More Youths," *Manitowoc Herald-Times Two Rivers Reporter*. December 15, 1967. 18-M. MPL.

1968 "\$2 Buys Enrollment at Technical School

Manitowoc—What can you get for \$2 in today's high cost of living market?

That's the registration fee paid by persons who enroll in the full time post high school courses offered at the Lakeshore Technical Schools at Manitowoc, Sheboygan, and Two Rivers, according to Fred J. Nierode, district director. . . .

Nierode emphasized that one of the unique programs offered at the District 11 schools is the one-year transfer program in electronics at the Two Rivers school. Students who complete this program may transfer their credits to the Sheboygan school where upon completion of the second-year program, they obtain the associate degree."

Source: *Manitowoc Herald Times*. August 9, 1968. MPL.

1969 "We know that education, not the gross national product, is the real key to full employment." President Lyndon Johnson.

Source: Frederick J. Nierode quoting President Lyndon Johnson, 1969 – 1971. *Catalog for Manitowoc, District Eleven*. Lakeshore Technical Schools. P.2. PC

PART 2:
**QUOTES NOT DIRECTLY
RELATED TO DISTRICT 11**

1927 In 1927 Dr. Robert Lawrence Cooley, Director of the Milwaukee Vocational School, stated, "An untrained man is like a farmer going to market with an empty wagon box." He was known for his famous "Cooleygrams."

Source: "75th Anniversary of Vocational Education in Wisconsin." P. 5.

1949 "Vocational training, formal and informal, must help establish standards for work proficiency as well as equip the worker for his work. Education must be continuous. Adult education is as essential in our complex society as is elementary education or any other level of education."

Source: American Federation of Labor, 1949 Convention.

"75th Anniversary of Vocational Education in Wisconsin." P. 22.

1981 "We ask that the same resources that are allotted to college-bound students be allocated to those students in the vocational educational system. Far too long this system has been considered inferior to the general education offerings."

Source: AFL-CIO 1981 Convention, requested of the Congress. "75th Anniversary of Vocational Education in Wisconsin." P. 22.

PART 3:
TWO RESEARCH OBSERVATIONS

A. Both the Manitowoc Vocational School and the Sheboygan Vocational School were at the mercy of the City Councils and the public school systems until they were able to obtain their own buildings.

B. Amazon.com. Under "Vocational Education in Wisconsin" there are 311 entries on 26 pages. In January 2013 the book by Kathleen A. Paris, *A Political History of Vocational, Technical and Adult Education in Wisconsin* (1985), had only one used-book entry. This copy was offered for sale at \$84.64. (Don't throw your copy away.) Most of the 311 entries are out of print-limited availability. No material originating from LTC was listed on the web on the date of research: May 8, 2013.



1984 -1985 Lakeshore VTAE District Board: (Seated left to right) Jacqueline DeBaker, John Worachek — Chairman, Joseph Barta — Vice-Chairman, (Standing left to right) Jerry Voechting, Kay Levin, Thomas Musial, Myrtle Feldmann.

Chapter Three

Quotes from Newspapers and Educational Personnel

THE SHIP

The following quotes are taken from the Manitowoc Vocational School's newspaper, *The Ship*, between the years 1921 and 1945. They are reproduced here to give the reader a sense of what vocational education was like during the early years in Wisconsin and in Manitowoc particularly. All of the newspaper issues listed below may be found in the Manitowoc County Historical Society's library.

The following index has been established for researchers who are seeking a specific topic. The numbers refer to the entries that follow in this chapter.

Billy Schultz Circus: 32, 37
Boards of Education: 2, 20, 23, 35
Child Labor: 8, 11, 12, 14, 34
Citizenship: 54, 56, 57, 63, 64, 74
Commercial Classes: 50, 52, 80
Compulsory attendance: 4, 7, 11, 15, 30, 41, 77, 80
Cornerstone: 24
Educational sayings: 3, 8, 9,
Entertainment: 32, 36, 37, 38, 43, 58, 78
Homemaking: 49, 61, 73
Legislation: 20, 23, 28, 33, 34
Lincoln: 15, 18
Motivation: 15, 16, 77
National Defense: 64, 65, 66, 67, 69, 70, 72, 73, 75, 76
Rehabilitation: 1, 42, 47, 48, 76,
Retirements: 35, 59, 60
Roosevelt: 30, 80
Safety Programs: 15, 19, 25, 37
School Rules: 4, 7, 11, 30, 41, 46, 49, 51, 53, 77
Taxation: 5, 11, 26, 28, 29, 34, 46
Teaching: 6, 15, 28, 29, 31, 62
University of Wisconsin Extension Division: 44, 45, 55, 72
Veterans: 76, 77
Victory Gardens: 67
Vocational Education: 1, 10, 11, 13, 14, 16, 17, 20, 21, 22, 27, 28, 30, 31, 33, 34, 35,
39, 40, 41, 45, 46, 49, 50, 51, 52, 53, 58, 59, 60, 62, 65, 68, 70, 71, 72, 79, 80
Wisconsin Association of Vocational and Adult Education Convention: 58
Women in Training: 66, 70

Note: Any content that is in boldface type is part of a headline or a source.

1. "A VISION. Sometime between midnight and dawn, when ghostly visions come as unwelcomed guests and sit beside the restless sleeper, I dreamed I stood beside a mighty chasm, riven by some convulsion of nature, whose distant walls seemed to pierce the somber skies.

Venturing timidly to the brink I looked into its depths and saw with horror, born upon the crest of the rushing torrent were the maimed and blind, swept by with piteous crys [sic]for help.

One held aloft a mangled, bloody stump; his family, little ragged famished children clung to him; a mother lifted her crippled child in silent appeal; a man with blind-ed eyes; and so they were carried by on the creast [sic] of the torrent.

I turned away sick at heart and plucked the sleeve of a passer-by. 'What is this' I said, and he answered 'It is the river of Desolation. It has borne its freight of human wreckage since the memory of man.' He paused and said 'There is a legend that once many thousands of years ago a man walked among these people and healed them, but this is almost forgotten.' He turned away.

Again I resumed my contemplation of the pitiful human freight.

Suddenly I seemed to feel a presence beside me, turning I beheld a gracious and benign figure ample of proportions and bearing upon her serene brow the seal of motherhood of nations.

I said 'Art thou of earth?' She pointed to her breast across which was written "Rehabilitation."

She spread her arms with a gesture of infinite love and pity over the thronged waves of the River of Desolation. The chasm was filled with light. The crippled and blind climbed the steep ascent and joined the passing throng with happy faces.

I awoke. The sun was shining in my window. A blind beggar led by a little dog passed by."

Source: George P. Hambrecht. *The Ship*. Nov. 1921. On the same page as this article is an explanation that the State Board of Vocational Education just added a new department known as the Rehabilitation Division.

2. "History of the Manitowoc Board. [The Board of Industrial Education.] Appointed Dec. 4, 1911: Max Rahr, John Schroeder, Henry Daeke, E. J. Morris, and P. J. Zimmers. Jan. 11, 1915, Max Rahr resigned and Marie Rahr was appointed to the vacancy on Mar. 1, 1915. E. J. Morris left the city and Geo. McLaughlin was appointed to this vacancy on June 5, 1916. Dec. 4, 1916, Marie Rahr resigned and E. H. Ludwig was appointed to this vacancy. On Nov. 12, 1917, John Schroeder resigned to become Mayor and E. E. Gunnell was appointed to this vacancy." [The history continues to 1921.]

Source: *The Ship*. December 1921. MCHS

3. "I have never seen the advantage of teaching children how to live without teaching them how to make a living."

Source: John Callahan,
State Superintendent of Schools.
The Ship. April 1922.

4. "The Manitowoc Vocational School organized its work for the first part of the year on the semester or half year basis. It was found better in many ways to discontinue this plan for the "quarter" periods and that is the plan now in force.

This will make the month of April a period for change in school attendance for those who have become 16 or 18

years of age since February 1st. Those who become 16 on or before April 18 will be required to attend school 8 hours per week instead of half time as heretofore. Those who become 18 on or before this date are not required by compulsory school attendance law to attend longer. There is nothing to prevent attendance if the child prefers to do so and arrangements can be made, in the event of employment. During this present year a number of boys and girls have attended the Manitowoc Vocational School after the compulsory period of attendance was completed."

Source: *The Ship*. April 1922.

5. "The rate of tax levied and collected in any city maintaining [a] vocational school as described in section 41.13 to 41.21 shall not in any one year exceed one and one-half mills on the taxable property of said city for the maintenance of all schools created under said sections."

Source: *The Ship*. April 1922.



O. H. Senglaub, President of the Manitowoc Board of Vocational Education for fourteen years: 1920-1934.

6. "The teacher who gets results in the vocational school is no ordinary person, either as a teacher or as a skilled mechanic. This successful teacher in vocational school work should be rated above either the most successful teacher or the most skilled mechanic.

His success is a combination of both teacher skill and mechanic skill. He must represent leadership in his class work. He must possess initiative in selection of matter and materials for instruction. He must be an inspiration to the members of the class as a result of his ability and knowledge of the jobs involved."

Source: *The Ship*. May 1922.

7. "The Manitowoc plan of organization takes care of the minors 14 to 16 years of age daily. Some come each morning and some come each afternoon. Minors 16 to 18 years of age come one full day. Employers who are able to use minors under 16 years of age are thus able to have regular service daily and the accounting for time on the job or at school is reduced to a simple matter."

Source: *The Ship*. March 1923.

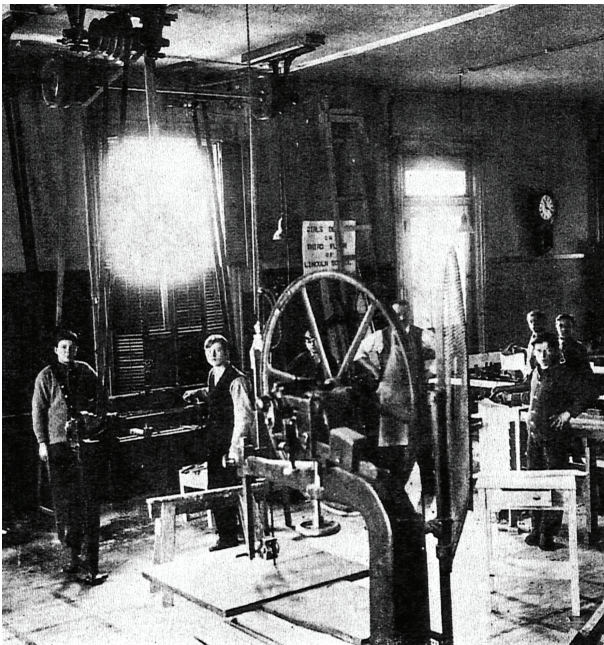
8. CHILD LABOR WITHOUT CHILD OPPORTUNITY Is UNJUST AND NO STATE SHOULD PERMIT IT.

Geo. P. Hambrecht
State Director Vocational Education, Wisconsin.

Source: *The Ship*. April 1923.

9. "The objective of the school is instruction; the objective of industry is production."

Source: *The Ship*. April 1923.



Lathe and Bench for Permit Boys
Sheboygan 1913

10. "The future of any form of vocational education through school, depends primarily upon public recognition of its worth—its worth, first of all, to the individuals trained, then to collective society or the State, and finally to those directing representatives of societies whom we call employers. For it is evident that vocational schools are usually going to be expensive agencies—that is, we ordinarily estimate the cost of schooling—by pupil-year or by pupil-hour. Few well-informed people will begrudge the cost of demonstrably efficient vocational training—one hears now no considerable protest against those manifestly costly forms of vocational education found in medical colleges, at West Point, in normal schools, or even in the case of good schools of stenography."

Source: David Snedden, Teachers' College, Columbia University, as quoted in "Some Prospects of Vocational Education," *The Ship*. May 1924.

11. "The part-time school movement in this state was conceived with the idea of removing the handicap of the working boys and girls who were forced early into industry with a meager educational background. It is an effort to apply a constructive educational program to the child labor situation and through evening classes, publicly supported, to open the door of educational opportunity to all adult workers. . . .

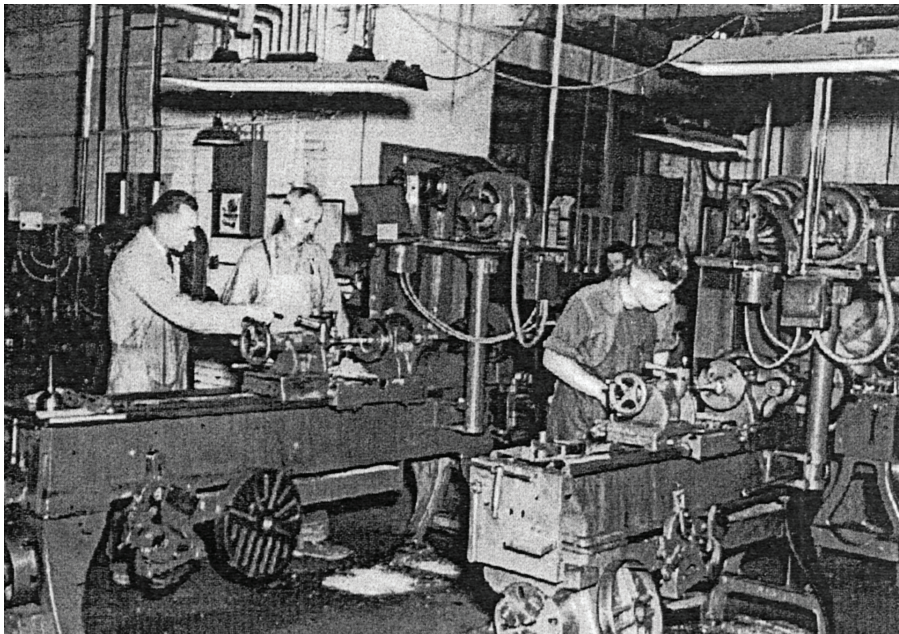
These young people, who enter industry at fourteen or shortly thereafter, are the potential driftwood of industry. Without any understanding of social processes or government, or even the fundamental tools of civilization, they are the weakest link in our social chain. Because of lack of training and lack of knowledge, they are likely to become helpless — to remain paralyzed on some industrial process, or to drift aimlessly about from one job to another, seeing nothing better ahead of them in the industrial struggle. . . .

As we see it, its task and its possible accomplishment may be summed up as follows:

1. To make an intelligent citizen who can be safely entrusted with power over the welfare of himself and others.
2. To develop those human qualities in the individual child which shall contribute to his joy of living and to his satisfaction in the environment in which he finds himself, or which he makes for himself.
3. To make a better and more skillful workman: one who can find joy in his work, his increasing earning power and his prospect for promotion.
4. To increase his satisfaction from his earnings by making him a more intelligent consumer. In other words, the aim of the Vocational, or part-time school, is, insofar as possible, to do for the working boy and girl, denied through force of circumstances the privilege of attending the full-time school system, what the latter is now doing for the more fortunate boys and

girls permitted to complete the regular high school course and later attend the higher institutions of learning and technical schools."

Source: George P. Hambrecht, "Apprentice And The Part-Time Schools in Wis." *The Ship*, January 1924.



Vocational School Machine Shop 1942.

12. LOCATION OF CHILDREN OBTAINING CHILD LABOR PERMITS IN WISCONSIN
 During the year ending June 30, 1924, The Industrial Commission issued 14,590 child labor permits. During the same period a total of 8,545 permits were re-issued to children who worked for another employer than the one named in the permit previously issued. Of the 14,590 new permits issued, 5,607 were issued by the Commission's branch offices in the city of Milwaukee. Outside of Milwaukee the following figures give some of the counties and number of permits issued for the last year.

Permits Issued

Winnebago	683	Dane	392
Racine	645	Brown	375
Sheboygan	602	La Crosse	361
Manitowoc	504	Rock	315
Fond du Lac	465	Kenosha	314

Source: *The Ship*. October 1924.

13. "DOES IT PAY

Does Education pay? What a question!
 Does it pay to prepare the ground before sowing the seed?
 Does it pay to polish the precious stone before putting it on the market?
 Does it pay to plane and sandpaper the board before putting it into a piece of furniture?
 Does it pay to sharpen the tools before working with them?
 Does it pay to know things rather than live in ignorance?
 Does it pay to have a mind rather than be a mere animal, and be directed by those who have minds?
 Does it pay to think, and if so, to think with a trained mind rather than with an untrained one?
 Does it pay to be a leader rather than a follower?
 Does it pay to make the most of the faculties God has endowed one with, or let them lie dormant?
 Does it pay to be one of the capable of the human race, or to be one of the inferior?
 Does it pay to prepare one's self to do large things or to remain satisfied to do small things and let others take the advance positions?
 Does it pay to take advantage of opportunity and make the most possible of one's self?
 Does it pay to get an education? Only the lazy and ignorant say "No."
 Pay? Surely it pays—many fold. There can be no better investment nor one any where near as good.
 Let no youth be deceived. Ask those who are educated.
 Ask the wise of any generation. Be sensible. Get the education while you have the chance.
 Prepare to live a happy and a prosperous, useful life."

Source: "The American School," May, June, 1923, as quoted in *The Ship*. October 1924. A group of Billings, Montana, businessmen paid for the printing of the list of questions and helped distribute them to every pupil in the Billings school system.

14. "The history of every move to protect the welfare of the child is one of opposition of the same variety and from the same sources as now confront the part-time school. In fact the appeal of the cupidity of selfishness to the greed or necessity of the victims is couched in almost identical language with the arguments howled at the legislatures in combating the questions of hours of labor, hazardous and unhealthful occupations, moral environment and other conditions of child employment which jeopardized the child welfare. Even exhibits of parents who do not want their children educated are brought unblushingly before committees and paraded in communities as arguments against the state's instance that a part of each child's time still be spent in school. Men who would not listen to a word from a child employee as to the character of its employment suddenly discover that the child is wonderfully well informed as to the value of the part-time school. The attitude of these men on this question is so similar to that assumed in every move to ameliorate the condition of the working child that a change in the label on the picture is all that is necessary.

When this is the position assumed by some men who claim a right to dominate an educational movement because they want to use the child labor which the movement curtails, the only way in which the right of the child to educational contact can be secured is by positively framed and certainly enforced laws. While some of the employers are heartily in sympathy with the movement and have caught the larger vision of the state's duty to its children, these employers are in competition with that one whose conscience could be easily hidden under a farthing and whose soul would rattle in a belly of a microbe."

Source: "The State, The Child, The Part-Time School" by Charles Elbert Whelan as printed in the December 1924 issue of *The Ship*. An interesting aspect of this article is that it took up the major part of each cover page of *The Ship* from October 1924 to October 25, 1925.

15. "Rogers Calls Our Vocational School A Fire Trap... It is nothing less than criminal for the city of Manitowoc to continue to permit the use of the Vocational school building" declared Harry Rogers, fire prevention expert and old-time fire fighter in his address at the Prevention day dinner at the Elks club last night. Mr. Rogers was emphatic in his condemnation of the municipal authorities, boards or others responsible for use of the building for school purposes.

"The building is nothing more than a fire trap and when the city sends students into the building for six hours daily every day it is assuming a responsibility that I would not care to shoulder. The students are prisoners, virtually chained to a menace that may let loose any moment and claim its toll of lives. It is most astounding that the building is allowed to be used for school purposes after it has been condemned," said Mr. Rogers.

Continuing his discussion Mr. Rogers pictured in a dramatic and telling way the possibilities of a holocaust should fire break out and drew upon the incidents attending the Hollywood school fire of a few years ago to bring home the horror of the scene . . . "

Source: *The Ship*. January 1929.

16. "SCHOOL QUESTIONNAIRE SURVEY MADE. Toward the close of last school year [1927 - 1928] a questionnaire regarding certain statistics and student opinions were answered by 164 boys and 149 girls.

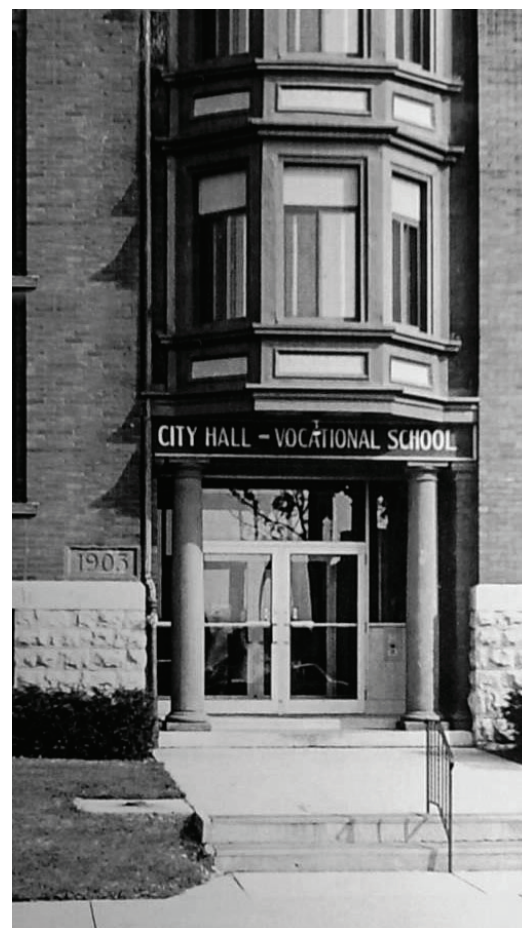
The above numbers represent 73% of the total enrollment at the time.

(The following statistics may be historically interesting and represent only a small selection of the questions asked on the questionnaire.)

Nationality	Girls	Boys
German	64	84
Polish	48	43
Bohemian	10	10
Irish	2	3
What foreign language do you speak?		
Polish	32	28
German	22	
Bohemian	22	
Norwegian	1	
What grade did you complete?		
5th grade	2	7
6th grade	14	19
7th grade	38	29
8th grade	75	77
9th grade	10	20
Has this school helped you?		
Girls Yes, 138	No, 3	No ans., 8
Boys Yes, 143	No, 18	No ans., 3
Are you working now?		
Girls Yes, 128	No, 21	
Boys Yes, 125	No, 39	
Do any outside boys or girls look down upon you being a Vocational School student?		
Girls Yes, 22	No, 127	
Boys Yes, 41	No, 123	
Do you believe in compulsory attendance?		
Girls Yes, 141	No, 8	
Boys Yes, 143	No, 15	
To age 16, 2 and to age 17, 4."		

Source: *The Ship*. November 1928.

The Two Rivers
Vocational School



17. "I want to thank you for your courtesy in sending me a supply of your special edition of *The Ship*, containing a history and description of the [Vocational or Part-Time] School-Movement in Wisconsin. . . ."

Source: Geo. P. Hambrecht, Director of the State Board of Vocational Education, as quoted from *The Ship* for October 1925. This letter was one of many that the staff of *The Ship* received after the publication of a special edition in June of 1924. Sad to say, no copy of that special edition is in the MCHS collection nor in the SHS.

18. "Mr. George P. Hambrecht, State Director of Vocational Education, addressed about 250 members of the civic clubs, their wives and members of the Professional Women's Club on the Education of Lincoln on February 5th at the Elk's Club.

Mr. Hambrecht spoke of Lincoln as a great Shakespearean scholar and said that instead of being illiterate as he is often pictured, he is one of the best educated men yet produced. . . ."

Source: *The Ship*. February 1929.

19.

BANQUETS CLOSE LARGE SAFETY PROGRAM
"CRITTENTON GIVES ELOQUENT ADDRESS AT
BOTH BANQUETS"

A TOTAL OF 803 WERE ENROLLED.
431 ARE AWARDED CERTIFICATES FOR ATTENDING
5 MEETINGS OUT OF 6.

Source: headline and main story in *The Ship* for March 1929.

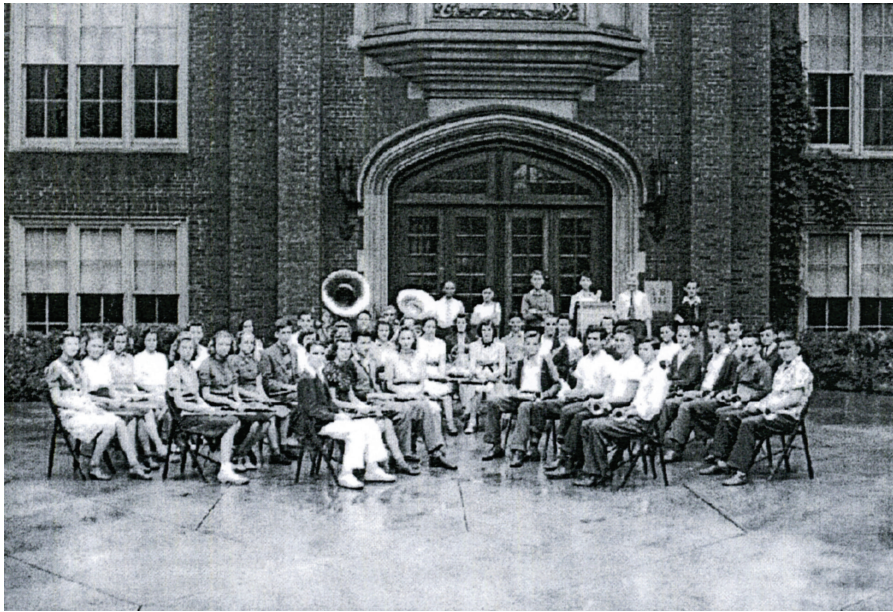
20. "Senator Goodland, veteran foe of the vocational school law, head of the education committee of the senate, succeeded in tacking on to 46-S an amendment that would do two things: First, destroy the present plan of appointment of the vocational school board by the regular board of education and substitute appointment by the mayor, with confirmation by the common council; second, destroy the taxing power of the vocational school board and make it dependent on the common council for its funds. . . .

Bill 46-S with this destructive amendment attached comes up for passage in the senate soon. If there ever was a time for the state to speak out for the integrity of the school system, it is now."

Source: *Milwaukee Journal*, March 5, as quoted in *The Ship* for March 1929.

21. "Three hundred seventy-four boys, not including members of this year's graduating class at the high school, signed up for one, two, and three years of shop courses which are expected to be offered next year if the anticipated building of a ship wing at the Vocational (Third Ward) school is carried to a successful conclusion. School authorities, Mr. Bonar said, had been under the impression that possibly 100 of the students might have some desire for such courses but the tremendously large proportion was entirely a revelation."

Source: "High School Boys Want Shop Courses," *The Ship* for March 1930.



Left:
Senior Band
Vocational School.

22. [1929 - 1930] "In the evening schools of fifty cities in the state of Wisconsin, more than 46,000 people took courses of various sorts, many of them vocational but many of them general. There were thus over six times as many adults seeking continued education in public institutions on the part-time basis as there were young people studying full time at the state university for a degree."

Source: Mrs. J. M. Turner, State Board Official, "Who Should Go To College And When." *The Ship*. November 1930.

23. "This bill [Central Educational Board Bill], now before the legislature, is sponsored by the Wisconsin Interim Committee on Education and has already received favorable consideration by our law-makers. In its present form, if passed, this bill would immediately abolish the State Board of Vocational Education. In the lengthy Interim Committee report it is also recommended that Local Boards of Vocational Education be abolished eventually. The elimination of these Boards, who deserve most of the credit for our present program, whose only interest has been the best development of Vocational Education, would undoubtedly have a disastrous effect upon the present and future development in the state."

Source: *The Ship*. April 1931.

24. "DOCUMENTS PLACED IN CORNERSTONE The following documents, papers, etc. were placed in the cornerstone of the new Vocational School which was formally laid November 4, 1931: rosters for the following groups Vocational Board, Vocational Teachers, Common Council, City Officials, City Teachers, Board of Education; directory of Vocational Schools of the State; Copies of Local Papers; Copies of *The Ship*; Vocational School Paper; Various Bulletins and Reports on the State and Local Vocational School Program."

Source: *The Ship*. November 1931.

25. "The Safety School, sponsored by the Vocational School, the Industries of Manitowoc and the Industrial Commission opened at the Lincoln High School Auditorium Wednesday January 27 with George S. Thompson, of Detroit as the speaker. His subject was "Safety in American Industry." A large house greeted the speaker whose message was timely and well received. . . .

The Safety School, since its inception, has been one of the outstanding features of our local adult education program."

Source: "Safety School Will Bring Speakers of Note." *The Ship*. January 1932.



The "Bridge" on the Cleveland Campus about 1976.

26. "As the school year 1931-32 passes the half-way mark, there is much talk, about cutting school budgets, school expenses, curricula, and teachers' salaries. This is natural, for the school budget is a large part of the tax budget although but a fraction of the wealth of the country and a comparatively small part of the annual expenditures of the people of Wisconsin and of America for other necessities, for government, and for luxuries. . . .

Instead of cutting school budgets and bonding the community for buildings, the costs of which will fall on the next generation, it were better to cut luxuries or to bond, if necessary, to keep the schools going for the children who will be compelled to find a way to meet the needs of their day. Roads will rot, buildings will decay, and automobiles depreciate, but expenditure for education is creating capital that will, if used properly, bring immeasurable returns to the individual and to the community, and, we hope, solve the economic problems with which the present generation have failed to cope satisfactorily."

Source: Excerpts from an Editorial in the February 1932 *Wisconsin Journal of Education* as quoted in *The Ship* for March 1932.

27. “NIGHT SCHOOL. It took months of arguing by capable men-in-the-know to convince the voters of this city [Manitowoc] that a new Vocational school with bigger opportunities was needed. After the school was finished and put into use, it took only two days for the school itself to prove that those same voters had chosen wisely in their final decision.

When the enrollment lists for night school were opened to the general public, the lights which mark the portals acted in much the same manner as the harbor lights. Men and women from all walks of life steered their courses between those doors and made straight for the office where they enrolled in new courses—courses which in many cases will mean a new start in life. A general survey of the customary questionnaire which accompanies enrollment shows that there is no chosen class. Elderly men and women who never got further than the sixth grade of grammar school study side by side with college graduates; and what is more, each benefits from the others knowledge. The college graduate aids with his book knowledge and the other contributes practical knowledge learned in the school of life. Neither is there class distinction, for members of the social register work at the same problems and in the same status with the poorest factory hand.

Motives for study are as varied as the crowd which studies. Some come merely to better themselves socially, others to better themselves in business, and a third group comes to make the best use of their time possible by learning something new while they are unemployed. What is more, it is generally conceded that study is more intensive as each student seems really anxious to master his subjects. Attendance in all departments has almost doubled that of any previous year, proving beyond a doubt that the average person is ambitious and willing to make the most of this era of depression.

Source: “A Challenge,” A Thanksgiving Editorial. *The Ship*. November 1932.

28. “Undoubtedly in the hysteria of inflation, the schools, like the colleges and universities, did some things that they can now do without. But the things that communities propose to do to them in the hysteria of economy far surpass the wildest aberrations of bull market days. We hear a great deal about frills. What are frills? Teacher salaries appear to be frills in some cities. The health of school children is a frill in others. Since night schools are a frill in one community, we close them and throw 75,000 people into the streets. The plain fact is that the schools are under attack because it is easier to get money from them than it is to correct the fundamental iniquities and antiquities of local government. Only a people that had no conception of the place of education in its national life could contemplate the ruin of the next generation as the best remedy for governmental insolvency.”

Source: Robert M. Hutchins, President of the University of Chicago, “Economic Hysteria.” *The Ship*. February 1933.

29. “THE TWELFTH MAN. In recent months from the rooftops it has been shouted by many that one out of every twelve Americans is a governmental employee of some sort, a leech performing no useful service, but sucking away the nation’s vitality.

John Finley, Associate Editor of the New York Times, gives a definition of the “Twelfth Man.”

He sweeps the streets of the city. He is pontifex of the country roads. He lights the lamps when the natural lights of heaven go out, and extinguishes the fires of the earth. With one hand he gathers our letters of affection of business, and with the other distributes them in the remotest cabins on the mountains. He weighs the wind, reads the portants of the clouds, and gives augur of heat and cold. He makes wells in the dry valleys and fills the pools with water. He tests the milk before the child may drink it. He tests and labels the food of the stores and shops; he corrects false balances and short measures; and he keeps watch over forest and stream; he gives warnings of rocks and shoals to men at sea, and of plague and poison to those on land. He is warden of fish and bird and wild beast; he is host to the homeless and shelterless; he or she is guardian and nurse to the child who comes friendless into the world, and he is chaplain at the burial of the man who goes friendless out of it. He is assessor and collector of taxes—treasurer and comptroller; he or she is the teacher of twenty million children, youths, men, and women. He or she is public librarian and maker of books, overseer of the poor and superintendent, doctor, nurse, and guard in hospital, prison, almshouse, coroner and keeper of the potter’s field. He is mayor, judge, public prosecutor, sheriff. He is a soldier in the army and a sailor in the navy; general, admiral, legislator, justice, member of the cabinet, governor, and president. Such is the definition of the “Twelfth Man.” . . .”

Source: Editorial, *The Ship*. April 1933.

"Education should be a lifelong process, the formal period serving as a foundation on which life's structure may rest and rise."

Robert H. Jackson

Not from the *The Ship*

30. “The last question relates to keeping children in school to the age of sixteen. I am in favor of that. Furthermore, I go along with the thought that we must increase vocational education for those children who otherwise would not receive adequate training. That kind of vocational training will raise the standards of worthwhile employment not only now but also in normal times.

My own observation leads me to believe that in many parts of the country we have tended to an educational system devised too greatly for academic training and professional careers. We know that already many of the professions are over-supplied and it is a fair guess that during the coming generation we shall devote more attention to educating our boys and girls for vocational pursuits. . . .”

Source: Excerpts from a nation-wide radio address broadcast by Franklin D. Roosevelt. *The Ship*. June 1933.

31. "These so-called economics are all too often forms of tragic waste," the report says.

The number of teachers employed in our schools has been decreased by many thousands, while the number of pupils enrolled has increased by the hundred thousand as a result of which the size of classes has been increased enormously, creating a sort of mass production form of education.

School building programs have been seriously curtailed. Over-crowded schools are the result. Highly essential parts of the school system are being eliminated. Kindergartens, night schools, continuation schools, vocational training classes, now more needed than ever, have been either eliminated or seriously curtailed."

Source: Excerpt from a report made at the opening of the Fifty-third annual convention of the American Federation of Labor. *The Ship*. October 1933.



32. "Four thousand spectators were packed into the gymnasium for the five performances of the indoor circus which opened Tuesday, and which continued with augmented crowds through Wednesday, Thursday afternoon and evening, and a previously unscheduled performance Friday evening.

Hundreds had to be turned away at each performance. Scores came time after time. Others reported that they came several times only to find that all available seats had been taken. Each performance saw the gym packed at an earlier hour.

Gross receipts were \$525. The proceeds will be used to buy gym equipment.

The performance was described by a *Herald-Times* reporter as "not only a personal triumph for Billy Schultz, veteran retired circus performer, but for everyone of the 50 or more of his protégés, nearly all of whom were vocational school students."

Source: *The Ship*. December 1933. The headline of the paper was "THOUSANDS SEE OUR CIRCUS," with the title of the article the quote was taken from "Acrobatic Thrillers Draw Crowds."

33. "Evening classes that qualify under the Smith-Hughes Act have recently been provided to give instruction in Tool and Diemaking, Patternmaking and Strength of Materials. Federal aid is allowed for such classes due to their meeting the standards set up by the Smith-Hughes Act. These standards include restrictions on enrollment to those engaged in the specific trade or occupation, providing proper facilities, and instruction conducted by a competent man of long established experience in the field involved."

Source "Smith-Hughes Classes Are Organized," *The Ship*, December 1933.

34. "In the discussion pro and con as to whether the New Deal is or is not proving effective in restoring prosperity, one clear gain, the virtual elimination of child labor, has been all but forgotten. The reason is clear: the emergencies which we have been confronted are of such vast scope that the changed status of child labor seems of relatively small significance.

And yet the struggle for federal regulation of child labor has dragged through nearly a score of years. In 1916 Congress attempted to regulate child labor under the Commerce Clause of the Constitution. The Supreme Court declared the act to be unconstitutional on the ground that child labor was a subject of the state, not federal, regulation. It found that while child labor may be harmful the articles produced by it were not necessarily so, and so not within the scope of Congress in its role of regulator of interstate commerce.

Later Congress attempted to regulate child labor under its taxing power. The act decreed that certain taxes were to be levied on goods produced by child labor if the production of such goods did not conform to the law. This law, too, was declared unconstitutional on the ground that the tax was not being levied to produce revenue but solely for the purpose of regulating child labor.

Finally a constitutional amendment was submitted to the states specifically granting to Congress [the right] to regulate the labor of children. The amendment languished for lack of popular support. It is an open question how long it would have taken to muster the necessary three-fourths of the states.

What seemed an impossible task in normal times was accomplished with little difficulty under the stress of national emergency. In the effort to increase employment and bring about recovery Congress definitely legislated in the matter of child labor. And while the legislation is an emergency measure much of which in time will be repealed, it is more than likely that the regulation of child labor is one of the gains which will be consolidated.

Nor is it likely that the Supreme Court will again declare federal regulation of child labor to be unconstitutional. The division of the Court was five to four when regulation under the commerce clause was attempted. There is reason to believe that the Supreme Court has more liberal members than it had in 1918, and that a decision on this case would now be five to four in favor of federal regulation of child labor.

Regardless, then, of whether the entire program of the New Deal will be effective certain clear gains are bound to emerge. And not the least of these is the gain that has been made for the children of the nation."

Source: "The New Deal And Child Labor," *The Ship*, January 1934.



35. "AN APPRECIATION

Those who are interested in Vocational Education in Manitowoc are torn between regret and gratitude as a result of the resignation of Mr. O. H. Senglaub from the Vocational School Board: regret that the press of other affairs made it necessary for him to resign and gratitude for the unselfish service he has given to Vocational Education over a span of fifteen years.

No one person in Manitowoc, and very few in the state, have done as much for Vocational Education as has Mr. Senglaub, and few understand its problems more thoroughly. [He has guided] Each step of the progress that has been made from the time when the school was housed in the basement of the McKinley school to the present splendid building that bears his imprint. The new building is eloquent testimony to his devotion to the cause of Vocational Education, for he more than any one else effectively espoused the cause of adequate housing."

Source: *The Ship*. February 1934.

36. "Colorful Costumes Feature Performance; Olson and Byle In Leading Roles.

Hundreds from the city and vicinity gathered at the Vocational School auditorium Wednesday and Thursday evening to see "Pickles" or "In Old Vienna," an operetta in which more than one hundred students took part. New stage settings constructed for the use in this production, and the colorful costumes worn by the cast and chorus, made of the presentation a thing of spectacular beauty. . . .

The Vocational School orchestra under the direction of Mr. Kitzerow provided full orchestral accompaniment for the presentation. The chorus was directed by Mrs. Kluth."

Source: "Large Audiences Hear Operetta 'Pickles,'" *The Ship*, February 1934.

Education must not simply teach work, it must teach life.

W. E. B. Du Bois

Not from the The Ship.

37. "Often when excellent entertainment is to be put on, the Schultz troupe is called upon to perform. They cheerfully respond and supply thrilling entertainment to a gasping audience.

Performing with clock-like precision and gracefully hurling themselves through the air, this troupe has established the reputation of being one of the best and most popular of our city. They are in demand for many varied occasions and lately have performed for the Safety School Meeting.

This organization has grown rapidly and now numbers a large variety of breathtaking acts. All the members, who are youngsters as well as adults, are capable acrobats and perform like veterans. Some of the former members are now playing "big time" circuses and vaudeville circuits."

Source: "They Float Thru The Air With Greatest of Ease," *The Ship*, February 1935.

38. "Operetta Selected by Miss Kluth And Mr. Kitze-row To Have New Faces In Leading Roles.

Weeks of patient searching for the proper vehicle for the musical talent so obviously portrayed in the operettas of other years ended recently for Mrs. Kluth and Mr. Mel Kitze-row when they unanimously agreed to produce Morgan and Johnson's, "Tulip Time." This production will be staged on two successive nights."

Source: "Mrs. Kluth's Classes To Present 'Tulip Time' Early In March," *The Ship*, January 1935.

39. "Highlights Of The Year

. . . An enrollment of 2,973 persons, male and female, was attracted by the variety of some sixty classes conducted at evening school. This enrollment was the largest the school has ever enjoyed. . . .

The school also joined the other public schools of the city in presenting weekly radio broadcasts over the local station. The Wisconsin Vocational News was edited and printed in our school. A two day conference for F. E. R. A. foremen was held that elicited much praise in high quarters."

Source: *The Ship*. May 1935.

40. "The American School

The next time you pass a school pause a moment to think what that school means to humanity. Recall the long dark centuries when the masses were kept in ignorance – when greed and oppression ruled the world with an iron hand. From the very beginning of man's struggle for knowledge, self-respect and the recognition of his inalienable rights, the school has been his greatest ally. We refer to the school as 'common' because it belongs to us all; it is ourselves working together in the education of our children. But it is a most uncommon institution. It is relatively new. It is democracy's greatest gift to civilization. Throughout the world, among upward struggling people, wherever parents share in aspirations of their children, the American school is being copied. Let us cherish and improve our school."

Source: *The Ship*. January 1936.

41. "The Vocational School Keeps the Youth at Home and Employed.

The Vocational school has the supremely important task of keeping our unemployed youth and adults off the streets and roads, out of jails, hospitals and insane asylums, and safe in their own community among their own friends... The task of the schools is to keep them engaged, not in mere busy work but in constructive activities which will render this period of enforced unemployment a period of development and progress for the individuals themselves and for the state and nation."

Source: George P. Hambrecht, President, American Vocational Association. *The Ship*. March 1936.

42. Open Wide The Door

Fling wide the door that stands ajar!
Fling wide the door for "Tiny Tim"
Fling wide the door that forms a bar
Beyond, the world is calling him.

Beyond, a world of sun and rain?
Beyond, a world with friendly hands
Beyond, those months and years of
pain?
We place the answer in your hands.

By Robert Kingery Buell

Source: *The Ship*. March 1936. This poem was put in the paper, along with an enlarged stamp depicting crippled children, to accent the need to recognize the need to support the rights of the handicapped. This was a common theme in the early editions of *The Ship*.



43. Just a reminder that the students frequently used humor in their newspaper.

DONE

My love has flew;
Her did me dirt.
Me never knew
Her was a flirt.

To those in love
Let I forbid
Lest they be do'ed
Like I been did.

Source: *The Ship*. October 28, 1941.



Above: Tool and Die Specialist 1943 Matilda "Tillie" Strojinc Shetter.

Left: Kohler Company president, J. L. Kuplic, presenting scholarships for Applied Mechanics, June 2, 1965

44. Another reminder, the vocational school in Manitowoc shared their facilities with the University of Wisconsin from 1933 to 1960.

During the 1938 -1939 school year, Dr. S. I. Hayakawa taught for the University of Wisconsin Extension Division located at the Vocational School in Manitowoc. While teaching there, he was working on his classic book entitled *General Semantics*.

Source: *The Ship*. October 28, 1938.

45. "TWENTY-FIVE YEARS OF VOCATIONAL EDUCATION

As the twenty-fifth year of vocational education in Wisconsin culminates in the commemorative exercise at Madison this month, educators and laymen will take stock to see where we are and whence we have come.

Little need be said about the growth of Vocational Education in Wisconsin. Growth is obvious. It can be discerned by anyone. Moreover, more growth is sometimes misleading. Growth is good as long as it is healthy. Quality is of greater importance than quantity.

One of the greatest single evidences of healthy growth of vocational education is its flexibility. Designed originally as a continuation school for workers in industry, it has fulfilled that function, and has broadened its scope and function beyond these early beginnings. The spirit of the founders has not been violated. Yet vocational education has gone into fields that only the most far seeing of the founders could have visualized.

In the early days of vocational education few high school graduates interested themselves in what was being offered. Now a large percentage of the enrollment in any vocational school consists of high school graduates. Many of these have come because they found no openings in the industrial field. Many more came to get more specific training which industry now requires of those who seek employment for the first time.

Flexibility enabled vocational schools to make a place for those who have been unemployed through the period of the depression. In many cases the additional training has enabled people to retrain or to prepare more intensively in the field they were employed before they lost their jobs. Many have been re-employed because of their additional training. More important in many cases was the fact that having something worthwhile to do while they were jobless, morale was maintained for those who availed themselves of the offerings.

Flexibility enabled vocational education to meet the challenge when high school graduates because of economic conditions found themselves unable to continue into higher education when this meant leaving home. Many vocational schools can now offer from one to two years of University training which is on a par with and acceptable at the University of Wisconsin. The vocational schools provide the facilities; the University provides the instruction. Flexibility made such co-operation possible.

Many more instances could be given. Those who work in the field know that no year in a vocational school exactly duplicates a previous year in offerings or in things demanded of them. And twenty-five years of catering to needs as they arise have made vocational schools the flexible institutions that they are. They are the educational service stations of their several communities.

Source: *The Ship*. March 1936.

46. "SOME RULES TO OBSERVE"

Now that the school sessions are again in "full swing," we wish to remind all those students attending the Vocational School of several important rules and requests which they are expected to follow as long as they are members of the institution.

1. There is to be no smoking in the school or on the school grounds.
2. Keep the halls clear. The corridors are only passageways and the students should not loiter in them. It not only creates confusion and blocks the halls, but the noise disturbs other classes which are possibly in progress.
3. Avoid tardiness. Although there is no definite punishment decreed for those who are constantly tardy, remember that promptness, whether you practice it now or later in life, is always a desirable characteristic.
4. You are responsible for your own property. Since there are not enough lockers so that each individual attending school may have his own, you must watch your own property. If anything happens to it, remember you are responsible, not the school.
5. Please do not chew gum while in school. Gum chewing isn't good manners anywhere.

We must realize that we are attending this school free of charge; that the city taxpayers are responsible for this opportunity; so the least we can do is to obey a few fundamental regulations, and above all, respect the property."

Source: *The Ship*. October 1936. These rules were presented on the editorial page.

47. REHABILITATION NOTES

Kathryn Brixius, a rehabilitation student who studied dressmaking and designing under Miss Marie Levenhagen of the Sewing Department, is now working steadily with the Berk's Ladies Apparel Co. She has been working with the store for the past two months and is working in that which she was trained for under a rehabilitation program.

Miss Astrid Aarhus has returned to complete her final year of nurse's training with Holy Family Hospital.

Arnold Bashow will transfer from High School to the Vocational School to undertake a commercial course and will also work on the National Youth Administration to help maintain himself.

Thomas Braasch, a high school graduate who lost some fingers on his right hand in a shotgun hunting accident, recently enrolled in the full time industrial day course for mechanical training.

Continued on page 72...

Darwin Baldwin (Two Rivers), who is deaf as the result of scarlet fever, is now being trained as a linotype operator in the school print shop.

Herbert Fricke, recently discharged from Maplecrest Sanatorium, is now an adult day student in the Commercial Department pursuing work to help him re-enter the sales field.

Juneau Hill, one of Miss Ray's students from the Opportunity Room, who has an arm disability is under going employment training with the Wm. Klein Shoe Repair Co. He will spend a year with Mr. Klein learning this trade.

Source: *The Ship*. October 1936.

48. WHAT IS REHABILITATION?

"The rehabilitation program in Wisconsin is an inclusive service for the physically handicapped. The care and education of crippled children are delegated to the Division for Crippled Children, under the Department of Public Instruction. There exists a very close relation between this division for crippled children and the rehabilitation service as sponsored and administered by the State Board of Vocational Education.

The rehabilitation service is largely concerned with the vocational preparation and adjustments that must be brought about if effective citizenship is to be obtained. Parental love and sentimental sympathy from the public shield the crippled child during the years of childhood. As the years roll on, these crippled children gradually grow into adulthood. The parental love changes to parental anxiety, and the sentimental sympathy of the public develops into evasion and indifference. The average person is repelled by one having a deformity, and this is emphasized when the disabled person is a grown adult. The public usually focuses attention on what is gone rather than understandingly trying to evaluate what is left in this crippled person. It is here that the rehabilitation service functions – to restore confidence in society and in the crippled person himself, and to aid in selecting a vocation or work that can be done successfully with the abilities remaining after the disablement.

Rehabilitation is a complex social service including a careful study of the disabled person – his physical disability, personality and attitude, past and present environment, education, avocational and vocational interests and experiences – and the bearing of all these elements towards a successful stabilized employment or occupation. Rehabilitation of a physically handicapped person is not entirely a physical, or vocational, or an employment problem. Reducing the disability by proper surgical or therapeutic treatment, providing adequate vocational training, and procuring suitable employment may be in part or altogether included in a rehabilitation program, and still be short of the goal – permanent vocational reinstatement. To gain this goal of achievement, there must be instilled into the disabled person self-confidence, self-reliance, and the determination to carry on in such work as he knows he is able

to do successfully. Those cursive problems dealing with the mental posture and attitude of the disabled client require the services of an expert trained in the technique of personal and vocational guidance.

The building up of a shattered morale, the establishing of work habits, the hardening of a temperament sensitive to rebuff, the learning to adjust behavior to personalities – these are some of the intangible problems of the rehabilitation of the human client. Has the aid rendered made the rehabilitant more self-reliant? Or has it made him more of a “learner”? Having placed him in a job, can he keep it? Or, having lost it, does he know how to find another? These are some of the intangible results of a rehabilitation service. Unless most of this has been secured for the disabled person, the goal of true rehabilitation has not been attained.”

Source: *The Ship*. November 1936. [The responsibilities mentioned here were eventually taken over by the Department of Rehabilitation and Vocational Assessment.]



Learning Electronics in the 1980's



Student exercising horse outside the Equine Building

49. “HOMEMAKING LEADS IN ATTENDANCE AT EVENING SCHOOL

Semester Ended Dec. 18;

School Reopens Jan. 4

With the advent of Christmas the first semester of evening school came to an end. The final classes of the semester were held Friday, December 18.

The classes in Homemaking topped the list in average attendance when it established a record average attendance of 86% for all classes involved. Classes listed under the general heading “Trade and Industry” achieved an average attendance of 83%. Average attendance for the various commercial classes was 80%. In the class listed in the report as “General” and “Other” average attendance was 82%.”

Source: *The Ship*. December 1936.

50. "BUSINESS OPPORTUNITIES FOR THOSE PROPERLY TRAINED

... The commercial department of this school specializes in providing advanced business training of a strictly vocational nature to high school graduates. We believe that high school graduation is the first essential for a person seeking employment and advancement in the business field. We further believe that additional training along the particular lines in which you are interested is very desirable before taking a position.

Bernice C. Turner, writing in the November issue of "The Gregg Writer," has this to say about shorthand speed: "The speed that is actually demanded in business is amazing when compared with high school requirements Several of the big banks in New York insist upon applicants passing a test at 110 words a minute in shorthand and many (placement) agencies will not take a beginner who can not write shorthand at 120 words a minute at least . . . it is just sheer luck if you get a job until your work is up above graduation requirements."

In the bookkeeping field there is bound to be a demand for trained bookkeepers in the near future as a result of the increased amount of record keeping by the new social security regulations. To keep track of all the payroll figures and individual compensation records necessitated by this new law there will be required the largest bookkeeping system the world has ever known. Not only will there be work for expert accountants, but also for a great variety of trained record keepers and filing clerks. And, not only will there be work in the central offices but the need for trained workers will extend right down to each locality because of the fact that records are to be assembled through the local post offices."

Source: *The Ship*. December 1936.

51. "NIGHT SCHOOL ENROLLMENT TOTALS 697 MEMBERS IN RECENT COUNT. LARGE WAITING LIST FOR SEVEN DIFFERENT CLASSES.

A total of 697 enrollment for evening school classes had been taken by October 18, according to the figures compiled at the vocational school office. Enrollment figures compiled for last year as of Oct. 23 were 615. Enrollments this year top last year's by 82.

Actual number of people in attendance at classes last year as of October was 547. For the comparable date this year attendance is 602. Discrepancy between numbers enrolled and numbers in classes is accounted for by people who are enrolled for classes which have not been organized because of insufficient enrollments. Fifteen are required before a class can begin except in the case of trade extension classes where smaller classes are permissible.

Shortage of facilities and personnel again make it impossible to accommodate all the people who are on waiting lists. At present there are waiting lists for seven different classes."

Source: *The Ship*. November 1937

52. "ENROLLMENT IN COMMERCIAL DEPARTMENT INCREASES ABOUT 100 DURING TEN YEARS

A study of the enrollment figures in the commercial department for the ten-year period, 1926-1936, reveals that the total increase in the number of students during that time is about 100 students. During this period our school was located at the entrance to the shipyards, then in the Washington Junior High School building, and finally at our present site at 14th and Clark Streets.

	Boys	Girls	Total	H.S. Graduates
1926-1927	11	59	70	0
1927-1928	17	65	82	0
1928-1929	7	68	75	0
1929-1930	7	71	78	0
1930-1931	13	52	65	0
1931-1932	7	59	66	3
1932-1933	46	77	123	82
1933-1934	85	84	169	140
1934-1935	40	107	147	140
1935-1936	58	113	171	162

In the year 1931 the new Vocational School was built. The inducement offered by the excellent facilities of this new building coupled with the fact that the young people with only a high school education were experiencing difficulty securing positions because of the depression is reflected in the enrollment figures of the succeeding years.

In studying this chart, note particularly the higher percentage of high school graduates thereafter."

Source: *The Ship*. December 1936.

53. "USUAL FEE OF ONE DOLLAR WILL BE EXACTED FROM EACH ENROLLEE.

Registration for the annual night school classes at the Manitowoc Vocational School, will be held at the school office Wednesday and Thursday evening (Oct. 5 and 6) from 7 to 9 p.m. The regular night school sessions begin Oct. 10.

As has been the practice in previous years, a fee of one dollar will be asked of those enrolling. If the person attends 80 percent of the classes, he will receive the payment back at the end of the year. The course, starting the tenth, runs to Dec. 16 and then from Jan. 2 to about March 10, each class holding two sessions a week."

Source: *The Ship*. September 30, 1938.

54. “Citizen Classes Begin March 21 In Two Rivers. Manitowoc Groups To Start Meeting March 28 At Vocational School. With classes in citizenship beginning this week and next, plans for Citizenship Day are seeing actual fulfillment. There will be three classes in preparation for the ceremony to be held in Manitowoc May 21, 1939.

The formal exercises in May will be the graduation exercises for those new citizens who attend classes. The entire county is divided into thirty-eight electoral districts. There will be a class of citizens in each district.”

Source: “Official Citizenship Day School Newspaper.” *THE CITIZEN-SHIP*, March 17, 1939.

56. “541 New Voters Take Public Oath of Citizenship At Impressive Ceremony At Lincoln Bowl, May 21”

Source: Headline for Citizenship Day account. *The Ship*. May 26, 1939.

55. “Fifth Year Of Extension Class. When the University of Wisconsin Extension Division opens its classes next fall, it will be the fifth year of its existence in Manitowoc. Starting out with a comparatively small number of students, the classes have grown to include freshman and sophomore classes with a total of approximately fifty students.

The advantages of the extension work cannot be stressed too much. Every young man or woman who wishes to go away to school after high school graduation knows that the major expense of a college education is the cost of actually living — that is, room and board. That cost is excluded if the student can be at home while taking his school work. Therefore, the only cost of going to classes in the extension division is the \$25 a semester tuition, which is even less than the semester tuition in residence at Madison, and a small amount for textbook rental.”

Source: *The Ship*. April 24, 1939.



57. “1050 YOUNG PEOPLE REGISTERED FOR CITIZENSHIP DAY CELEBRATION. New Voters Laud Booster Button Finances Scheme. Approximately 1,050 young people of Manitowoc County will be eligible to take part in the Citizenship Day program in May according to the list of the 1940 New Voters compiled by a committee of last year’s young citizens chairmaned by Jerome Mahlberg of Kiel.”

Source: *The Ship*. February 28, 1940.

58. "Manitowoc Hosts Complete Plans To Receive Wisconsin Teachers At W.A.V.A.E. Convention. Speakers Stress Youth Adjustment; Novelty Is Entertainment Keynote. On Thursday, Friday, and Saturday of this week, May 2, 3, and 4, about 1200 vocational and adult educators from all over the state will meet in Manitowoc for the annual W.A.V.A.E. Convention. During their three-day visit, delegates will hear addresses by carefully selected speakers representing both labor and industry, and stressing occupational youth adjustment. These principal general meetings will be held in the Capital Theatre.

On the lighter side. Entertainment for the delegates and their wives will be novel and varied. On Thursday evening, there will be a Jamboree—an informal get-together with dancing aboard the S. S. North American which, incidentally, will also serve as lodging for some of the delegates. The boat will be moored at the Elks' Club. At 8 P. M. that same night, the Carmen Chorus of the Two Rivers Vocational School will sing for the delegates at the foot of Eighth Street. . . .

According to Mr. Merlin W. Brose, Vocational school faculty member who is in charge of boat reservations and activities, a crowd of between 150 to 200 delegates plan to make use of the North American's accommodations on Thursday night, and about 450 are expected to sleep there Friday night. Brose remarked that 'present indications point toward a full house on the evening of the third.'"

Source: *The Ship*. April 30, 1940.

59. "Pioneer Vocational Educator of Manitowoc And Wisconsin Will Retire This Spring. Mrs. Tollefson Has Served School 28 Years; Started Vocational School Here. The privilege of inaugurating a movement and participating in it to its coming of age is granted to few people. Yet that privilege has been granted to Mrs. H. M. Tollefson, teacher of general subjects for girls and counselor for girls at the Manitowoc School for Vocational and Adult Education. Mrs. Tollefson will retire from her duties at the school at the end of the school year after having taught in and directed many of its various activities over a period of 28 years. . .

'At that time,' [1912] says Mrs. Tollefson, 'the school was purely a continuation school for girls who were actually employed. Pupils were only required to attend school one-half day a week until they had completed the eighth grade.'

Source: *The Ship*. May 31, 1940.

60. "Miss Levenhagen, Pioneer Teacher, To Retire at Close of Session. Clubs, dramatics, sewing, circus costuming—these constitute a few of the activities which Miss Marie Levenhagen has directed over a period of 27 years. During which she was an instructor in the Manitowoc Vocational School. Miss Levenhagen will retire this spring from her teaching duties.

Miss Levenhagen was the second teacher to be employed to teach in the continuation school at Manitowoc—second by one year to Mrs. Tollefson who opened the first classes of Vocational work in Manitowoc."

Source: *The Ship*. May 31, 1940.

61. “Homemakers Hold First Meeting. Elect Officers; Decide To Aid Red Cross. Encouragement to aid in Red Cross work, was given to the Homemakers’ Club in a talk presented by Mrs. H. M. Christianson, chairman of the Manitowoc County Red Cross at the opening meeting of the Homemakers Club. Mr. V. Siverston, instructor at the Vocational School, spoke on “Our National Defense Program.”

The Club started its business routine with the election of the following officers:
President – Mrs. Norma Cox
Vice-president – Mrs. Fred Kiel, Jr.
Secretary and treasurer – Mrs. J. Komorosky

The Club decided to devote all of the next meeting to sew for the Red Cross; this will be the club’s community project.

The purpose of this club, according to Miss Braun, is to get a better understanding of all phases of homemaking, and to promote adult homemaking activities in the community.”

Source: *The Ship*. October 28, 1940.



Mrs. H. M. Tollefson

The First Teacher in the Manitowoc Continuation School. *The Ship*. May 31, 1940.

63. “Five Cardinal Points.

Citizenship Day program, for the purpose of honoring those young men and women in Manitowoc County who have reached their 21st birthday during the current year and therefore are entitled to vote, aims to help toward:

- Creating a sense of duty and responsibility that accompanies the rights of citizenship.
- Giving to the entire citizenry a clearer appreciation of its duties, responsibilities and obligations.
- Developing a clear understanding of the relation of local government to our state and nation.
- Assisting in creating a high degree of community spirit.
- Counteracting unwholesome negative propaganda by generating intelligent and creative participating citizenry.”

Source: *The Ship*. April 1941.

64. "Manitowoc's own version of 'Boys' Town' is flourishing at the new NYA [National Youth Administration] residence center on Michigan Avenue. Sixteen boys from all parts of the state are rooming and boarding with Uncle Sam as proprietor and employer as well as teacher.

These boys, all between the ages of seventeen and twenty-four, are paid thirty dollars a month by the NYA while taking Vocational School subjects. Out of this pay they pay back sixty cents a day for room, board, laundry, and dental and medical care. The rambling brick building which they call home was formerly the city's isolation hospital. In the middle of July the building was made available for occupation and the residence was turned over to the National Youth Administration on a rent free basis.

Fifteen boys have already been placed in industries in Manitowoc and other cities since the program was started about two months ago. These boys do not compete in the local labor market. Manitowoc people get the first preference in calls for labor here. The boys are accepted for employment here, if no other people are available for given jobs.

These boys do not constitute a separate class. Rather, they are distributed in various pre-employment defense classes from both the day and night shifts."

Source: *The Ship*. September 29, 1941.



65. "Navy Appreciates Defense Training. The importance of vocational school training in our present defense cannot be overestimated. Almost without exception, all industries conducting defense work have increased their personnel tremendously within the last year and these increases will continue on an even greater scale during the next year. Due to general conditions in our country over the past fifteen years the number of trained men in practically all trades was very limited a year ago and decidedly lower than at the close of the last war. This condition was further aggravated by the fact that all phases of defense are now much more highly mechanized than previously and require a much greater number of skilled men in the manufacturing end than at any previous time in history. A war today may be won or lost in the shops, mills, and factories across the country long before a clash occurs on the battlefield or encounters between enemy vessels on the high seas. . . .

Many industries have set up training programs to meet their needs. The distinctive feature of this Manitowoc defense program has been the degree to which existing public agencies have worked cooperatively with the "Yards" to relieve them of some of the training difficulties."

Source: *The Ship*. November 1941.

66. "... With the government daily calling for more and more manpower, it is evident that the vital industries will be in a serious position if women aren't available to do men's work. True, there are women already trained, and more training for defense jobs. But it is estimated that at least 5 ½ million will have to be employed in American industries in 1943.

There will probably be enough women to fill this estimated quota. The problem is: will these women be able to qualify under the employer's hiring policies? As to training, probably yes, if they show adeptness in the type of work they trained for. But the industrial experts are advising care in selecting women employees. They warn that the woman's home responsibilities, physical fitness, amount of previous education, ability to learn the job, etc. all have a direct bearing on whether or not hiring her will result in prolonged learning periods, a discouraged and discontented worker, high accident frequency, and rapid turnover."

Source: *The Ship*. October 23, 1942.

67. "Ah . . . now is the time for all good men, and women and children, to come to the aid of their country. One of the best ways to really "help out" is—put on your overalls and grow a Victory Garden! Those words are becoming a trifle over-used, but they pack a wallop. Vegetables are going to be scarce this year. Tinned can goods are rationed. If you have the smallest plot of ground at your disposal, a vital problem is well on the way to being solved.

It's all up to you. First, read up on all the fine points of successful gardening. There are colorful and interesting booklets about it at the library and on sale everywhere. Then plan a Victory Garden of a size you can handle—make every square foot of soil count by proper fertilizing, cultivation, and succession of crops. A gardener just doesn't turn up the sod, throw a few seeds in, and relax, y'know. A good deal of backbending and careful weeding is represented by the full, golden bunch of carrots you'll have next August. Don't let that old 'spring enthusiasm' dwindle away. A successful garden is too important these days."

Source: *The Ship*. April 29, 1943.

68. *The Ship* was first launched from the Manitowoc Vocational School on October 15, 1921.



Approval of the Practical Nursing Program, 1968. Left to Right: Frederick J. Nierode, Sheryl Jarosch, Emmet H. Beach, Norbert Schell.

69. "A CITIZEN'S PLEDGE IN WARTIME AMERICA

- I pledge myself to the common cause by eager submission to any sacrifice that hastens victory.
- I will keep physically fit and spiritually calm.
- I will not indulge in careless talk, in idle fears, or selfish ambitions.
- I will exert my greatest energies to help in the fulfillment of our War Production Program.
- I will give generously of my time to Civilian Defense Projects.
- I appreciate that business is not as usual. I accept this situation cheerfully and pledge myself to do nothing in my business which will interfere with my country's need.
- I recognize that the home represents the hope of America. I will help to keep it a shrine of harmony and beauty . . . a citadel of strength and courage.
- I will conserve materials.
- I will not hoard.
- I will systematically save so as to anticipate my taxes. I will pay these cheerfully and promptly.
- I will invest in War Savings Bonds and Stamps.
- I will always bear in mind that as a loyal citizen of this great democracy it is my personal responsibility to defend it to the utmost."

Source: *The Ship*. May 14, 1943

often. And there are so many other things we must find out about this wonderful and different institution. Perhaps, in time, we will become familiar with a few of its important functions.

Source: *The Ship*. September 30, 1943. This is an example of "The Editor Comments" that showed up now and then in the paper. The author was Marjorie Miley and she was the editor at that time. The same Marjorie Miley of the *Manitowoc Herald Times Reporter*.

70. "They call it the school of Vocational and Adult Education—

but to all the newcomers, (including yours truly), this building is a fascinating place with new interests lurking in every doorway.

We always noticed, walking past, that the fluorescent lights downstairs burned far into the night, but now we stop and realize that under those lights many hands are being trained to run machines, and that soon these same hands will run other machines that will turn out war materials to drive those axis rats so far into their holes that they will never come out. Scores of skilled men and women have already been placed in essential war-industries due to their training under those lights.

Walking down the hall, we encounter a strangely garbed individual, stare for a minute, and then ask the nearest "civilian" what its all about—answer—it was a woman welder. We had heard a lot about them, but had never seen one. However, we would like her to know that our hats are off to her and all her associates!

Also, downstairs is the ever noisy printing room. Some press is always running and the room fairly buzzes with activity—never a dull moment there!

Upstairs is the commercial college, library, sewing room, science department, and many rooms where some important classes are being held day and night.

We all intend to explore the kitchen and discover what causes that delicious aroma that comes from the end of the hall so very

71. "George P. Hambrecht, 72, director of the State Board of Vocational and Adult Education since 1921 died December 23."

Source: *The Ship*. January 31, 1944.
(One of the most important State Directors Wisconsin has had the privilege of having at the helm.)

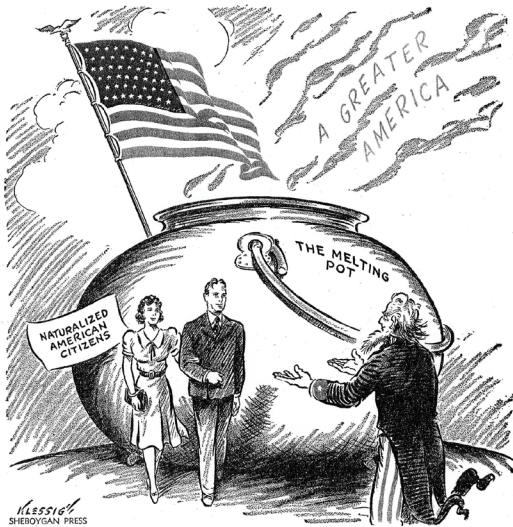
72. "9 War, 4 General Classes Will Start Next Semester. Trainees Will Receive University Certificates. Many of the new classes beginning next semester are War Training classes sponsored by the United States Office of Education. These courses are open to high school graduates or those with equivalent education or experience although some of the courses may require additional prerequisites. University Extension

certificates are awarded to students completing the work satisfactorily.

The following classes will be held . . . under Engineering, Science Management War Training Program: Plastics for Industrial Use, Lubrication, Welding Metallurgy, Engineering Drawing, Marine Drafting, Applied Engineering Math, Tool and Die Designing, Heat Treatment of Metals, and Electronics."

Source: *The Ship*. January 31, 1944.

Newly Made Citizens Celebrate Flag Day



Some of the sewing pieces made by the permit girls.

73. "Homemaker's Club Sews, Donate Games. Red Cross sewing is the community project which the Homemaker's Club is working on at present. To date they have completed 219 ice bag coverings and are almost finished with 97 pairs of hospital bed sox. The Club has also donated money and purchased games for the Navy Barracks in cooperation with the Badger Camp and Hospital Council. The games they've presented the Navy Barracks will include everything from a ping pong set and dart game to decks of cards."

Source: *The Ship*. March 3, 1944.

74. "Citizenship Day Is Here To Stay

By Cpl. Jerome Mahlberg (First president of Young Citizen's Council)

A tremendously far-reaching idea was born in Manitowoc County. In 1939 the citizens of our county set a pattern of citizenship training for the nation which reaches down to the grass roots of democratic government and injects into it a new spark of life. Each year approximately 2,500,000 young men and women in the United States reach the age of twenty-one when they become eligible to vote and participate actively in the affairs of self-government. In a free democratic country that transition is the most significant in the life of its citizens. Imagine the far-reaching effects on our nation if each year an enthusiastic, enlightened body of new voters, fully impressed with the importance of exercising actively and intelligently the duties and responsibilities of citizenship flow into the lifestream of our nation!

Significant indeed is the fact that the third Sunday in May has been designated as a national holiday — "I Am An American Day" — a day set aside to honor and welcome the new voters with appropriate ceremonies as legally eligible, actively participating stockholders in the great corporation of American citizenship. The true significance of the idea is in having each individual community recognize that it has a real stake in its twenty-one year old new voter citizens. The community has much to gain by encouraging and welcoming its young citizens to participate actively in the affairs of community government. The individual citizen and the community are the very root and source of democracy. If democratic government is sound and secure in the communities of the nation, it will be sound and secure all the way through. . . . "

Source: *The Ship*. May 19, 1944.

75. "Cut-Back At Yards Affects Training Classes At

School. The war training program, carried on here for over a year longer than other similar programs in Wisconsin, was discontinued July 28th due to the cut-back in submarine construction work at the Manitowoc Shipbuilding Company. The training program lasted longer in Manitowoc because of the paid-training sponsored by the Shipyards.

Aluminum welding instruction was discontinued in September, but a demand from the sheet metal department at the yards to renew this class brought action and on October 9, aluminum welding was again resumed under the direction of Phillip Kronsoble."

Source: *The Ship*. October 30, 1944.

76. "At the request of some of the firms, I have prepared an outline of what I think each employer should do with reference to the handicapped veteran. This program is briefly described below. The same principles generally would apply to the non-handicapped veteran employee, and regardless of the type of industry.

Veterans are entitled to education or training under two basic laws: (1) Public Law No. 16, which provides vocational rehabilitation benefits to the veteran who has a vocational handicap, due to his service. (2) Public Law 346, which provides benefits to the veteran on the basis of his length of active service and without regard to any disability.

As Training Directors you will be concerned with the following Categories:

- (1) Rehabilitation cases,
- (2) Veteran apprentices who went into the service before completion of training period,
- (3) New veteran apprentices,
- (4) Skilled veterans who may want refresher training in his trade or profession,
- (5) Other veterans who may want various periods of training to prepare for specific jobs."

Source: *The Ship*. March 1, 1945. This selection was part of a speech by Captain O. W. Price, chief of vocational rehabilitation and education division of the Veterans' Division at Woods, Wisconsin. The speech was given before the Wisconsin Industrial Training Director's Association.

"Only the educated are free." *Epictetus*

Not from *The Ship*.

77. "School Attendance Is Part of Work Permit Agreement.

Advice to Students. Since the 8 hours school attendance per week is a part of the job contract in the permit, then the case is similar to one who purchases an auto or radio on contract. If the payments were not made regularly, or discontinued entirely, you would soon expect the dealer or the sheriff to reclaim your purchase. So, if you look at your school time as something necessary to your job, constructive and building in you the habits which will help you on your job, you will get more out of coming. If you persist in finding school only worthy of "skipping," you are demonstrating your unworthiness of holding a job, or of assistance in obtaining one. Later in life even those who had the least benefit from school because of their attitude find it desirable to obtain references from their instructors. Let your school record be a good one; it will pay you better dividends than any other expenditure of time if you spend your time properly while attending."

Source: *The Ship*. March 11, 1945.

78. More humor.

"Spring Vacation Starts Tomorrow.

Spring is here
The grass is riz
I wonder where
The boidies is?

Spring is here
The boid is on the wing.
That's absoid
I always hoid
The wing was on the boid!"

Source: *The Ship*. March 28, 1945.



79. "There are only two reasons people work as far as I can find out. . . . and that is because of their conscience and their appetite. People have an appetite for the material things of life and will work to have them. But others are driven on by the conscience which apparently compels them to try to do something good for humanity and to accept the responsibility of living. A healthy businessman will have a good balance between the two desires."

Source: John E. Tepoorten former Manitowoc resident and in 1945 the State Occupational Extension Director. He was the principal speaker at a meeting of graduates of Vocational school courses for executives and sales personnel. Quoted here in the May 29, 1945, issue of *The Ship*.

80. "Vocational Education and Change. The History of Vocational education in Wisconsin may well be written in terms of change. A person who was well acquainted with vocational work a dozen years ago would not recognize the institution today.

Twelve years ago practically all of those who attended the day school were in the 14-18 age group. Pupils in the 14-16 age group attended school half-time; pupils in the 16-18 age group attended school one day a week. Pupils were not required to attend school full time even when they were not working.

Today the 14-18 age group makes up a comparatively small part of our total enrollment. Pupils from 14 to 16 must attend school full time. Pupils from 16 to 18 must attend school full time unless they are employed or can give other valid reasons for less attendance.

On the other hand, adult day school attendance has increased to the point where we may be said to be primarily an adult school. For years the commercial department has trained only high school graduates. A dozen years ago there were no high school graduates in that department.

A large number of high school graduates are taking the various shop courses and are attending school on a full time basis. A dozen years ago there were few, if any, high school graduates taking shop courses.

For the past few years, high school graduates have flocked to take the college courses offered in cooperation with the state University. Several adult classes in homemaking meet during the day.

This last year has brought the Vocational Education for National Defense program. The total number enrolled since the project was started in July is 243. Classes are conducted on a 24-hour a day basis.

Seven circuit teachers give weekly instruction to tradesmen in various fields.

Such a brief summary is, of course, entirely inadequate as a record of changes in the school. It merely suggests what has been happening.

Flexibility of Vocational school organization has made possible the meeting of the many new demands. Problems of organization have been solved from day to day. Teachers have had to retrain constantly to meet new demands on their services. New courses have had to be constructed to fit the special needs of adults. Teacher loads have had to be increased in order to accommodate those who apply for training.

Yet somehow or other the school and its personnel have taken the new situations in their stride. Somehow or other it has been possible to carry on, to meet the new demands, to take care of the old demands. It hasn't always been easy, but it has been done.

Source: *The Ship*. February 1941.

Education is what survives when what has been learned has been forgotten.

B. F. Skinner

Not from *The Ship*.



The District Board that saw the Cleveland Campus constructed.

Left to right. Standing: John E. Worachek, Robert Goetsch,
James V. Dailey, Anton Zajc, Emmet H. Beach.

Seated: Joseph J. Barta — Chairman, Harold Brennan — District
Director, Fredrick J. Nierode.

Chapter Four

Leadership

IN MEMORIAM

To Some of Those People Who Have Gone Before Us and Have Left a Strong Positive Impact on Lakeshore Technical College

- Becker, Louise K. Beloved secretary who was well known for her kind and friendly personality as well as her interest in students and staff. (2001)*
- Boeckman, Paul Along with Lyle Klotz, these two professional maintenance men were able to keep the Manitowoc Vocational School in a condition that all the staff and students could respect. (1997)
- Brennan, Harold C. District Board Chairman during the construction of the new facilities in Cleveland in the 1970s. (1987)
- Butler, Robin E. Robin introduced the ACCEL concept to the LTC and brought numerous business students into the school for many years. (2011)
- DeSwarte, Melvin A. Mel introduced new methods into the teaching field by combining electronics and teaching methodology. (2000)
- Grieber, Clarence State Director who streamlined the Vocational System by developing the 16-District System. Prior to Grieber's plan, Wisconsin had 60 Vocational Schools. (1991)
- Johnson, Georgette Georgette demanded high professional standards of her students in the Secretarial Science field. (2012)
- Hambrecht, G. P. State Director of Vocational and Adult Education from 1921 to 1943. He frequently supported legislation relative to vocational education and rehabilitation concerns. (1943)
- Isherwood, Tony Tony was one of the most professional and positive student counselors a student would ever hope to be associated with. (1971)
- Kennedy, Anne Sister Anne was instrumental in moving the Nursing Program from Silver Lake College to Lakeshore Technical College. (1993)
- Klotz, Lyle Along with Paul Boeckman, these two professional maintenance men were able to keep the Manitowoc Vocational School in a condition that all the staff and students could respect. (1999)

*Where a date appears after an entry, that date indicates the date of death.

- Levenhagen, Marie Marie was the second person to teach in the continuation school at Manitowoc – second only to Mrs. Tollefson. Her primary duties centered around sewing. Dramatics and making circus costumes were her main extra-curricular interests.
- McCarthy, Charles Charles McCarthy is considered the Father of the Wisconsin Vocational School System and established its framework. (1921)
- McIntyre, Virginia Ginny was beloved by students and faculty alike. She was empathetic and considered every person as a special individual. WAVAE recognized her as Teacher of the Year. (2011)
- Nimtz, A.L. Director of the Manitowoc Vocational School from 1923 to 1945. He served as President of the Wisconsin Directors Association and as Chairman of the Manitowoc Citizenship Day observance.
- Ray, Idella Idella retired in 1945 after 14 years of teaching in the “Special Room” at the Vocational School in Manitowoc. She had spent 49 years in the teaching profession.
- Schultz, William G. (Billy) Well-known circus instructor and Director of the Manitowoc Circus School classes between 1927 and 1957 ca. He was one of the few instructors in the state that the State Board allowed to bypass certification requirements. (1957)
- Senglaub, O. H. Fourteen years Chairman of the Board of Vocational Education in Manitowoc and responsible for overseeing the construction of the new Vocational School at 14th and Clark. (1936)
- Schrimpf, Kenneth T. Kenny taught Custodial Maintenance Services. As a teacher he was a true inspiration to his students. As a LTC staff member he was respected by all who came in contact with him. (2000)
- Tollefson, Mrs. H. M. The first teacher in the Manitowoc Continuation School. She taught general subjects for girls and served as their counselor. When she was first employed in 1912, she was a half-time teacher and spent one-half day contacting industries and parents.
- Wester, Carol Nursing Instructor who excelled in the field of teaching and required all her students to be knowledgeable in Nursing. (2007)

MISSION STATEMENTS OVER THE YEARS

1911 Charles McCarthy's suggestions for four types of educational systems. This appeared in "The Report of the Commission."

1. Continuation schools for boys and girls, ages 14-16, who had quit high school and were working (or not working)
2. Evening schools for adults
3. Trade schools
4. Related instruction for apprentices **Source:** Paris. *A Political. . . .* P. 14.

1960 Purpose of VTAE Schools

The primary purpose is to fit people for employment in programs that are organized on a full-time, part-time day or evening basis.

1. Help people prepare for a job
2. Help people find a job
3. Help people advance on the job or retrain for a new job

Source: quoted in Fred Nierode's "New Instructor Presentation." CD

1965 The mission of the Wisconsin VTAE System

"The Board shall be responsible for the initiation, development, maintenance, and supervision of programs with specific occupational orientations below the baccalaureate level, including terminal associate degrees, training of apprentices, and adult education below the professional level."

Source: quoted in Fred Nierode's "New Instructor Presentation." CD

2005 Mission Statement of the Wisconsin Technical College System

"The mission of the system is to enable eligible persons to acquire the occupational skills necessary for full participation in the work force through job training and retraining, and to recognize the rapidly changing educational needs of the citizens of the state to keep current with the demands of the workplace."

Source: *Wisconsin Technical College System*, P. 563.

2013 MISSION

"The mission of the system is to enable eligible people to acquire the occupational skills training necessary for full participation in the workforce by stressing job training and retraining, and recognizing the rapidly changing educational needs of the citizens of the state to keep current with the demands of the workplace."

Source: Technical College System Board, mentioned with the Governor's Budget Recommendations in May 2013.

KEEPING THE MISSION ALIVE

When we reflect on what Lakeshore Technical College is today and we compare it with what its roots were in 1911, we might be tempted to believe that the systems are considerably different in purpose and goals. LTC has some very technical programs: Wind Energy Technology, Clinical Laboratory Technician, Energy Management Technology, Medical Coding Specialist, Ophthalmic Medical Assistant, Nuclear Technology, Court Reporting, Electro-Mechanical Technology, Paralegal, Radiography, and the list goes on and on. These are not programs for the 14 to 18 year-old who dropped out of school. These are technical programs for the academically successful student.

Does one conclude, therefore, that LTC has lost the vision that the early founders of the Wisconsin Vocational System had in mind? Certainly not. For proof of LTC's loyalty to the original purpose of the founders, we need only look at two grants that were recently awarded to the College.

TITLE III GRANT – GOAL.

\$1,578,866. GRANTED IN 2009 AND TO BE GIVEN OVER FIVE YEARS.

“About the Program

- GOAL gives low-wage, low-skill workers a foothold in the regional economy through increased accessibility to postsecondary education in targeted occupations. The program serves unemployed adults, adults who need basic skills, adults without a high school diploma, single parents, economically and/or academically disadvantaged adults, displaced homemakers and adults with limited English proficiency.
- GOAL helps participants choose a career that is best for them, as well as find and keep a job. It teaches computer literacy, math, reading, science, social studies, writing and other subjects required for high school credentials.
- Some structured courses are offered through the GOAL program each semester, but students are able to decide when they want to start and can work at their own pace. The program is available at LTC locations in Cleveland, Manitowoc and Sheboygan. Most instruction is free of charge.”

TRIO – STUDENT SUPPORT SERVICES GRANT.

\$220,010. GRANTED IN 2011

“To qualify, a student must be a U.S. Citizen or permanent resident and meet one of the following criteria.

- Be a first generation college student (neither parent has a bachelor's degree)
- Low income (determined by federal guidelines)
- Have certified disability status with LTC's Learning Support Service”

Just remove the words “computer literacy” from the Title III Grant and this language could have been used in the 1920s or the 1930s to guide vocational students. Examples could easily be given of students who fell into each classification. The TRIO Grant would have allowed most – if not all – the students in the early years to accept the grant.

Truly, the intentions of the founders are being carried forward today.

Consider for a moment this article that appeared on May 13, 2013. The content was just too important to the Mission of the system to allow it to go unnoticed.

LTC CELEBRATES TRiO SUCCESS

"CLEVELAND – Lakeshore Technical College students and their peer tutors were honored May 1 at the third annual Leadership Luncheon Event to celebrate success in the TRiO program. Students and staff recognized 58 TRiO graduates and more than 20 peer tutors and also announced 16 new TRiO scholarship recipients. Trio is an umbrella term used to describe several federally funded programs that serve low-income and first generation college students.

LTC is able to assist more than 140 students annually, helping them develop the skills to succeed academically, according to a news release from the college.

"I feel more confident in taking classes with being involved with TRiO because it gives me the comfort I need if I need any help with homework or scheduling," said LTC student Jacqueline Cogswell of Two Rivers.

Offering study skills workshops, one-on-one study review and facilitating groups for select general education courses, programs like TRiO increase a student's likelihood to stay in school and graduate, according to the news release.

In program courses, TRiO students are matched with appropriate tutors, and several TRiO students eventually become peer tutors.

TRiO students are encouraged to volunteer their time on campus in mentoring positions by working with newly enrolled TRiO students and assisting with campus and classroom presentations to hone public speaking skills.

Students also connect with other campus services such as Phi Theta Kappa, Student Clubs, Student Success and student employment.

This allows them not only to improve their interpersonal skills to assist in college and the workplace, but also to serve as campus leaders."

Source: *Manitowoc Herald Times Reporter*, May 13, 2013. P. A4.



Les Rheins and Machine Shop Student.

REFLECTIONS ON SALARY AND OTHER MONEY MATTERS

1. "It was moved and carried that Mr. Leonard R. Evans be engaged for the directorship of the [Sheboygan] Industrial School at a salary of \$125 per month for a term of 12 months; said term to begin July 1, 1912."

--Minutes of April 20, 1912

Sheboygan School, 1911 - 1912. P. 9.

2. "Milwaukee proceeded to adopt innovative practices. No more than 20 students were assigned to one teacher. Each teacher taught eight half-days per week and spent a full day visiting students on the job."

--Quote from 1911 - 1912

Paris, *A Political* P. 18.

3. "To the Honorable Mayor and Common Council of the City of Manitowoc, Wisconsin. The Board of Industrial Education of Manitowoc in accordance with Chapter 616, Section 553, Laws of 1911, of the State of Wisconsin certifies to your honorable body that the said board on the 17th day of May, 1916, duly determined that the sum necessary to be raised by taxation in the City of Manitowoc for the maintenance of a continuation industrial and evening school is four thousand nine hundred seventy-five dollars. . . . The following teachers were re-elected at the salaries named:

W. F. Weisent, Director \$750

Mrs. E. Tollefson \$1100

Cecil C. Peck \$1350"

--Information taken from the Minutes of the Board of Industrial Education for May 17, 1916.

4. "Moved and seconded that Howard Zoerb be employed two afternoons a week at \$25 per month. Carried.

Mr. Tidmarsh spoke of night school matters and the following scale of pay for night school teachers was adopted:

Pupils Pay

5	1.25	9	2.05	13	2.55	17	2.95
6	1.45	10	2.25	14	2.65	18	3.05
7	1.65	11	2.35	15	2.75	19	3.15
8	1.85	12	2.45	16	2.85	20	3.25

The teachers in the night schools shall be paid at the rate which is provided in the scale for the average attendance for the pay period per calendar month.

The salary shall be computed on the basis of 25 ½ per pupil up to an average of 15 pupils per day period, and 20 cents per pupil above 5 up to an average of 10 pupils per day period. The average attendance above 10 pupils per night shall be rated at 10 cents per pupil-night up to an average attendance of 20 pupils as a maximum. Thus a teacher having an average attendance of 10 pupils per night per day period will receive \$2.25 per night. A teacher who has an average of 20 pupils per night will receive \$3.25 per night, the maximum for that class.

In case the average attendance in any class bring[s] the average salary for the pay period below the amount paid for 8 pupils, the class may be discontinued or the class may be continued at the lower scale – either case being decided by the mutual agreement of the teacher and Director.”

--Quote taken from the Minutes of the Two Rivers Board of Vocational Education for September 24, 1919.

5. “It was moved and seconded that L. P. Whitcomb be elected Vocational Director of the Manitowoc Schools [Vocational School] for the coming year. Motion carried. It was moved and seconded that the salary of the Vocational Director for the coming year be \$3000.

A motion was made and seconded that the salary of the Vocational Director be apportioned as follows: The Industrial Board will pay \$2000, and the Board of Education will pay \$1000, with the understanding that the Director of Vocational Education will have charge of the night school work without extra compensation. Motion carried.”

--Quote taken from the August 5, 1920, meeting of the Board of Education and the Board of Industrial Education in Manitowoc.

6. “Moved and seconded that all the following teachers be re-elected for the next school year at the stated salaries subject to the city council’s guaranteeing the payment of the money involved in these contracts in the event the school is without a building next September.

A. L. Nimtz, Director	12 mos.	\$4200
Ester Miller, Clerk	“ “	1080
Albert Miller, Janitor	“ “	1370
Chas. Conroy, Coordinator	10 mos.	2400
	Evening S.	150
	Use of car	100
L.A. Storm, Machine Shop	10 mos.	2400
W.R. Tech Printing	“ “	2400
L. J. Schnerer, Sheetmetal	“ “	2400
Dand Watson, Patternmaking	“ “	2400
Walter Fritsch, Boys Acad.	“ “	2400
Mrs. E. Tollefson, Girls Acad.	“ “	2100

Amelia Davelson, Sewing	"	"	1700
Marie Levenhagen, Sewing	"	"	1700
Arlene Schmitz, Home Ec.	"	"	1700
Fredia Hemburg, Home Ec.	"	"	1700
Harvey Reece, Auto	"	"	2000
Naomi Price, Girls Acad.	"	"	1700
Merlin Brose, Commercial	"	"	1750
Elmer Nesheim, Drafting	"	"	2100
E. A. Sparr, Boys Acad.	"	"	2100
(If J. W. Voboril does not return.)			

Motion carried."

--Special Meeting of the Vocational Board on April 10, 1928, in Manitowoc.

7. "SHEBOYGAN SCHOOL OF VOCATIONAL AND ADULT EDUCATION

Adopted February 11, 1963

Basic Salary Schedule (38 wks)

	Minimum	Increment	Maximum
A. Provisional Certificate from State Board of Vocational & Adult Education non-degree	4400		5300
B. Standard Certificate from State Board of Vocational and Adult Education or College Degree	4700	160	7550
C. Bachelor degree or Standard Certificate Plus 15 credits of graduate work	4900	170	7940
C. Master degree plus Standard Certificate	5100	180	8330

Additions:

1. \$50.00 Health Insurance for contract year.

2. Heads of families:

A. \$200.00 will be added to the schedule for a teacher who is chief support of a dependent whose gross income does not exceed \$1200.00 per year."

Source: Salary Schedule for Sheboygan Vocational and Adult Education School, effective August 26, 1963. Not all the "Additions" are shown here.

LIFELONG PART-TIME EDUCATION IS THE SUREST WAY
OF RAISING THE INTELLECTUAL AND
MORAL LEVEL OF THE MASSES.

ARNOLD J. TOYNBEE

8. CONTRACTS

Part A. Sheboygan Contracts after 1963

Years	Minimum	Maximum
1965 – 1966	5200 Standard Cert. or BA	9600 MA + Standard Cert. + 1 year grad.
1966 – 1967	5200 BA	9600 Masters + 1 year
1967 – 1968	5000 Non-degree	10,598 Masters + 30
Area Eleven Education Association Contracts		
1968 – 1969	5700 Non-degree	12,200 MS + 30 Step 15
1969 – 1970	6200 Non-degree	13,180 MS + 30 Step 15
1970 – 1971	7500 BS	13,928 MS + 30 Step 14
1971 – 1972	7600 BS	14,113 MS + 30 Step 14
1972 – 1973	7700 BS	14,299 MS + 30 Step 14

Source: Contracts that were in use between 1965 and 1973.



Some Vocational Classes Were Taught in the Sheboygan Central High School.

LEARNING IS A NATURAL PLEASURE INBORN AND
INSTINCTIVE ONE OF THE EARLIEST PLEASURES AND ONE OF
THE ESSENTIAL PLEASURES OF THE HUMAN RACE.

GILBERT HIGHET

AREA AND STATE VOCATIONAL SCHOOL DIRECTORS

SHEBOYGAN

1913 - 1920 Leonard R. Evans
 1920 - 1924 Unknown
 1924 - 1925 O. H. Johnson
 1925 - 1943 Leonard R. Evans
 1943 - 1963 Jacob A. Spies
 1963 - 1967 Frederick J. Nierode



L. R. Evans
 Sheboygan Director
 25 Years of Service



A. L. Nimtze
 Manitowoc Vocational
 School Director
 1923 - 1945

MANITOWOC

1913 to 1920 W. F. Weisend
 1920 to 1923 L. P. Whitcomb
 1923 to 1945 A. L. Nimtze
 1945 to 1967 John G. Ausman
 1967 to 1969 Joseph Bachnik

*TWO RIVERS

A. A. Kruschke
 Conrad Mayer

DIRECTOR/PRESIDENT

The title District Director changed to Director/President when the school officially became a college in 1987.

1967 to 1988 Frederick J. Nierode
 1988 to 2003 Dr. Dennis Ladwig
 2003 to Present Dr. Michael Lanser

STATE DIRECTORS

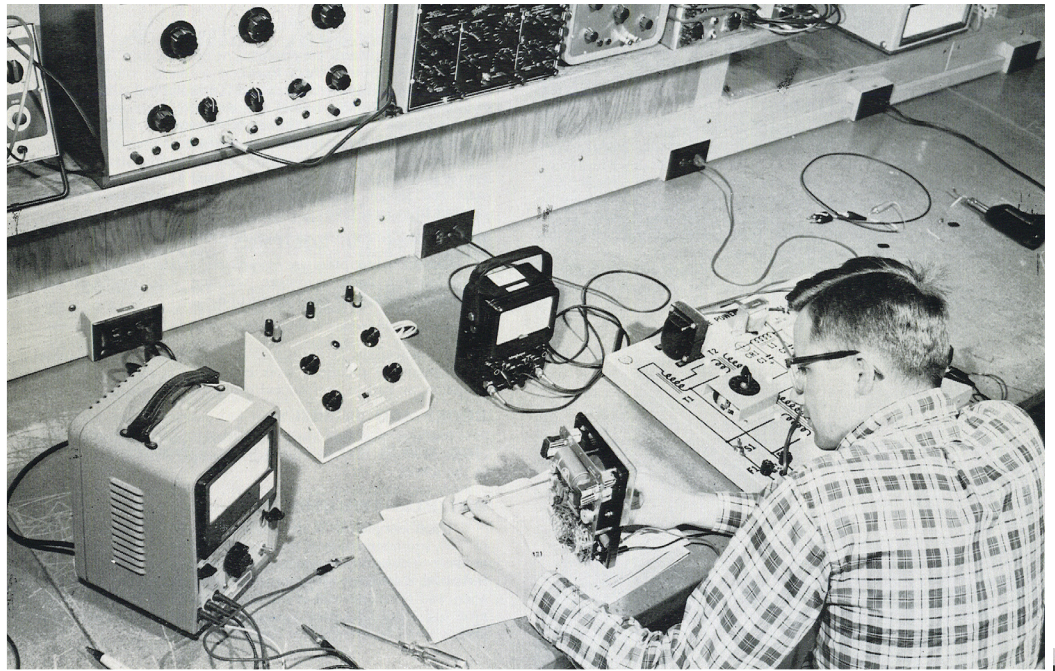
1912-1916 Warren E. Hicks
 1916-1918 Frank L. Glynn
 1918-1921 John Callahan
 1921-1944 George P. Hambrecht
 1944-1970 Clarence L. Greiber
 1971-1979 Eugene Lehrmann
 1979-1988 Robert P. Sorensen
 1989-1990 Glen A. Davison, interim Dwight York
 1991-1996 Dwight York
 1997-2002 Ed Chin
 2003-2004 Richard Carpenter
 2005-2012 Dan Clancy
 2013 + Morna Foy



George P. Hambrecht
 State Director
 1921 - 1943

*Because of the limited materials available, it was impossible to determine who all the Directors were or the years they served.

Right: Industrial
Electronics Class 1965.



Above: IBM Class Sheboygan Vocational School 1959.



Left: Mechanical Design Class part of six new courses
at the School of Vocational, Technical and Adult Educa-
tion, Jeffereson Ave. at Ninth Street, Sheboygan. 1965.



Welding Students Learning Overhead Position.

Chapter Five

Programs

Programs That Have Been Added to Lakeshore Technical College's Offerings

Prior to 1968, programs were offered under the authority of the local school board.

<i>Program</i>	<i>Program Title</i>	<i>Date Program Began</i>
10-101-1	Accounting	January 1, 1968
10-104-3	Marketing	January 1, 1968
10-606-1	Mechanical Design Technology	January 1, 1968
31-404-3	Automotive Maintenance Technician	January 1, 1968
31-420-1	Machine Tool Operation	January 1, 1968
31-509-1	Medical Assistant	January 1, 1968
31-405-1	Auto Collision Repair & Refinish Tech	October 1, 1968
10-106-4	Medical Administrative Specialist	May 1, 1970
10-182-1	Supply Chain Management	January 1, 1971
30-090-1	Farm Business & Production Management	January 1, 1971
31-091-1	Dairy Herd Management	May 1, 1973
10-110-1	Paralegal	May 1, 1975
10-499-5	Technical Studies-Journey Worker	May 1, 1975
10-196-1	Supervisory Management	December 1, 1975
31-536-1	Pharmacy Technician	November 1, 1977
10-194-1	Real Estate	November 1, 1978
30-504-1	Criminal Justice/Law enforcement Academy	November 1, 1978
10-624-1	Nuclear Technology	January 1, 1980
10-106-1	Judicial Reporting	March 1, 1980
10-620-1	Electro-Mechanical Technology	May 1, 1984
50-204-1	Printing Apprentice	December 1, 1986
50-410-1	Carpentry (Construction) Apprentice	December 1, 1986
50-413-1	Industrial Electrician Apprentice	December 1, 1986
50-420-2	Machinist Apprentice	December 1, 1986
50-423-1	Maintenance Mechanic/Millwright Appren	December 1, 1986
50-427-3	Plumbing Apprentice (JAC)	December 1, 1986
50-439-3	Tool and Die Apprentice	December 1, 1986
50-432-1	Sheet Metal Construction	May 1, 1987
31-106-1	Office Assistant	April 1, 1989
50-408-1	Bricklaying/Masonry Apprentice	April 1, 1990
30-531-3	Emergency Medical Technician	October 1, 1990
10-104-6	Marketing – Business-to-Business	December 1, 1990
10-526-1	Radiography	December 1, 1990
30-442-2	Welding/Maintenance & Fabrication	September 1, 1992
10-106-6	Administrative Professional	July 21, 1994
10-623-2	Quality Assurance Technician	May 21, 1996
10-825-1	Individualized Technical Studies	March 30, 1998

<i>Program</i>	<i>Program Title</i>	<i>Date Program Began</i>
31-462-2	Industrial Mechanic	June 12, 1998
50-457-2	Metal Fabrication Apprentice	December 6, 1999
30-510-5	Medication Assistant	April 30, 2001
30-531-7	Intermediate	April 30, 2001
30-531-6	Advanced EMT	January 14, 2002
30-508-2	Dental Assistant (Short-Term)	January 23, 2002
50-424-1	Painting & Decorating Apprentice	September 25, 2002
10-170-1	Broadcast Captioning	March 12, 2003
30-510-2	Health Unit Coordinator	May 25, 2004
31-543-1	Practical Nursing	May 27, 2004
10-543-1	Nursing – Associate Degree	May 27, 2004
30-543-1	Nursing Assistant	August 1, 2004
10-531-1	Paramedic Technician	January 25, 2005
31-307-1	Child Care Services	January 25, 2005
10-150-2	IT-Network Specialist	April 1, 2005
10-154-3	IT-Computer Support Specialist	April 1, 2005
31-442-1	Welding	May 25, 2005
31-512-1	Surgical Technologist	May 25, 2005
10-102-3	Business Management	March 29, 2006
10-536-1	Pharmacy Services Management	May 16, 2006
31-531-1	Emergency Medical Technician/Paramedic	October 30, 2006
10-152-7	IT-Web & Software Developer	January 30, 2007
10-540-1	Emergency Management	January 30, 2007
10-201-2	Graphic and Web Design	March 28, 2007
10-109-1	Hotel/Hospitality Management	May 16, 2007
10-482-1	Wind Energy Technology	April 2, 2008
31-001-1	Horticulture Technician	April 2, 2008
10-623-5	Manufacturing Management	November 28, 2008
50-307-1	Child Care Development Specialist Appren	August 26, 2009
10-531-2	Fire Medic	January 27, 2010
31-516-4	Ophthalmic Medical Assistant	June 22, 2011
10-307-1	Early Childhood Education	June 28, 2011
10-316-1	Culinary Arts	November 9, 2011
31-510-3	Health Care Technician	November 10, 2011
31-606-1	Mechanical Computer Aided Drafting	January 17, 2012
10-325-1	Golf Course Management	January 24, 2012
31-101-1	Accounting Assistant	February 1, 2012
31-530-2	Medical Coding Specialist	April 6, 2012
10-001-4	Landscape Horticulture	May 15, 2012
10-481-3	Energy Management Technology	June 6, 2012
10-116-1	Human Resources	November 2, 2012

PROGRAMS THAT HAVE BEEN ELIMINATED FROM THE
LAKESHORE TECHNICAL COLLEGE CURRICULUM
BETWEEN THE DATES OF 1968 AND 2012.

*Prior to 1968, programs were offered under the authority of the local school board.
Some of the programs listed below still are in operation under other titles.*

<u>Program</u>	<u>Program Title</u>	<u>Year(s) Program ran</u>
32-420-1	Machine Tool Technician	1968 – 1973
32-420-5	Machine Tooling Technician	1968 – 1973
32-420-2	Automotive Technician	1968 – 1978
31-404-2	Automotive Servicing M	1968 – 1979
31-106-3	Stenographer	1968 – 1986
31-421-1	Computer Drafting-ME	1968 – 1989
31-103-1	Office Assistant	1968 – 1989
31-404-1	Auto Body & Paint Technician	1968 – 1992
10-106-2	Administrative Assistant	1968 – 1994
32-414-1	Electronic Servicing Technician	1968 – 1995
31-516-1	Eyecare Technician	1968 – 1999
31-508-1	Dental Assistant	1968 – 2002
31-204-1	Printing	1968 – 2010
10-605-1	Electronics	1969 – 2010
30-104-2	Cashier	1970 – 1983
10-194-2	Materials Management	1971 – 1993
10-619-1	Plastic Technology	1971 – 1995
30-510-1	Nursing Assistant	1971 – 2004
31-301-4	Occupational Sewing	1972 – 1986
31-456-1	Laboratory Optician	1973 – 1986
32-080-1	Production Agriculture	1974 – 1989
10-516-1	Optician/Manager	1974 – 1999
10-623-1	Industrial Engineering	1974 – 1999
10-510-1	Nursing-Associate Degree	1974 – 2004
31-413-2	Electrical Power Distribution	1975 – 1978
30-519-1	Custodial Services	1975 – 1991
10-503-1	Fire Science	1975 – 1996
10-102-2	Finance	1975 – 2005
30-304-3	Floral Art and Design	1976 – 1986
10-310-1	Consumer/Family Management	1976 – 1986
10-455-1	Farm Supply-Mid-Management	1976 – 1986

<i>Program</i>	<i>Program Title</i>	<i>Year(s) Program ran</i>
31-461-1	Marine & Outdoor Power	1976 – 1991
10-091-5	Equine Management	1976 – 1999
30-850-3	Adult Learning	1978 – 1992
30-006-1	Operating Agribusiness	1980 – 1986
31-303-4	Food Service-Baking	1980 – 1987
31-103-5	Word Processing Specialist	1981 – 1990
30-442-1	Production Welding	1981 – 1993
30-420-8	Production Machine Operation	1981 – 1998
10-006-1	Agribusiness Sales/Service	1982 – 1986
30-006-3	Operating an Agribusiness	1982 – 1986
10-107-1	CIS-Programmer/Analyst	1982 – 2005
30-542-1	Homemaker/Home Health	1985 – 1992
10-106-7	Administrative Assistant – Information	1985 – 1994
10-503-4	Hazardous Materials Handling	1986 – 1997
50-413-2	Electricity (Construction)	1986 – 2003
10-529-1	Environmental Hazardous	1986 – 2007
31-303-6	Baking Production	1987 – 1992
31-106-8	Office Support Special	1990 – 1993
30-531-2	Paramedic	1990 – 2006
31-461-2	Motorcycle, Marine & Operator	1991 – 1995
10-107-3	CIS-Microcomputer Spec	1991 – 2005
30-531-4	Emergency Medical Technician	1993 – 2009
31-414-1	Electronic Servicing	1995 – 2010
10-603-1	Chemical Technician	1996 – 2005
10-107-8	CIS-Network Specialist	1999 – 2005
31-510-1	Practical Nursing	2001 – 2004
10-504-2	Criminal Justice-Court	2001 – 2006
10-152-2	IT-Web Development & D	2001 – 2007
10-152-1	IT-Programmer/Analyst	2005 – 2010
10-503-2	Fire Protection Technician	2006 – 2012
32-106-1	Judicial Reporting	2007 – 2010
32-170-1	Broadcast Captioning	2007 – 2010
30-606-1	CAD Technician	2011 – 2012

NOTE: Spanning a total of 42 years from 1968 to 2010, Printing was the longest last-
ing program. The Printing program first began in the old Vocational School in 1916
in Manitowoc. That meant Printing had been around 94 years when it was discontin-
ued. Another interesting fact about the Printing program was that as long as it was
in operation there were only four instructors: W. R Tech, Raymond Johnson, David
Fitzsimmons, and Thomas Hebel.



Left: The Skeleton of the Administration Building 1972

Vote ☒ **L.T.I.**
for NOV. 2nd

Above: Antenna topper for voting to build Cleveland location of Lakeshore Technical Institute.

Right: Viewing the Trade and Industry Building from between the Administration Building and Building C. This photo was taken prior to 1977 when Buildings A and C were combined.



Left: The Bridge was constructed early to carry utilities from one side of the creek to the other.



Groundbreaking for the Cleveland Campus. Left to right: William Rutherford, Mayor of Cleveland; Frederick J. Nierode - District Director; Harold Brennan - Chairman of the Board; Emmet H. Beach - Board member; and Eugene Lehrmann - State Director of Vocational, Technical and Adult Education System.

Chapter Seven

Buildings and Locations

CONSTRUCTION

The vocational schools in Manitowoc, Sheboygan, and Two Rivers were all located at buildings owned by private concerns, the general public, or by the local public school systems until the vocational schools were housed in their own buildings.

Part A: Prior to the Cleveland Campus

1932 The Vocational School in Manitowoc was built at 1402 Clark Street. This was the first residence of the Vocational School that was truly their own.

1960 The Sheboygan Central High School was remodeled to house the Sheboygan Vocational School at 843 Jefferson Avenue. This was the first location that completely housed the Vocational School.

1970 The Two Rivers Vocational School never had a building of its own prior to joining with District 11.

Part B: After Moving to the Cleveland Campus

(See the campus diagram on the next page for the location of each construction.)

1. 1972-1974 The Administration building, the Trade and Industry building and Building C were all part of the new construction.
2. 1977 A building was constructed joining the Administration building and Building C.
3. 1977 Maintenance and Storage left the T & I building and moved into the lower floor of the new Agriculture and Apprenticeship building.
4. 1979 Addition added to the Trade and Industry building.
5. 1980 Approval for the new Equine Management facility.
6. 1982 Addition added to the Trade and Industry building.
7. 1987 Approval was granted for a paddock area for the Equine program.
8. 1988 The Hazardous Materials Training Center opened.
9. 1988 The Public Safety building was constructed and then expanded in 1991 and 2005.
10. 1997 The Burn Building. Opened for Training.
11. 2008 First Wind Tower built.
12. 2009 The half-mile asphalt roadway was added for student use.
13. 2009 Driving course shop and storage building constructed.
14. 2010 Three more wind turbines installed.
15. 2011 Horticulture Technician program added at south end of campus.
16. 2012 Addition to the Lakeshore building.
17. 2013 June. Groundbreaking for the expansion of the Trade and Industry Building and expansion of the Flexible Training Arena

LAKESHORE TECHNICAL COLLEGE CLEVELAND CAMPUS 2013



Manitowoc's Support of the Construction of a New Technical Institute

RESOLUTION RELATING TO CONSTRUCTION OF A NEW TECHNICAL INSTITUTE BY THE DISTRICT 11 BOARD OF VTAE

WHEREAS, the state of Wisconsin has completed Area Reorganization of Vocational, Technical and Adult Education Schools on July 1, 1970, in compliance with Chapter 292, Laws of Wisconsin, 1965 (Section 38.155), and

WHEREAS, the boundaries of VTAE District 11 have been finalized to include Manitowoc and Sheboygan Counties less the portions of the Public School District of Denmark, Brillion and Chilton lying in Manitowoc County, less the portion of the Public School District of New Holstein lying in Sheboygan County, plus the portion of the Public School District of Kiel, lying in Calumet County, plus the portions of the Cedar Grove and Random Lake Public School Districts, lying in Ozaukee County, and

WHEREAS, the District 11 Board of VTAE has completed a comprehensive study and made public a Long-Range Plan for the facilities programs and needs of the Lakeshore Technical Institute in the next 10-year period, and

WHEREAS, the District 11 Board has announced a decision to construct a single comprehensive Technical Institute keyed against the needs of District 11 on a new site in the Cleveland area related to the geographic and population center of the District, and

WHEREAS, this decision will make it possible to assure a continued development, growth and expansion of VTAE in this area of the state.

NOW, THEREFORE, BE IT RESOLVED by the adoption of this resolution the Manitowoc County Board of Supervisors go on record endorsing and supporting the construction of a new Technical Institute as recommended by the District 11 Board of VTAE as being in the best interests of all the people in this District.

BE IT FURTHER RESOLVED, that the County Clerk be instructed to send copies of this Resolution to the State Board of Vocational, Technical and Adult Education at 133 East Wilson Street, Madison, Wisconsin, 53703, the legislators from Manitowoc County and to such other parties as he may deem interested in this matter.

Dated June 15, 1971

Respectfully submitted: Anthony V. Dufek, Eldred J. Herrmann, Edward L. Schroeder, Harlan F. Ott, Anton Skubal, John H. Waack, Claude R. Barta, Advisory Committee.

On motion of Supervisor Schroeder, seconded by Supervisor Skubal, the resolution was adopted by acclamation.



Sign Outside the Building at 1402 Clark Street.

Locations of the Manitowoc and Two Rivers Vocational Schools

A. Location of the Manitowoc Vocational School

1. 1912 Classes began in the basement quarters of the Luling School on Huron between 10th and 11th Streets. All Manitowoc schools changed their names to the names of U. S. Presidents in 1915. In that year Luling School became McKinley School.
2. 1921 Classes for the Manitowoc Vocational School moved to the Shipyards Dormitories at 600 South 16th Street.
3. 1929 (1) The Washington Junior High School/Adams School at 1024 South 12th Street was the third home of the Vocational School. Equipment was moved in for the fall of 1929. The Palace laundry was rented for needed shop space. **Source:** *Manitowoc Herald-Times*. June 23, 1936. P. 9.

 (2) "A part of the old junior high building was also used for vocational school purposes from the fall of 1929 to the fall of 1932 when the department moved into the new Vocational School at 14th and Clark Streets." **Source:** Rappel. *History of Manitowoc's Southside Districts Schools 1850-1910*. P. 27.
4. 1932 The new Manitowoc Vocational, Technical and Adult Education School opened at 1402 Clark Street.
5. 1974 The Manitowoc, Two Rivers, and Sheboygan District 11 schools moved to the new combined campus in Cleveland, Wisconsin.

B. Location of the Two Rivers Vocational School.*

"Classes were held at the old City Fire House at 17th and Washington St., a small building immediately north of Galecki's Clothing store, at 17th and Jefferson, and in the Washington House at 17th and Jefferson. Later on, space was found at the new High School at 27th and Washington St." Source: Ewald Schmetchel.

For a long time the school was located in City Hall at 1715 East Park.

* Because the official records for the Two Rivers Vocational School could not be located at the time this research was completed, an official chronology of the location of the school could not be completed.

Locations of the Sheboygan Vocational Schools

The Sheboygan Public School System furnished the facilities for the early housing of the Vocational School. Addresses that could be located are noted.

1. 1912 Old Union School was located between 8th and 10th streets in downtown Sheboygan.
2. 1920-1923 "The cottage"? This school was used for training girls and women in homemaking skills. Sewing classes were taught at The Cottage at 821 Wisconsin Avenue.
3. 1921 Old Union School and some classes were held in the new Sheboygan Central High School at 827 Jefferson Avenue. The second floor of the southwest wing and the shops on the lower east floor were used for vocational classes in homemaking and trades. This arrangement lasted until 1932.

Part of the old high school building was turned over to the Board of Vocational Education.
4. 1932 The Vocational shops and industrial arts instruction were moved to the old Post Office building on the corner of Eighth Street and Jefferson Avenue and Ninth Street.
5. 1934 The Vocational School Day Care Center was located at an unknown address.
6. 1939 Trade and Industries Division relocated to the Globe Building on Pennsylvania Avenue between 8th and 9th Streets at 828 Pennsylvania Avenue.
7. 1961 Moved to the old Central High School that had previously been known as Sheboygan Central High School, 843 Jefferson Ave. The T & I facilities moved in on the corner of 9th Street and Pennsylvania Ave. This was the first time in the history of the school that all the functions of the school were located under one roof.
8. 1969 December 1. District office located in the R. A. Ross Building between 9th and 10th Street in Sheboygan.
9. 1974 The main campus moved to the new location in Cleveland, Wisconsin: 1290 North Avenue Cleveland, Wisconsin.

Maps of the Campus, District, and State Districts

Date	District Maps	Page
1973	Vocational, Technical and Adult Education Districts.....	112
2013	Lakeshore Technical College District.....	113

Date	Campus Maps	Page
1976 - 1977	LTI Cleveland Campus	114
1980 - 1981	LTI Cleveland Campus	115
1992 - 1993	LTC Cleveland Campus.....	116
2012 - 2013	LTC Cleveland Campus.....	117

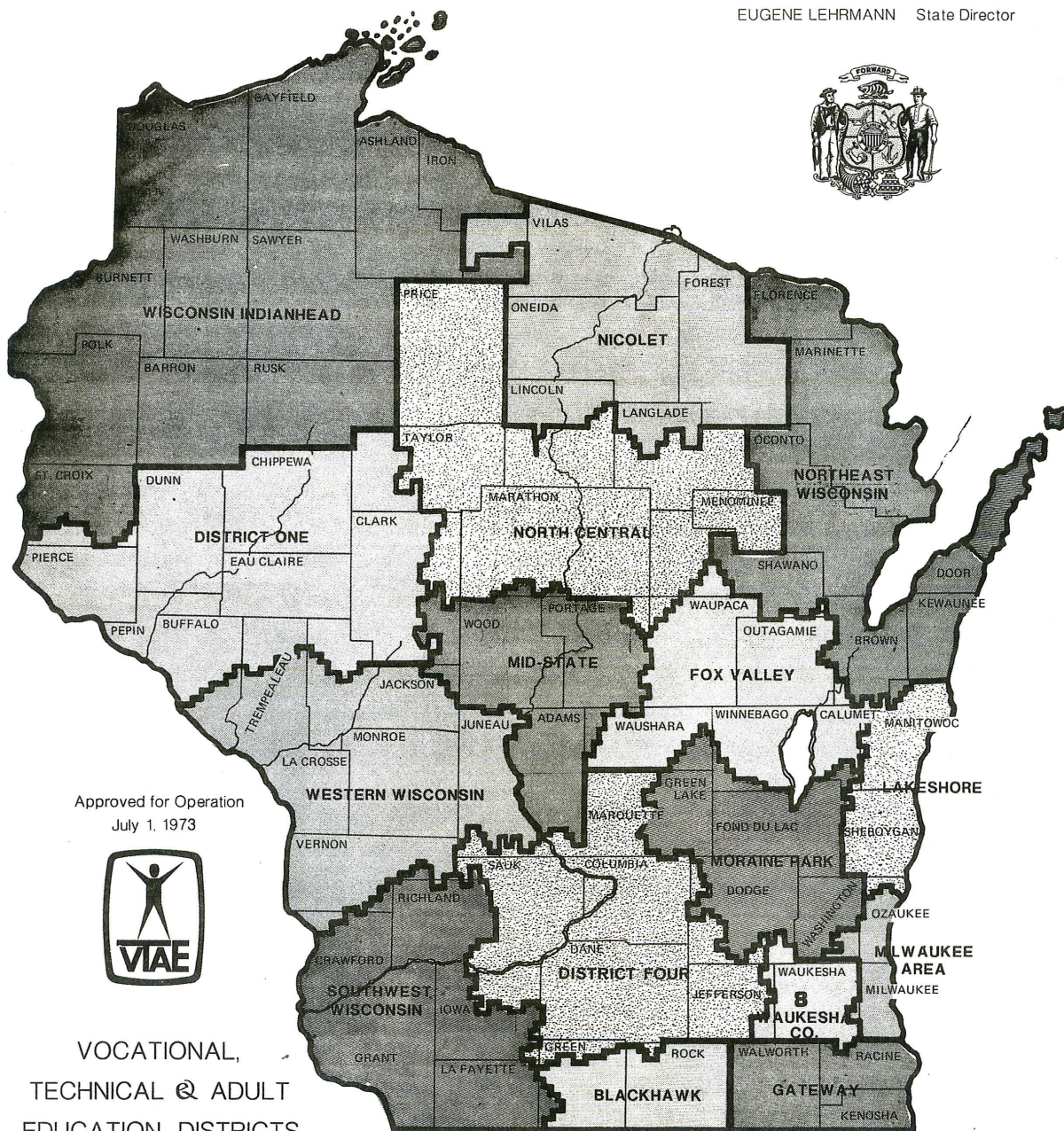


Aerial view of Cleveland Campus 1975 - 1976.

State of Wisconsin

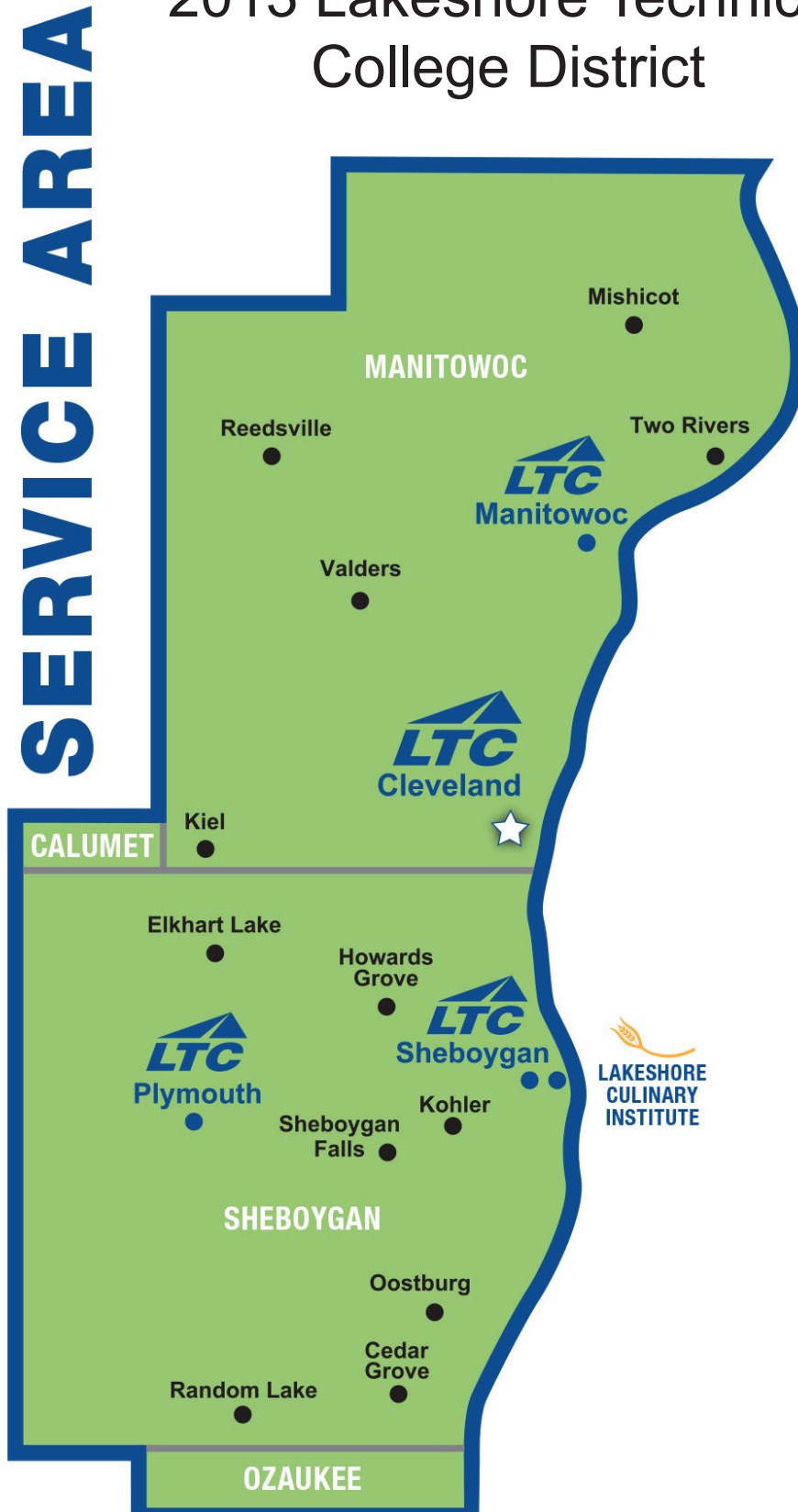
BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

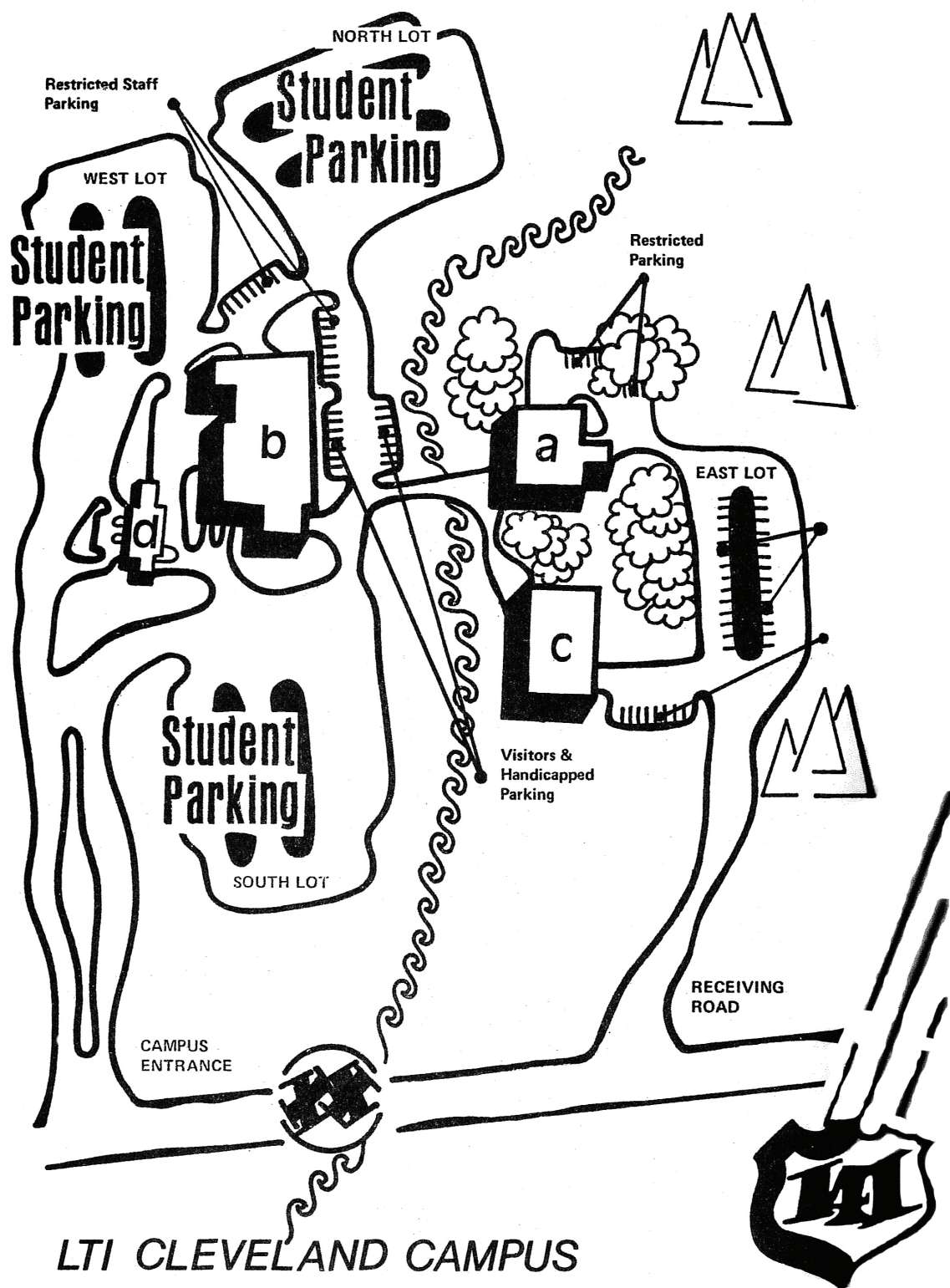
EUGENE LEHRMANN State Director



1973 Vocational, Technical and Adult Education Districts
(These are the same boundaries that the WTCS uses today.)

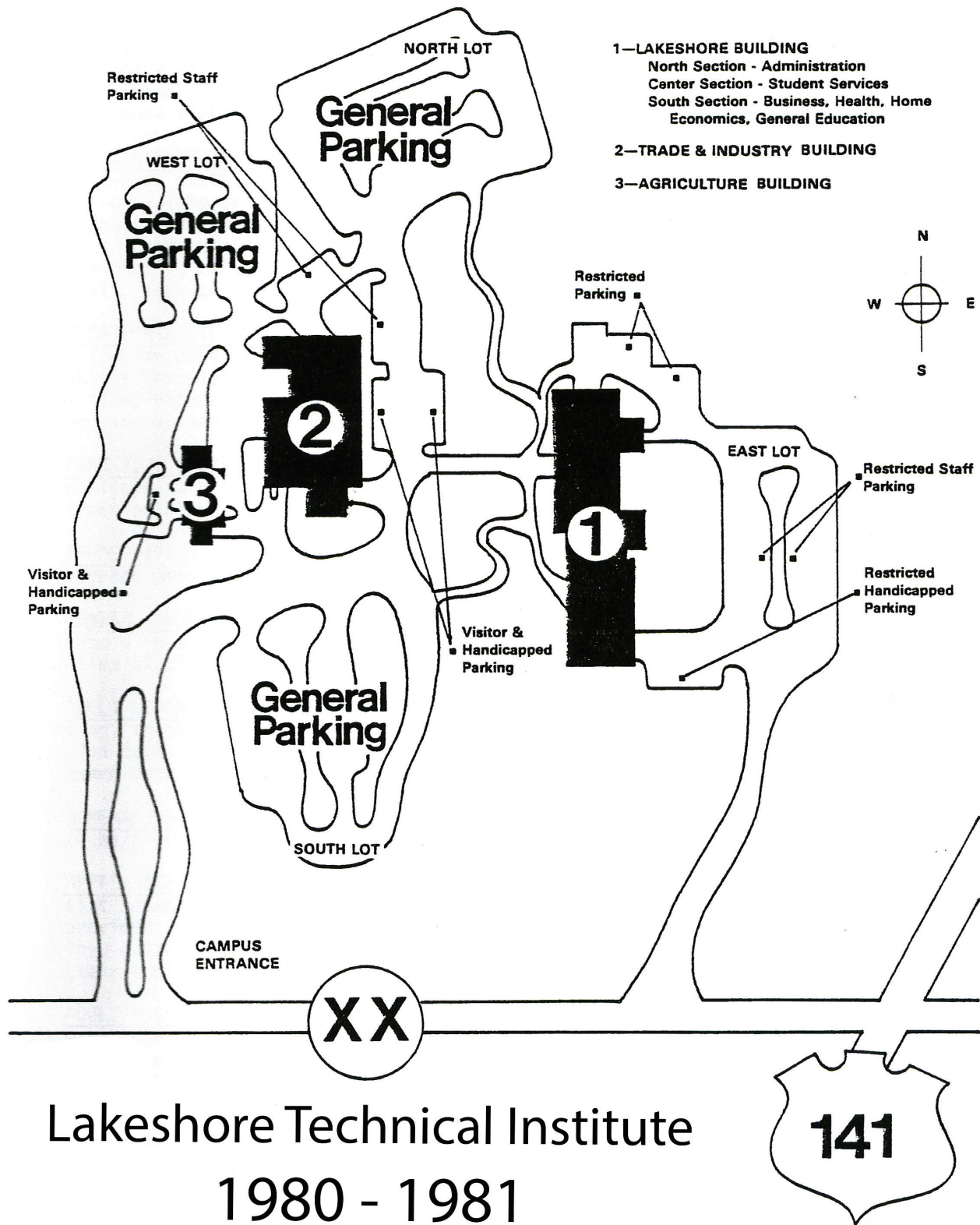
2013 Lakeshore Technical College District

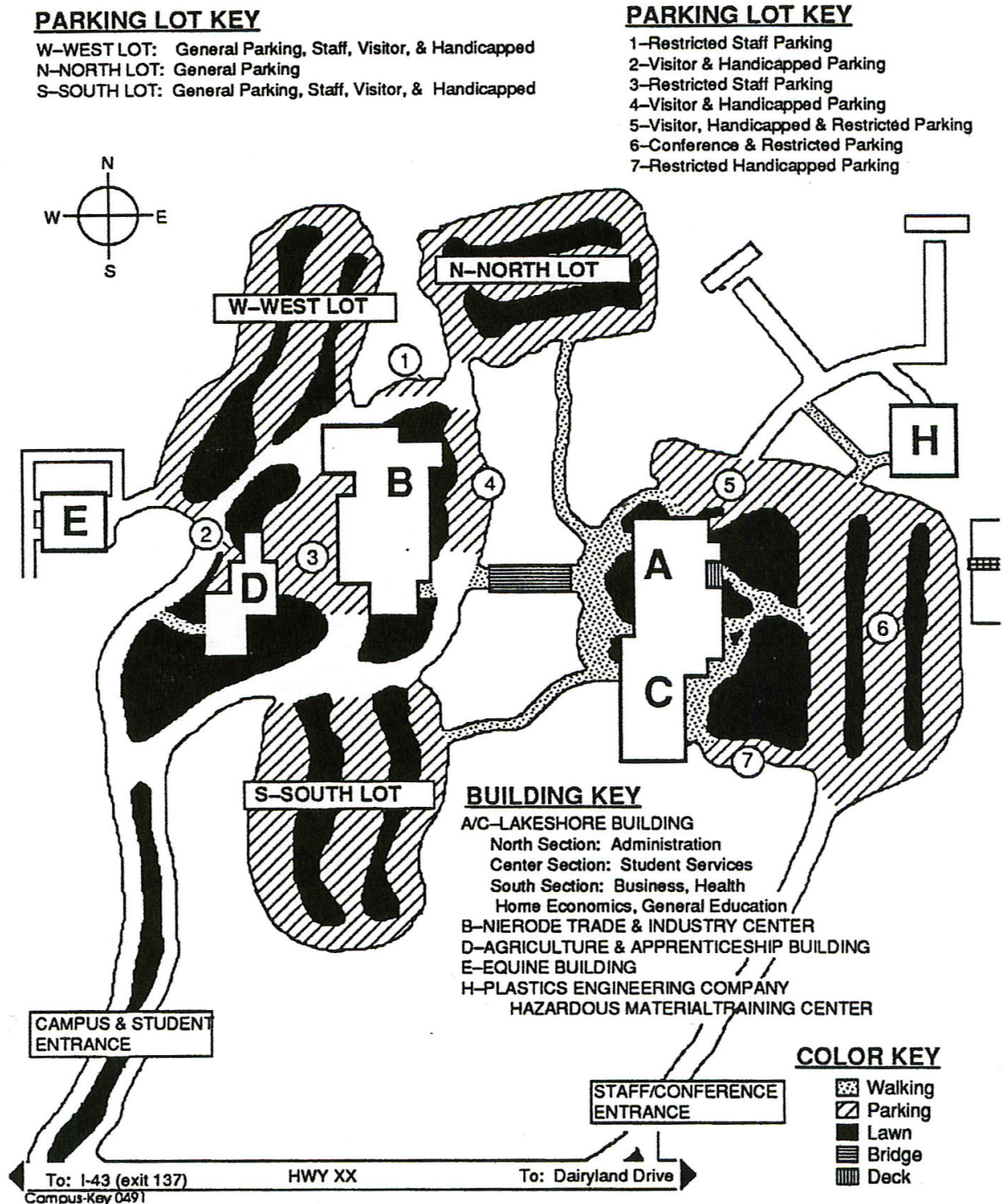




LTI CLEVELAND CAMPUS

1976-1977





Lakeshore Technical College 1992 - 1993

LAKESHORE TECHNICAL COLLEGE CLEVELAND CAMPUS

2013





Above: A commemorative plaque is unveiled at the Centennial ceremony.

Below: LTC Alumni Dean Halverson shares his story at the Centennial event.



Above: LTC President Mike Lanser welcomes Wisconsin Department of Workforce Development Secretary Reggie Newson.

Below: Fred Nierode talks with fellow retiree Jim Smith.





The three presidents of Lakeshore Technical College, Dr. Dennis Ladwig, Dr. Mike Lanser and Fredrick J. Nierode stand before the Centennial Plaque.

Chapter Eight

Commemorating 100 Years

The Thread

And, we will finish this history at the beginning. Not in 1911 when the first laws were passed that began the Wisconsin Vocational System but back 52 years prior to 1911 – back to 1859. Back to the wisdom of Abraham Lincoln.

Lakeshore Technical College has not forgotten its roots. And where will we find its roots? Many would immediately turn to the laws of 1907 and 1911 for legal roots. That would be correct, but for a very significant root we can go back to September 30, 1859. At that time, prior to his becoming President, Abraham Lincoln spoke at the Wisconsin State Fair in Milwaukee. He expressed then elements of the educational philosophy that guides the system today. These three paragraphs represent part of what Lincoln had to say that day.

“Educated people must labor. Otherwise, education itself would become a positive and intolerable evil. No country can maintain in idleness more than a small percentage of its members. The great majority must labor at something productive. From these premises the problem springs, ‘How can labor and education be the most satisfactorily combined?’

By the ‘mud-sill’ theory it is assumed that labor and education are incompatible, and any practical combination of them is impossible. According to that theory, a blind horse upon a tread-mill is a perfect illustration of what a laborer should be – all the better for being blind, that he could not kick understandingly. According to that theory, the education of laborers is not only useless but pernicious and dangerous. In fact, it is, in some sort, deemed a misfortune that laborers should have heads at all. Those same heads are regarded as explosive materials, only to be safely kept in damp places, as far as possible from that peculiar sort of fire which ignites them. A Yankee who could invent a strong-handed man without a head would receive the everlasting gratitude of the ‘mud-sill’ advocates.

But free labor says, ‘No,’ Free labor argues that as the Author of man makes every individual with one head and one pair of hands, it was probably intended that heads and hands should cooperate as friends, and that that particular head should direct and control that pair of hands. As each man has one mouth to be fed, and one pair of hands to furnish food, it was probably intended that that particular pair of hands should feed that particular mouth – that each head is the natural guardian, director, and protector of the hands and mouth inseparably connected with it; and that being so, every head should be cultivated and improved by whatever will add to its capacity for performing its charge. In one word, free labor insists on universal education. I suppose, however, I shall not be mistaken in assuming as a fact that the people of Wisconsin prefer free labor, with its natural companion education.”

continued on page 122

The Three Presidents of Lakeshore Technical College



Dr. Michael Lanser
2003 - Present

Dr. Dennis Ladwig
1988 - 2003

Frederick J. Nierode
1967 - 1988

CENTENNIAL CELEBRATION EVENT MAY 8, 2013



LTC Board member Cindy Huhn and John Lukas join former presidents Fred Nierode and Dennis Ladwig.



LTC Student Ruby sings the National Anthem.

...continued from page 120

What a great analogy Abraham Lincoln made to the blind horse on the tread mill. Lakeshore Technical College does not produce blind horses for a tread mill. Students, when they first walk through the door, may have previously been treated like blind horses, but by the time they graduate they have the skills and the knowledge to recognize when they are being treated like a blind horse.

We have all met blind horses in our lifetime. We have all seen examples: from the young neighbor girl that was taught to “know her place” and not expect to go to school beyond the eighth grade, to the neighbor boy who only learned to care for the hogs and to scoff at education, to the welder who had only been taught how to make a simple welding pass, to the bullied factory worker who was never allowed to expand her knowledge of the production process, to the friend who goes to a job he hates everyday but needs to put food on the table for his children and protect them with the insurance his job offers. Society still has its “blind horses on tread mills.”

And who blinds the horses? Common negative sources are parents who discourage rather than encourage their children; teachers when they treat students as if they were stupid; employers when they lock employees into dead-end jobs; employers when they make comments such as, “I don’t care if they can read or write – all I care about is if they can fix a car door.”

“Blind horses on the tread mill” are not so common entering the Wisconsin Technical College System today, and certainly the system does everything it can to reduce their numbers. More than one teacher has had the experience of a student coming up to the desk after class and making a statement similar to this: “All my life my family has been telling me that I am stupid, and in your class I learned that they are wrong – I am not only not stupid – I am smart.” I don’t believe that there is a higher compliment than that for an education system or for an individual teacher.

And how long has this “thread” to improve individual lives through education been around? Consider for a moment that Charles McCarthy – considered the founder of the Wisconsin Vocational System – pushed early on for academics in his system. He was well aware that an education system needed to graduate the well-rounded student. McCarthy envisioned a system that would not produce a slave for cheap labor, deliver a child to be broken on the wheel of labor, produce an individual who always feels inferior to those around her, nor deliver an immigrant who just doesn’t feel comfortable in a prejudiced society. In short, McCarthy sought to prevent graduating a blind horse on a tread mill.

And how does Lakeshore Technical College prevent producing blind horses today? In many ways in the same manner as it did in 1912 and shortly thereafter. There are vocational and technical programs that can lead to a fulfilling life, apprenticeship

programs that help to guarantee quality work, academic courses that give support to programs and assist the student in everyday life, evening and weekend classes for those students with time conflicts, advisory committees to support programs and act as a two-way contact with the school and the community, program-related clubs that are meant to support career opportunities, and counselors who help guide individual students toward success in meeting their goals. All of these support systems, and many more, have been in place since the early years and will continue as long as the system follows the principles on which the Wisconsin Technical College System was founded.

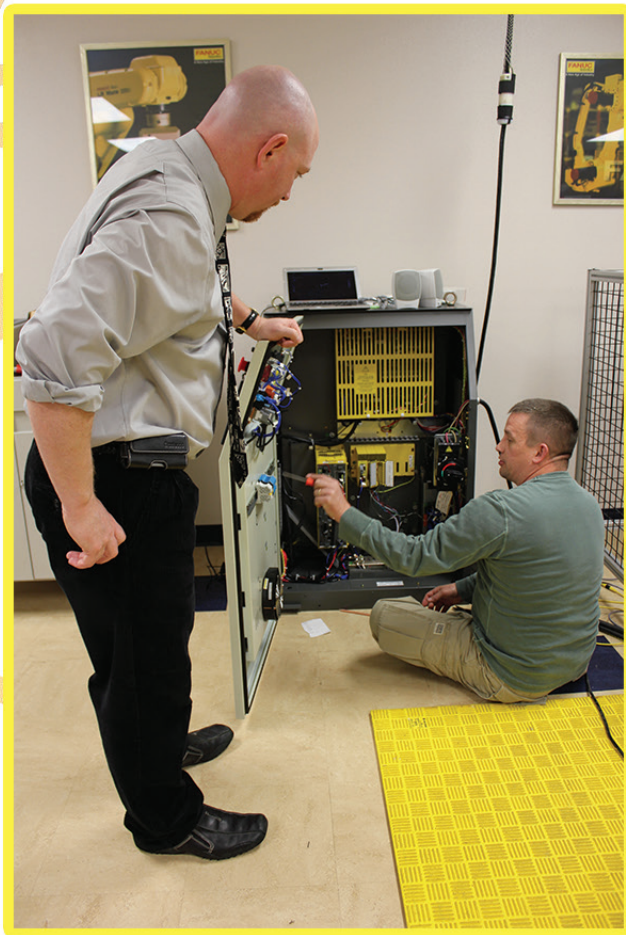
Besides those systems that give direct support to students, there is also one attitude that has prevailed in the system all these many years – flexibility. Turn to Chapter Three, “Quotes from The Ship,” and read about the importance of Flexibility during the first 25 years (to 1936). If the early vocational system had been inflexible, the system long ago would have ceased to exist. Then reflect on the title, “VTAE: Changing with the Changing Times,” of the first article in the Wisconsin Vocational Educator for the 75th Anniversary of Vocational Education in Wisconsin (1986). Laws change, technologies change, countries have depressions and recessions, countries go to war, societies have both high and low employment. In short, there are constant changes, some for the better, some for the worst. During the first 100 years of the Wisconsin Technical College System, we saw all of these changes. And so the process of change will continue; a system adapts to the changes in society and grows stronger or it only repeats what it has been doing and soon disappears.



Current view of the Bridge looking toward the Trade & Industry Building in the fall.



CHANGING LIVES.

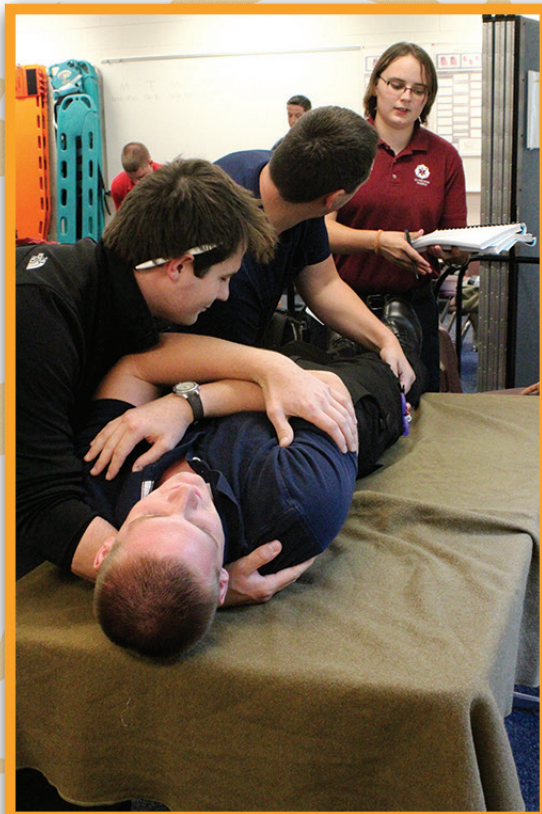




BUILDING FUTURES.

LAKESHORE
TECHNICAL
COLLEGE

100 YEARS



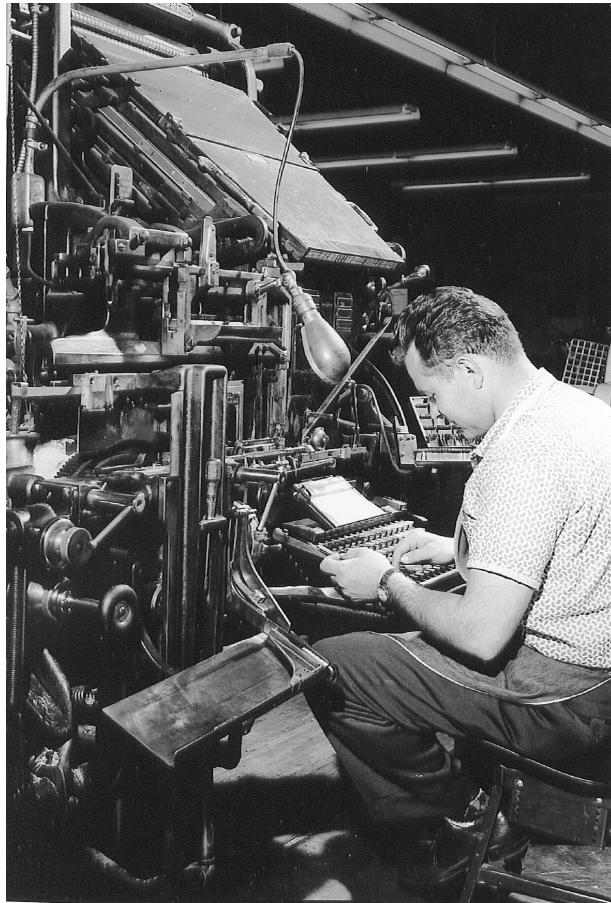


Above: Walking the Grounds of the New Cleveland Campus on 1972 Groundbreaking Day with Eugene Lehrmann, State Director of Vocational, Technical and Adult Education, leading the way.



Left and Below: Buildings A and C of the Cleveland Campus before the buildings were joined.





Student in an early printing program learning to operate a Linotype machine.

Chapter Eight

Annotated Works Cited List

ANNOTATED WORKS CITED LIST

Locations of listed materials:

MCHS = Manitowoc County Historical Society
SCHRC = Sheboygan County Historical Research Center
SCHS = Sheboygan County Historical Society
SHS = State Historical Society (Madison)
LTCL = Lakeshore Technical College Library

Centerville History. *Lakeshore Technical College*, Number 33015 00055 1845.
May 12, 2008. CD. LTCL.

Part two of this CD is a panel presentation by Dr. Dennis Ladwig, Fred Nierode, and Dr. Michael Lanser. Dr. Ladwig and Fred Nierode each give histories of the early years and tell stories about their individual tenure as head of the District. Dr. Lanser reflects on what already happened during his tenure as President of Lakeshore Technical College, and he projects what would be happening in the coming years.

Changing Lives. Building Futures. Lakeshore Technical College: 100 Years. Published by Lakeshore Technical College. 2012. Print. LTCL.

This 22-page booklet was printed on the occasion of the 100th anniversary of the founding of the Wisconsin Vocational System. Among other information, it offers a 6-page timeline of events that were important to vocational education in the Manitowoc and Sheboygan area. The booklet concludes with a look at where LTC may be headed in the future.

Ehlert, Edward. *The History of Manitowoc's Secondary Schools.* Occupational Monograph 17, Manitowoc County Historical Society: 1972 Series. Print. MCHS.

Pages 7 to 9 contain valuable information about the efforts that went into the building of the Vocational School on 14th and Clark Street.

Greiber, Clarence L. *The Wisconsin Venture: A Developmental History of Vocational, Technical, and Adult Education.* Center for Studies in Vocational and Technical Education, U. Wisconsin, Madison. 1975. Print. SHS.

Clarence Greiber was Wisconsin's State Director of Vocational, Technical and Adult Education from 1944 until his retirement on December 31, 1970. The book provides insights into Greiber's thinking about VTAE both in Wisconsin and nationally.

Guide to Wisconsin Laws Relating to Vocational, Technical and Adult Education, A.
Wisconsin Board of Vocational, Technical and Adult Education. Madison, WI. 1968. 1000-93; R200-1. Print. SHS.

A condensed form, 43 pages, of the state statutes relating to VTAE up to 1968. The Table of Contents gives a two page overview of the statutes from Section Number 15.94 through Section 345.16.

Gunn, E. E. Jr. "The Development of City Vocational Schools in Wisconsin." State Board of Vocational and Adult Education, Administration Series 78, January 1938. Found in the Non-circulation Government Collection. Print. SHS.

Contains a history of the City Vocational Schools from their conception to 1938.

Hambrecht, G. P. "Charles McCarthy and His Relation to Education in Wisconsin." Address delivered before the Wisconsin Association for Vocational and Adult Education, Wausau, Wisconsin. May 1, 1938. Address. Print. SHS.

Found in the Non-circulation Government Pamphlet Collection. Good source for a study of Charles McCarthy, and this source contains references to Hambrecht's favorite topic – Abraham Lincoln's views on education and labor.

Lau, Donald. *A History of the Sheboygan Public Schools*. Sheboygan County Historical Research Center. 2009. Print. SCHRC.

Covers the history of Lakeshore Technical College from 1912 to 1974. See pages 427 to 434 for material related to LTC. This publication contains some photographs of vocational education in operation during the early years.

Lehrmann, Gene. *Focus on the Seventies: Gene Lehrmann Looks at Vocational, Technical and Adult Education in Wisconsin*. Office of Continuing Education and Summer Session U. of Wisconsin-Stout and Gateway Vocational, Technical and Adult Education District. 1984. Print. SHS.

Eugene Lehrmann was State Director of the Wisconsin VTAE system from 1971 to 1979. The first paragraph of the Preface explains the purpose of the book: *Focus on the Seventies* traces the growth and challenges of the Wisconsin System of Vocational, Technical and Adult Education (VTAE) from 1971 – 1979. It describes the System's components, growth, governance, activities and organizational structure during that period. The purpose of *Focus on the Seventies* is to provide a historical perspective as well as a sound vocational education knowledge base to present and future practitioners in the field." Page v.

Manitowoc Herald – Times. Centennial Edition, June 23, 1936. P. 6. Print. MCHS.

Contains a brief history of the Vocational School in Manitowoc and a photo of the new school in 1932 at 14th and Clark Streets.

Nierode, Frederick. *History of Lakeshore VTAE District Schools*. On the occasion of the 75th anniversary of the Wisconsin system of Vocational education in 1987. Print. Personal copy.

This 4-page document is all history. The subject matter ranges from activities that took place in 1909 to events in 1987. Early locations of the Manitowoc and Sheboygan schools are discussed as well as name changes and state legislation that influenced the vocational system.

---. *New Instructor Presentation*. August 24, 1987. CD. Personal copy.

The presentation, which is recorded on this CD, contains the skeleton of the history of the vocational system in Wisconsin from 1911 to 1987. Each year an updated version was given to new instructors prior to beginning their careers at LTC. This is an excellent source for individuals who wish to know the history and the purpose of the vocational system. The occasion of this particular presentation was on the 75th Anniversary of Vocational Education in Wisconsin and eleven months prior to Fred Nierode's retirement as District Director of LTC.

---. Files and records from the library of the first Director/President of the District. 1967 – 1988, Personal collection.

Many of the entries in the Chronology within these documents between 1957 and 1988 were submitted by Fred Nierode. He was associated with the school first as a teacher and then as the school's principal administrator.

Pankratz, Pat. "Layoffs prompt retraining," *Herald Times Reporter*. 31 Aug. 1993. B4. Print, SCHRC.

Contains information about layoffs in the Manitowoc-Two Rivers area in 1991 – 1992. The author explains the relationship between the Forward Service Corporation and laid-off personnel. He also explained what some federal laws require for displaced workers. Print. SCHRC.

---. Ed Arndorfer and Donald Scherrer "Celebrate 75 Years: April 24, 1988." *Herald Times Reporter*, Manitowoc-Two Rivers. April 20, 1988. Print. Personal copy.

This 12-page insert into the newspaper was sent to the general public in preparation for the 75th year anniversary of the vocational education system in Wisconsin. The celebration took place on the Cleveland campus on April 24, 1988, with numerous events and activities.

Paris, Kathleen A. *A Political History of Vocational, Technical and Adult Education in Wisconsin*. Wisconsin Board of Vocational, Technical and Adult Education, Madison, WI. 1985. Print. SHS.

Contains numerous illustrations, maps, and references to the political growth of what was to become the Wisconsin Technical College System. This is perhaps the best single reference for understanding the history of the Wisconsin's Technical College System from its beginnings to 1985.

---. "Education for Employment—70 Years of Vocational, Technical and Adult Education in Wisconsin." *The State of Wisconsin 1981 – 1982 Blue Book*. Pp. 95 – 212. Compiled by the Wisconsin Legislative Reference Bureau, Madison, WI. 1981 – 1982. Print. SHS.

This article may be found on-line under *Wisconsin Blue Book 1981 – 1982*. Much of the material produced in the 1985 publication by Paris may also be found in this article. *A Political History of Vocational, Technical and Adult Education in Wisconsin* by Paris may also be found in this article. The Blue Books may be found on line at <http://legis.wisconsin.gov/lrb/pubs/bluebook.htm>.

Rappel, Joseph J. *A History of the McKinley School*. Manitowoc County Historical Society. May 1951. Print. MCHS.

Contains information about the early years of the Vocational School when it was located at the Luling School in Manitowoc beginning in 1912. (Luling School became McKinley School in 1915 when all the schools in Manitowoc took on Presidents' names.)

---. Editor. *Centennial History of the Manitowoc County School Districts and Public School System 1848 - 1948*. Manitowoc County Public School System. 1948. Print. MCHS.

Joseph J. Rappel was Manitowoc County Superintendent of Schools and saw the need to have a history of the early schools. On pages 234 – 235 he covers the history of the Manitowoc Vocational School from 1911 – 1948. There is a small amount of history about the Two Rivers vocational effort on page 228.

---. Editor. *History of Manitowoc's Southside District Schools 1850 – 1910*. Manitowoc County Historical Society. 1966. Print. MCHS.

A complete history of the early southside schools in Manitowoc. Some photos are included.

Schmetchel, Ewald. "History of Vocational Education in Two Rivers." Two Rivers Historical Society. 22 Nov. 1970. Print. Lester Public Library, Two Rivers.

This two-page document contains considerable history about vocational education in Two Rivers. It identifies the locations where the early classes were taught, the major names in vocational education to come out of Two Rivers, the quality of the machine shops, and this history ends with Henry Willert's recollections of John TePooten.

"75th Anniversary of Vocational Education in Wisconsin," *Wisconsin Vocational Educator*. Merle E. Strong, ed. Vocational Studies Center, U. Wisconsin-Madison, WI. Fall 1986. Print. SHS.

This 75th Anniversary publication contains an interview with Clarence Greiber, Eugene Lehrmann, and Robert Sorensen. There are also three sections entitled "Eight Decades of Growth," "Areas and Special Interests of Voc Ed," and "Innovation and a Look to the Future."

Sheboygan Vocational School. Lakeshore Technical Institute, Box 5, a collection of scrapbooks. Print. SCHRC.

These scrapbooks go back to the early years of the Sheboygan Vocational School and are probably one of if not the best record for the early years. Everything found in this box is a record prior to the move to Cleveland in 1974. Also, found at this research center are other scrapbooks related to LTC: July 1, 1987 – June 30, 1988; July 1, 1989 – June 30, 1990; July 1991 – June 1992; July 1992 – April 1994.

Smith, Steven B. *The Writings of Abraham Lincoln*. New Haven and London: Yale UP. 2012. Print. Personal Copy.

On September 30, 1859, Lincoln made an address to the Wisconsin State Agricultural Society at Milwaukee, Wisconsin. The rather lengthy speech is recorded between pages 268 and 278 of this text.

Souder, The. "LTC Continues to Reach to Random Students." Random Lake, WI. 26 Oct., 1989. P. 2. Print. SCHRC.

Dr. Dennis Ladwig's visit with the Random Lake Board of Education. Along with a number of statistics related to LTC and Random Lake High School, Dr. Ladwig announced the elimination of inter-district tuition.

Stott, John. *Wisconsin Technical College System*. Informational Paper 34, Wisconsin Legislative Fiscal Bureau, Madison, WI. 2005. Print. SHS.

This document contains a valuable overview of the WTCS complete with an explanation of the system's finance.

Ship, The. Various editors. 1922 to 1949. Print. MCHS.

The Ship was the official publication of the Manitowoc Vocational School. This publication contains valuable information related to the school that cannot be found anywhere else. This paper also contains valuable material related to the early Manitowoc elementary schools and to the University Extension Division that began in the old Vocational School in 1933. Some copies are very fragile. At this time it is not known when the last edition of *The Ship* was printed.

State Board of Industrial Education. Minutes: September 8, 1911, Menomonie; December 19, 1911, Madison; March 3, 1912, Milwaukee. Print. SHS.

These are the minutes for the first three meetings of the committee that was to become the State Board of Vocational and Adult Education. While these minutes have nothing to do with northeastern Wisconsin, they give the historian a sense of what the beginning of the system encompassed.

Strong, Merle E. *An Assessment of Wisconsin's Vocational and Technical Education Program*. Wisconsin Advisory Council on Vocational Education, U. Wisconsin. 1970. Print. SHS.

This report is a result of the studies and evaluations of the Wisconsin State Advisory Council for Vocational and Technical Education for the 1969 – 1970 school year.

PART 2

The following sources would be valuable in a continued study of vocational education relative to the history of Lakeshore Technical College. Not contained in this list are the school catalogs, yearbooks, newsletters, bulletins, District Board minutes, and newspaper articles that reflect what was happening at the specific time being studied. All of these sources are important to capture the complete and accurate history.

Blue Book, State of Wisconsin. Compiled by the Wisconsin Legislative Reference Bureau. All years from 1911 to the present. Print. SHS.

These books are an excellent source for crosschecking information on the Wisconsin Vocational Education System and the Wisconsin Technical College System. Each book gives up-to-date information on the structure and the workings of the systems. The Wisconsin Blue Books are available online at: <http://legis.wisconsin.gov/lrb/pubs/bluebook.htm>.

Gagnon, Patrick J. and Cassandra Gagon Kronforst. *Images of America: Two Rivers*. Arcadia Publishing: Charleston, SC. 2012. Print. Lester Public Library, Two Rivers, WI.

This recent publication contains an aerial view of H. P. Hamilton School, which has become the Two Rivers City Hall, and has for a long time been the home of classes coordinated through the vocational school and now LTC.

Hildebrand, Janice. *Sheboygan County: 150 Years of Progress*. Windsor Publications, Inc. Northridge, CA. 1988. Print. SCHRC.

This book accents the businesses within Sheboygan and contains a minimum amount of material about the Sheboygan school systems. On page 51 there is a photo of the Union School where the vocational school had its beginning in 1913.

Newspapers. *Manitowoc Pilot, Sheboygan Press, Manitowoc Herald News, Evening News* (Manitowoc), *Manitowoc Times, Two Rivers Reporter and Chronicle, Sun-Messenger* (Manitowoc), *Herald Times Reporter* (Manitowoc). 1911 to the present. Print. MCHS, SCHRC, SHS.

These are some of the area newspapers that have been in print since 1911. If a researcher knows the approximate date that is to be researched, the main local libraries are very helpful in finding copies of specific dates. The State Historical Society is excellent at finding newspaper articles.

"100 Years of Making Futures – The History of the Wisconsin Technical College System." Web. April, 2013. http://www.witechcolleges.org/100_years

This video on the Web covers in seven minutes a history of the Wisconsin Technical College System. Professionally produced and clear on its purpose, the video is a worthwhile source for a student wishing to know the history of the system. This video is well-worth watching.

Photographs. Manitowoc Vocational School Related. Vertical File, Section 19. Print. MCHS.

This file contains 7 photos related to the Vocational School located at 1402 Clark Street in Manitowoc.

Photographs. Sheboygan Vocational School Related. Vertical Files. Print. SCHRC.

The following photographs are available at the research center: 611-330 Junior News Staff; 610-247 Metal Shop, Oct. 1, 1940; 611-13 Senior Band, Aug. 1, 1940; 591/ljm Sheboygan Vocational School; 504-144 Metal Shop, Interior Cooking Class, 1941 - 1943; 504 - 125/1-2 Sheboygan Vocational School, Mar. 18, 1953.

"Schools, Vocational – Manitowoc." Vertical File. Print. MCHS.

This file contains: *The Ship*, 1922; "Apprentice Graduation," May 21, 1956; "Dedication of Building at 14th and Clark Street," 1932"; "Evening School," 1946 - 1947; "Foundry Training," ND; photo: "20th year of Vocational School Building," Aug. 20, 1952; "Technical education grows to meet needs," Mar. 22, 1998; "City sells former vocational school," Sept. 1998.

"Schools, Vocational – Two Rivers." Vertical File. Print. MCHS.

Contains one brochure about the 1928 – 1929 Evening Vocational School in Two Rivers.

Sheboygan Profile, A. League of Women Voters of Sheboygan. 1968. Print. Stored at Cleveland Elementary School in Cleveland, WI.

This booklet presents a short description of the school system in Sheboygan in 1968. The description includes both higher education and the public school system. Addresses are given for parochial schools.

Sojourner, The. ed. Gertrude Doncheck. Vocational School Print Shop: Two Rivers, WI. Print. Lester Public Library, Two Rivers, WI.

This newsletter was published monthly by "The Civic Understudies" and printed by the Vocational School Print Shop in Two Rivers. *The Sojourner* was dedicated to "The Native Sons and Daughters Serving in the Armed Forces of Our Country." Volume I Number 1 first appeared in April 1942 in Two Rivers, Wisconsin, and the last issue in the collection was Volume IV Number 10 December 1945. The purpose of *The Sojourner* was to keep the military personnel in touch with each other and in touch with their hometown, Two Rivers.

Spinti, Robert J. "The Development of Trade and Industrial Education in Wisconsin." Unpublished doctoral dissertation, U. Missouri, 1968. Print. U. Missouri.

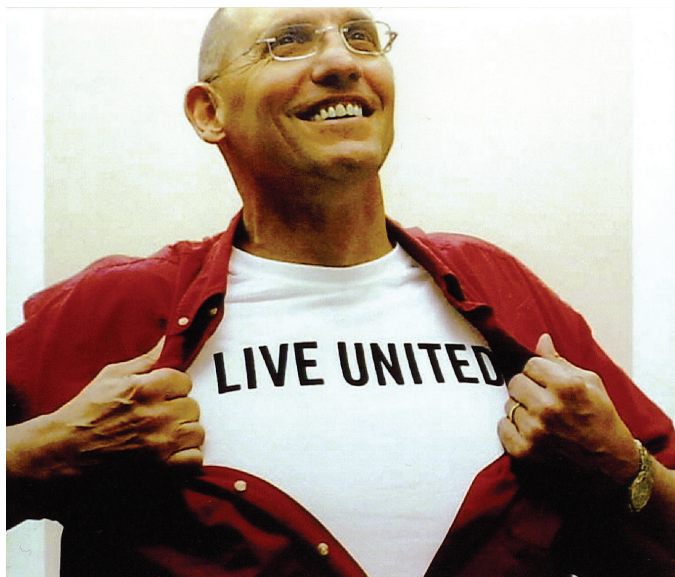
Kathleen A. Paris praised this source in The 1981 - 1982 State of Wisconsin *Blue Book*, page 212, "Spinti provides a carefully detailed history not only of Trade and Industrial education, but Wisconsin's total vocational-technical system as well."

Woerdehoff, Frank J. "Dr. Charles McCarthy: planner of the Wisconsin system of vocational and adult education." *Wisconsin Magazine of History*. Vol. 41, No. 4, summer, 1958. Pp. 270 to 274. Print. SHS.

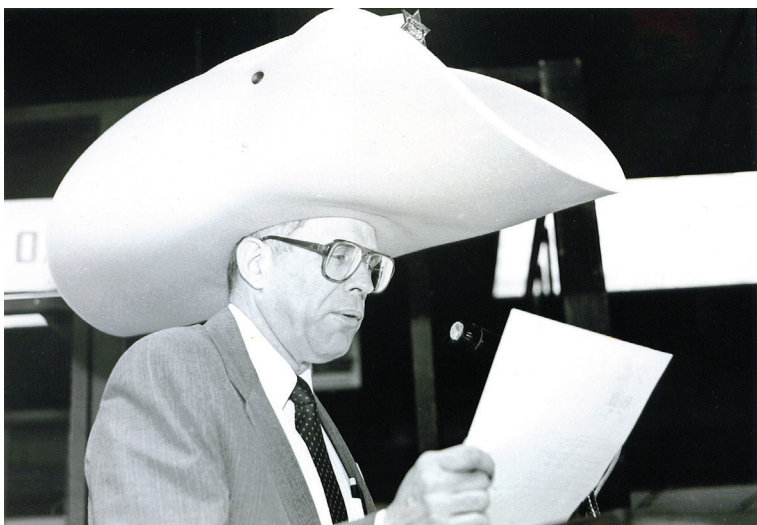
An article on the life and thoughts of Dr. Charles McCarthy.



Above: President Dennis Ladwig and George Grinde waiting to be "bailed out" during a fundraiser.



Above: President Michael Lanser shows his enthusiasm for United Way's "Live United" campaign.



Left: Dick Romaine, Public Relations Specialist.



The Lighter Side of General Education in 1987.
From left to right: Gary Briggs-Dineen, Cheryl Hanson, Raymond Beck, James Smith, Phyllis Hickmann, Donald Chermak, Marlys Kleckner, James Quicker, Arlan Lerch, Harry Swenson, and David Hickman.



President Dennis Ladwig conducts the LTC orchestra...Oops, LTC doesn't have an orchestra.

Chapter Nine

Just for Fun LTC Trivia

Trivia Questions Related to the History of Lakeshore Technical College

This section is reserved for individual readers who enjoy testing their own intelligence on little known facts and on both inductive and deductive reasoning. Not all answers have been given previously in this document. Answers may be found on the pages following the questions. Good luck.

1. Which well-known U. S. Senator taught in the Vocational School in Manitowoc during the 1938 – 1939 school year?
2. What year did the Wisconsin Association of Vocational Educators hold their annual convention in Manitowoc?
3. What was unusual about the housing that was waiting for the W.A.V.A.E. delegates when they arrived for the convention in Manitowoc?
4. State Director Hambrecht was very interested in “rehabilitation” during his tenure in office. What did some people believe was his motivation for being so concerned about helping individuals with physical problems?
5. What did the initials N.Y.A. mean in Manitowoc during World War II?
6. Mr. Joseph Rappel asked his students to assist him in writing *A History of McKinley School* in 1951. Approximately how old were his students?
7. Which well-known Manitowoc journalist was editor of the Vocational School’s newspaper, *The Ship*, in 1943?
8. Which teacher from Manitowoc was appointed editor of the Wisconsin Vocational News in 1935? Contributions to this paper came from all the vocational schools in Wisconsin.
9. In 1939 what was the cost of tuition at the University of Wisconsin Extension Division located in the Vocational School in Manitowoc?
10. True/False. In the early days, when students were required to attend school one day a week, teachers would fit the student into whatever class was being taught at that time.
11. True/False. The dropout rate in 1900 was much lower than it is today.

12. True/False. Two Rivers was one of two Districts in the state with under 5,000 people to choose to have a continuation school.
13. True/False. An “Opportunity Room” in an early vocational school was a room where a person could go to relax and take a timeout from studying.
14. True/False. From 1911 to 1965 a young person between the ages of 14 and 18 who dropped out of school was not required to attend school if that person was not in a vocational district.
15. Which one of the following sayings was associated with the Lakeshore District?
 - A. “A chance for every child.”
 - B. “Your Time Is Our Time.”
 - C. “Lakeshore Technical Institute — The answer’s at LTI. The most important choice you’ll ever make.”
16. True/False. The Supreme Court of the United States ruled in the Ozaukee vs. Milwaukee Vocational, Technical and Adult District that a state could require that all its citizens be part of a vocational district and pay taxes to support that district.
17. Which three districts in the Wisconsin Technical College System are based on boundaries established by school districts and not by county lines?
18. What percentage of Federal funds helped to build the original three buildings on the Cleveland Campus? A. 15% B. 45% C. 82%
19. Which State Director was brought up on a farm in Two Creeks, in northeastern Manitowoc County?
20. How much was the registration fee in 1968 for students who enrolled in the full time post high school courses offered at the Lakeshore Technical schools at Manitowoc, Sheboygan, and Two Rivers? A. \$2, B. \$ 25, C. \$50.

Answers on next page

*Not the school nor the teachers, but the student is
the preponderant factor in education.
James Weldon Johnson*

Answers:

1. S. I. Hayakawa. Dr. Hayakawa served as an instructor of English for the University of Wisconsin from 1936 to 1939. He then went on to teach at the Illinois Institute of Technology from 1939 to 1947.
 - He taught for the University of Wisconsin Extension Division at the Vocational School in Manitowoc during the school year 1938 – 1939.
 - He served as U. S. Senator from California from 1976 to 1983.
 - He is best known in the academic world as a semanticist.
 - He wrote *Language in Thought and Action*, now is in the 5th edition.
2. 1940. See number 58, in quotes taken from *The Ship*. There were 1,200 vocational educators in attendance at this convention.
3. Approximately 450 educators stayed on board the vessel the S. S. North American on Friday night. See number 58, page 77, in Chapter Three.
4. Kathleen Paris in *A Political History of Vocational, Technical and Adult Education In Wisconsin*, page 83, mentions that Hambrecht contacted an illness that left him temporarily crippled as a child, and he never forgot the experience.
5. National Youth Administration.
6. They were 6th graders – approximately 11 to 12 years old.
7. Marjorie Miley.
8. Mrs. H. M. Tollefson. General Studies.
9. \$25.
10. False. Teachers were required to have a special program for each student.
11. False. “It was estimated that in 1900 more than half of those who began primary school in rural areas quit by fifth grade. One in thirty graduated from high school.” Source: Kathleen A. Paris. *A Political History of VTAE*. Pp. 4 -5.

12. True. Cudahy was the other school. Paris, *A Political History of VTAE*. P. 20.
13. False. An “Opportunity Room” was a room set aside for individuals who needed rehabilitation.
14. True. Example: if a young person was between the age of 14 and 18 and lived in a rural area and not in a city with a population of at least 5,000, that individual did not have to attend school.
15. They were all associated with the District at different times.
 - A. The early years.
 - B. About 1956.
 - C. A radio advertisement heard around the 1980s and 1990s.
16. True.
17. Three districts are based on school district boundaries: Southwest, Milwaukee, and Fox Valley.
18. A. 15%.
19. Eugene Lehrmann (State Director from 1971 to 1979).
20. A. \$2.



Sister Anne Kennedy and Director Fred Nierode
congratulate a student nurse.

A Final Comment

Time. Together our history committee has a total of 120 years of dedication to Lakeshore Technical College. We are not young nor do we have any guarantees for the years to come. We would enjoy expanding each of the chapters, but that research is left to the individuals researching the next history of LTC.

Actually, there could be many more chapters – in fact – there should be at least 19 more. This review of our history should have included sections on the (1) Advisory Committees, (2) Debate Over Placement of Schools, (3) Apprenticeship Programs, (4) Special Education Services, (5) List of Major Area Employers, (6) Adult Basic Education, (7) Life Work Planning, (8) Homemakers Club, (9) Job Training and Partnership Act, (10) College Transfer Credits, (11) General Education, (12) Economic Development Programs, (13) Handicapped and Disadvantaged Programs, (14) Sports, (15) District Board members, (16) Corrections Education, (17) Student Organizations, (18) Scholarships, and (19) Foundation. Combine these topics and Part 2 of this effort could readily be produced.

Without more time available to each of us, we could not afford the time to research each of the missing topics and perhaps more topics. But, at the start of this project, we had promised that we would do our best until May 8, 2013, and then close up our project. That date has arrived and now is history.

A few comments need to be made about two sections. "Individuals Who Left a Strong Positive Impact on the School" is a list of people – now all deceased – who the committee chose from teachers, support staff, administrators, and Board members who in their lifetimes made the school stronger because of their efforts. In no way were the selections meant to be an all-inclusive list; they are only examples. "Trivia Questions Related to the History," could easily have stretched into 20 pages. When the topic covers more than 100 years, so much minutiae is available for the picking.

Enjoy!

