

10-1944

# St. Cloud State Teachers College Bulletin (Volume 1, Number 1)

St. Cloud State University

Follow this and additional works at: [https://repository.stcloudstate.edu/scsc\\_bulletin](https://repository.stcloudstate.edu/scsc_bulletin)



Part of the [Education Commons](#)

---

## Recommended Citation

St. Cloud State University, "St. Cloud State Teachers College Bulletin (Volume 1, Number 1)" (1944). *St. Cloud State Bulletin*. 1.  
[https://repository.stcloudstate.edu/scsc\\_bulletin/1](https://repository.stcloudstate.edu/scsc_bulletin/1)

This Newsletter is brought to you for free and open access by the Research Reports and Newsletters at theRepository at St. Cloud State. It has been accepted for inclusion in St. Cloud State Bulletin by an authorized administrator of theRepository at St. Cloud State. For more information, please contact [rswexelbaum@stcloudstate.edu](mailto:rswexelbaum@stcloudstate.edu).

# St. Cloud State Teachers College Bulletin

## THE COLLEGE HISTORY

---



---

VOLUME I

OCTOBER 1944

NUMBER 1

---

Application for entry as second class matter is pending.

# A HISTORY

of the

## ST. CLOUD STATE TEACHERS COLLEGE

1869 - 1944

by

Dudley S. Brainard

and

John C. Cochrane

1944

## FORWARD

Never before in the history of education in this country has attention been fixed so sharply on our schools. The impact of war has shown the importance of a citizenry prepared to settle the accumulating social, political, economic, racial and religious problems. Institutions preparing teachers for the public schools of the country have a major roll to play in the preparation for this more intelligent and effective participation of both our school and our non-school population in personal and community living by the degree to which the teachers it prepares can furnish leadership and guidance.

This focus of attention on educational institutions, plus the fact that the College is 75 years old, prompts us to devote this, the first issue of the St. Cloud State Teachers College Bulletin, to an historical review of the College.

Chapters I and III were written by Mr. Dudley S. Brainard, now President of the College, and Chapter II by Mr. John Cochrane of the Division of Social Studies.

This Bulletin has been published under the direction of a committee composed of the following faculty members:

Miss Lillian Budge .....	English
Miss Elizabeth Barker .....	Health and Physical Education
Miss Helen Bottom .....	Laboratory Schools
Miss Myrl Carlsen .....	Arts and Music
Mr. John Weisman .....	Social Studies
Mr. George Friedrich .....	Science & Mathematics
Mr. Carl Folkerts .....	Business Education
Mr. Floyd Perkins (Chairman) .....	Professional Studies

## THE FOUNDING OF THE NORMAL SCHOOL

### CHAPTER I

The generation which preceded the Civil War witnessed a remarkable growth in American education. These new educational movements were due in part to impulses coming from Europe. They were also due to the labors of forward looking citizens, particularly in the New England States. Usually the more intelligent laboring groups strongly supported educational advance hoping that education would help to equalize the growing distinctions between laborer and capitalist. This educational renaissance created the American public high school and began the higher education of women; it developed educational journalism and produced great activity in the development of state universities. Not the least of its results was the creation of a system of public normal schools for the professional education of teachers. Prominent among the leaders of this educational renaissance was Horace Mann, first secretary of the State Board of Education of Massachusetts. Largely as a result of his leadership, the first State Normal School was opened at Lexington, Massachusetts in 1839, Cyrus Pierce having been chosen as principal. Another outstanding leader was Henry Barnard, secretary of the State Board of Education of Connecticut, principal of the first Connecticut Normal School, Commissioner of Public Schools for Rhode Island and First United States Commissioner of Education.

Before this time the common schools were taught by those who had obtained licenses exclusively through examination. The work of the school was given over to memoriter exercises and to drill work while a system of repression was regarded as sound discipline. Since many teachers succeeded without training as a result of learning by a system of trial and error, it was common to regard teachers as born and not made. Teaching was not a profession and teachers were generally held in low esteem and received low wages.

The movement for the establishing of state institutions for the professional training of teachers beginning in Massachusetts spread rapidly westward, especially in those states or in those parts of states where people of New England origin were numerous and influential. When this movement reached Minnesota in 1860, eleven state institutions for the training of teachers had been established, four in Massachusetts and one each in the states of New York, Connecticut, Michigan, Rhode Island, New Jersey, Illinois, and Pennsylvania. Of all these institutions the one developed at Oswego, New York, under the direction of Dr. E. A. Sheldon was outstanding, being influenced in larger degree than any of the others by the ideas and educational philosophy of Pestalozzi. The State Teachers College of St. Cloud is a spiritual descendant of the institution at Oswego. In 1875 Miss Martha McComber, afterwards Mrs. George Spencer, a critic teacher at Oswego, taught the professional classes at St. Cloud. Later Miss Ella Ste-

## ST. CLOUD, MINNESOTA

wart, afterwards Mrs. L. W. Collins, an Oswego graduate, had the same work. Finally, Miss Isabel Lawrence, also a graduate of Oswego, who became a leading member of the faculty at St. Cloud in the fall of 1878, was even more responsible for this connection.<sup>1</sup>

"There shall be established within five years after the passage of this act, an Institution to educate and prepare teachers for teaching in the Common Schools of this State, to be called a State Normal School, and also within ten years a second Normal School, and within fifteen years a third, provided, that there shall be no obligation to establish either of the three schools, until the sum of \$5,000 is donated to the State in money and lands, or in money alone, for the erection of necessary buildings, and for the support of the professors or teachers in such institutions but when such sum is donated for such purposes, a like sum of \$5,000 is appropriated by the State, for the use and benefit of such institutions." This is the phraseology of an act passed by the legislature of the State of Minnesota on August 2, 1858, within less than three months after the admission of Minnesota to the Union. This act authorized the governor to appoint a Normal Board of Instruction, consisting of a director in each judicial district to establish the three State Normal Schools. Financial difficulties incident to the depression of 1857 prevented an early meeting of the Normal Board.

The first meeting of the State Normal Board was held in the Capitol at St. Paul at 12:00 Tuesday, August 16, 1859. After taking the oath before the clerk of the Supreme Court the four members present chose Lieutenant Governor William Holcomb of Stillwater, president, and Dr. John D. Ford of Winona, secretary pro tem. The other members present were Dr. E. A. Ames of Hennepin County and Dr. O. Pray of Carver County.<sup>2</sup> Dr. Ford remained a member of the board and was in many respects its leader until he resigned June 26, 1867<sup>3</sup> because of the very serious illness which resulted in his death on January 24, 1868.<sup>4</sup> He has often been called the father of the Normal School idea in Minnesota and a principal influence in the passage of the Act of 1858.

At this first meeting of the board, the state was divided into three normal districts, the first to consist of judicial districts three and five, where they resolved to locate the first State Normal School at Winona. The second normal district consisted of judicial districts one and two, and the third normal district of judicial districts four and six where it was planned to locate respectively the second and third schools at a later time. The Normal School at Winona opened in 1860 with Professor John Ogden of Columbus, Ohio, as principal. Critical conditions connected with the Civil War necessitated the closing of the school beginning in March, 1862, for some two years. When it was reopened in November,<sup>5</sup> 1864, Professor W. F. Phelps, former principal of the State Normal School of New Jersey was the

1. St. Cloud Journal-Press Sept. 19, 1907

2. Minutes of the State Normal Board. Page 1

3. Ibid. Page 52.

4. Ibid. Page 58.

5. C. O. Ruggles Historical Sketch of the Winona Normal School Page 42



## STATE TEACHERS COLLEGE

new principal. Professor Phelps had great influence on the development of teacher training, not only at Winona but also at the other two schools shortly to be organized.

An act of the legislature passed in February, 1866 had designated Mankato and St. Cloud as the sites for the second and third State Normal Schools. On January 23, 1868, the State Normal Board ordered the organization of the Second State Normal School at Mankato and a site was purchased in July of the same year.<sup>1</sup> As soon as the site for the Mankato school had been determined upon, the board gave its attention to the selection of a site for the St. Cloud School. On August 4, 1868, the board, consisting of Hon. Thomas Simpson of Winona, president, Rev. H. J. Parker of Austin, Rev. McMasters of St. Paul, Daniel Buck of Mankato, and General C. C. Andrews of St. Cloud with Professor W. F. Phelps met at St. Cloud.<sup>2</sup> The veto by Governor William R. Marshall in 1868 of a bill appropriating \$50,000 for each of the two new Normal Schools handicapped the Board in the selection of a site. They wanted three acres for not more than \$2500.<sup>3</sup> Five possible sites were suggested at this meeting. The board then appointed a prudential Committee consisting of three citizens of St. Cloud, General C. C. Andrews, Judge E. O. Hamlin, and H. F. Barnes to report on this subject. It also formally accepted the \$5,000 from the mayor of St. Cloud without which the Normal School could not legally be organized and appointed Joseph G. Smith of St. Cloud, cashier of the First National Bank, treasurer of the Third State Normal School.

The board met at Winona February 4, 1869, to hear the report of this committee. The committee presented two sites, the Seminary Block, now Central Park, and the land owned by Leland Cram on Lake George. The board adjourned and at St. Cloud on February 16 considered these two sites and two additional sites, a block owned by John L. Wilson, the founder of St. Cloud, and the Stearns House. Mr. Cram offered four acres on Lake George for \$1000, a site whose selection was urged by General Andrews to the very last. The Seminary Square, consisting of 4 5/16 acres, was supported by a petition of thirty-nine business men, six aldermen, Judge McKelvey, and three of the four Protestant pastors. John L. Wilson wanted \$7,000 for three acres with buildings or \$5,000 without buildings, while William M. Hooper offered the Stearns House for \$3,000. At its next session the State Normal Board eliminated the Wilson site because of its public location and nearby saloons. The Cram site also proved objectionable, and Seminary Square was eliminated because it was not attractive and had a defective title. The Stearns House was then selected unanimously because of the beauty of the location on a high bluff overlooking the Mississippi River and also because of the presence of a building suitable with some changes for school use.<sup>4</sup>

At a meeting of the State Normal Board in Winona March 17, 1869, the purchase of the Stearns House was approved if a clear title could be

1. Minutes of the State Normal Board. Page 57

2. *Ibid.* Page 68

3. Lawrence, I., and Cambell, G. History of St. Cloud Normal School. Page 31.

4. Lawrence, I., and Cambell, G., History of the St. Cloud Normal School. Page 3

## ST. CLOUD, MINNESOTA

provided within five days, the Seminary Square and the Cram property being made respectively second and third choice. The Prudential Committee accepted the deed on March 23, 1869.<sup>1</sup> At the Mankato meeting the Board accepted the deed but voted that the Stearns site was not to be regarded as the permanent location of the Normal School.<sup>2</sup> The land amounting to a little over one acre was shortly increased to 5½ acres when the City Council of St. Cloud on March 29 vacated Park Block, River Street between Washington Avenue and Sisson Street and the alley west of Park Block for Normal School purposes. Later, additional lots were purchased for \$325.<sup>3</sup>

During this period leading citizens of St. Cloud had shown a keen interest in the selection of a site and in the material development of the school. Numerous residents also appreciated the educational values of the new institution. Many Minnesota pioneers had brought with them from New England the principles of free public education. To meet a considerable demand for further information about the new institution the Congregational Church of St. Cloud announced on August 31, 1869, a lecture on "Normal Schools".<sup>4</sup>

While the Stearns House had been purchased for Normal School purposes, this site had not yet been designated as the permanent location of the school. This the State Normal Board did by a vote of 7 to 2 at a meeting in St. Paul, July 25, 1869.<sup>5</sup> General C. C. Andrews thereupon presented his resignation from the Board. The Board then elected to fill the vacancy Nathan F. Barnes who became the first resident director to hold office while the Normal School was in session.

The State Normal Board had created a committee consisting of the president and secretary of the Board and General C. C. Andrews to recommend a suitable person for principal of the Third State Normal School at St. Cloud. This committee made its recommendations and on March 17, 1869, Professor Ira Moore was elected as the first principal of the school at a salary of \$2000.00. Principal Moore had been on the faculty of the University of Minnesota for two years. Before coming to Minnesota Mr. Moore had been connected with the Illinois State Normal University at Bloomington, Illinois,<sup>6</sup> and had served during the Civil War as Captain of Co. "G" 33rd Illinois Volunteer Infantry. He was a graduate of the Massachusetts State Normal School at Bridgewater.<sup>7</sup> Professor Moore was asked to come to St. Cloud to supervise the remodelling of the Stearns House for school purposes. This was done at a cost of \$3,434.47. As first assistant to Principal Moore the Board selected Mrs. C. J. Sanderson, County Superintendent of Fillmore County at a salary of \$700. Miss Lucinda Standard became second assistant. Miss Cornelia Walker taught the intermediate room of the Model School and Miss Fay Elliott the primary room, both at the salary of \$600 a year. Mrs. Sanderson, Miss Walker and Miss Elliott were graduates of the First State Normal School at Winona while Miss Standard finished

1. Minutes Page 79

2. *Ibid.* Page 78

3. *Ibid.* Page 84

4. St. Cloud Times, September 4, 1869.

5. Minutes Page 84

6. Sixth Annual Report State Normal School Board to Governor William R. Marshall for fiscal year ending Nov. 30, 1869.

7. Records of Illinois State Normal University, Normal, Ill.



## STATE TEACHERS COLLEGE

at Bloomington, Illinois. The remodelled hotel was ready for the opening of school on September 15, 1869.<sup>1</sup> The Stearns House consisted of two floors, the first floor or Normal floor containing a large school room seating 56 students and two recitation rooms. The second or model school floor included two model school rooms seating 36 pupils each, two dressing rooms and one book room. The third floor rooms, unchanged, were used by young ladies who boarded themselves.<sup>2</sup> The board in its report to the governor emphasized the temporary nature of the occupation of the Stearns House. In February, 1869, the legislature had made an appropriation for a permanent building. Construction of this building, however, had not been started.<sup>3</sup>

The student body in September, 1869, consisted of 53 students, 11 of whom were young men. Fifteen additional students were admitted on February 16, 1870, making a total of 68 for the first year. They represented nine counties and although one-third of them were experienced teachers, none was found qualified for an advanced class. The Model School enrolled 37 in the intermediate class and 36 in the primary room.<sup>4</sup> Of the student body, only four were born in Minnesota. With the exception of two born in Canada, all students of the normal department were of the old American stock. Only in the Model School were there children from families recently arrived from Germany, Scandinavia, and other European countries. The predominant element in the student body was of New England origin, nearly a third of the students being born in the State of Maine.<sup>5</sup>

The first appropriation for running expenses amounted to \$5,000.<sup>6</sup>

The movement of the professional training of teachers in state institutions progressed in Minnesota against considerable opposition. As early as June 6, 1860 the State Normal Board requested principal John Ogden to visit all the important localities in the state and present the necessity of normal schools as a factor promoting permanent prosperity. Principal Ogden hoped to induce citizens to demand competent teachers for their children.<sup>7</sup> This resolution was undoubtedly inspired by the existence of active opposition. On the same day, the Board passed a resolution requesting that all the papers in the state friendly to the cause of education be requested to publish their proceedings. Whenever members of the Board or of the faculty had opportunities to speak before school meetings or public meetings of any kind, the speeches seemed to bear startling similarity one to another. On every occasion friends of the normal schools took occasion to present arguments in their favor and to refute criticisms. Whenever members of the State Normal Board visited one of the schools, letters, reports and newspaper articles followed, full of praise for the work being done. Thus the St. Cloud Journal Press published a letter to Hon. Thomas Simpson, President of the Board, from Dr. J. W. T. Wright who had visited St.

1. Minutes Page 16.

2. Sixth annual report. Page 64

3. *Ibid.* Page 8

4. *Ibid.* Page 65

5. Records of the Third State Normal School. Pages 1-8

6. Sixth Annual Report. Page 19.

7. Minutes Page 8.

## ST. CLOUD, MINNESOTA

Cloud.<sup>1</sup> This letter praised the school in the highest terms. Later the editor of the Journal Press answered an attack on the normal schools made by The Swift County Advocate.<sup>2</sup> He gave the enrollments in the various normal schools, emphasized the number of counties from which students came, thus refuting the charge that the normal schools were merely high schools provided at state expense for the three cities, Winona, Mankato, and St. Cloud. In reply to an attack by the St. Paul Pioneer Press, it was pointed out that the St. Cloud Normal School had already furnished principals for Brainerd, Sauk Rapids, Fergus Falls, Little Falls, and Clearwater, and that it had three teachers each in Minneapolis and Red Wing.<sup>3</sup> Discussing editorially the on-slaught on the normal school, Mr. W. B. Mitchell pointed out that the editor of the Anoka Union formerly opposed to normal schools, was now in favor of them because he had informed himself concerning their merits.<sup>4</sup> Later he commented upon a resolution then before the legislature hostile to the continuation of the three schools.<sup>5</sup>

Early efforts were made to inform members of the legislature concerning the needs of the school, to arouse their interest, and to gain their good will. On February 7, 1872, occurred the first visit of a Legislative Committee. This committee visited classes, drove around St. Cloud, and were entertained at a dinner followed by speeches. In all, 29 out-of-town visitors participated.

From the beginning, the normal schools were anxious to produce graduates who would actually teach in the common schools of the state. A requirement was, therefore, set up that in lieu of tuition, graduates might sign a pledge to teach in the schools of Minnesota for a period of two years.<sup>6</sup> During this period a graduate must report to the principal every six months. A record book shows that on one occasion Principal Moore recorded that Myra Fuller "willfully violated her pledge by marrying six months after graduation."<sup>7</sup> In general, however, the graduates taught not only the two years but more and the claim was that the graduates gave three and one-half times as much service to the state as they had obligated themselves to do.

It was charged that political considerations influenced the action of the State Normal Board. In refuting this charge, the editor of the St. Cloud Journal Press pointed out the long service of General Henry H. Sibley, a prominent Democrat, as President of the State Normal Board.<sup>8</sup>

The St. Cloud Journal Press was especially active in defending the professional training of teachers because the editor, William B. Mitchell, was not only greatly interested in education personally but for many years, 1877-1901, he was also resident director. On one of his earlier visits to the Third State Normal School the editor observed a class in philosophy taught by Principal Moore, as well as classes in geography, arithmetic, and gram-

1. St. Cloud Journal Press. Sept. 27, 1877

2. *Ibid.* May 24, 1877.

3. St. Cloud Journal Press, May 24, 1877.

4. *Ibid.* January 4, 1872.

5. *Ibid.* January 18, 1872.

6. Minutes page 118. May 18, 1872.

7. Records of the Third State Normal School.

8. St. Cloud Journal Press, June 13, 1871.

9. St. Cloud Journal Press October 28, 1871.

## STATE TEACHERS COLLEGE

mar. He wrote with enthusiasm of "devoted teachers" and earnest, studious pupils and complained of crowded quarters.<sup>9</sup> President David L. Kiehle published numerous articles in the St. Cloud Journal Press defending education in general and teacher training in particular. On June 12, 1879, he wrote defending the value of practice teaching, which was still under criticism.

In general the Third State Normal School had a precarious existence from 1869 to 1877. In 1870 violent opposition to normal schools appeared in the legislature. The appropriation for buildings passed the senate but was lost in the House though a \$7,000 appropriation for current expenses passed. The State Normal Board, however, went ahead with their plans for a permanent building, contracting with a St. Cloud Granite Company for a stone foundation and engaging W. P. Boardman of Mankato to draw the plans. Smith and Volz contracted to build the basement for \$6500. This being done the Board waited for the next legislature, only to be disappointed again, because Governor Austin vetoed a \$20,000 appropriation for completing the St. Cloud building although Winona and Mankato both got far larger appropriations of \$100,000 and \$40,000 respectively. In March, 1873, the legislature finally appropriated \$40,000 for completing the building and \$6,000 for current expenses. A. M. Radcliff, a St. Paul architect, supervised the construction and A. Montgomery constructed the building. In March, 1874, the legislature appropriated \$10,000 in addition for heating and furnishings. The total cost was \$50,000. The building was 98x84 feet, two stories in height with two play rooms in the basement.

The difficulties of the college were not over by any means. The 14th legislature, February 27, 1872, had passed a resolution demanding that no principal of a Normal School receive a salary of over \$2000 and suggesting that only one teacher be employed in the model school and that all students be prospective teachers. This resolution, a result of current criticism, accounts for the statement in the catalog, "No impression was allowed to prevail that this is not strictly a teachers school for teachers."

In conformance with the wishes of the legislature, the State Normal School Board meeting on June 8, 1872, limited the Model School to one room and one teacher.

A most serious attack occurred in the legislature in 1874. Ignatius Donnelly introduced a bill providing for the closing of the three schools and the sale of the property.<sup>1</sup> The Hon. H. C. Burbank in a speech before the Senate was largely responsible for the defeat of this measure. He showed that the total investment in the three schools was as follows:

Winona	\$122,114
Mankato	55,000
St. Cloud	45,000
	\$222,114

He then stated that it was beyond the financial capacity of the local counties or cities to purchase institutions representing so great an investment. He then took up the question of possible sale at auction to private bidders.

1. St. Cloud Journal Press, January 21, 1875.

## ST. CLOUD, MINNESOTA

Who, he asked, would desire to buy the schools? He then proceeded to demonstrate the value of normal schools to the state as a whole. After this speech in February 1875, the bill to close the schools was regarded as definitely dead. All of the teacher training institutions of Minnesota and education as a whole owe a debt of gratitude to Senator Burbank.

The legislature of 1875 made no special appropriation for current expenses. The school then was forced to exist for two years on a small standing appropriation. When it became known that the legislature of 1875 would not appropriate for the maintenance of the normal schools, General Henry H. Sibley, President of the Board, called a special meeting. The board published a public protest and resolved to run with the money available. The funds available at St. Cloud amounted to \$4,075.85. By suspending institute work and making all other possible economies, the work of the school continued.<sup>1</sup> It was mainly due to the Hon. L. W. Collins that the legislature of 1877 renewed and increased the special appropriation for maintenance. In general, however, the earlier legislatures seemed to have been antagonistic due mainly to the prejudices of the uneducated and to the jealousy of private colleges. As late as November 15, 1888, President Thomas J. Gray, in a private letter, writes of the bitter fight being waged on normal schools and high schools in the legislature and states that he expects the worst but will do his best to combat the attack.

Even after the existence of the school as a whole was no longer in serious question, attacks on particular aspects of the work of the school had to be met. Thus in the year 1888<sup>2</sup> the legislature refused to appropriate for carrying on a kindergarten as a part of the Model School. Kindergarten training, which had been authorized by the Board in 1885<sup>3</sup>, was suspended in May, 1887, and not resumed until the fall of 1893.

Another attack of a somewhat different nature occurred during the administration of President David L. Kiehle. Rev. O. M. McNiff, Methodist Episcopal minister in St. Cloud, brought charges against President Kiehle and against the Resident Director, W. B. Mitchell, alleging that they conducted the Third State Normal School in the interest of the Presbyterian Church. President Kiehle and Resident Director Mitchell thereupon requested a legislative investigation. A joint committee consisting of Senator Daniel Buck of Blue Earth County, Senator W. H. Officer of Mower County, Representative J. M. Searles of Dakota County, Representative H. R. Denny of Carver County came to St. Cloud and held hearings for two days. Both groups were represented at attorneys, W. S. Moore being the attorney for Rev. McNiff and D. B. Searle for the management of the school. The hearings were enlivened by much interesting gossip and many personal clashes. The Committee reported unanimously that they could discover nothing and Rev. McNiff told the representative of the St. Paul Pioneer Press that he regretted his blunder in bringing the charges.

At an early time the Third State Normal School officially stated that its objectives were three in number, academic, professional, and practical. Un-

1. Minutes page 181.

2. Catalog year ending June, 1888.

3. Minutes page 263.

4. Lawrence, I. and Cambell, G., History of St. Cloud Normal School. Sec. B. Page 9.



## STATE TEACHERS COLLEGE

der the academic objectives were included the study of common and higher English branches, the development of thought and its clear expression in language, mathematics, geography and history. Under the professional objectives were included the study of the science of teaching based on the laws of the mind and the natural order of mental growth. It included school organization and discipline, the natural order of subjects, and the natural methods of directing thought. Under the practical objectives came the teaching in the Model School required of all students.<sup>1</sup>

"The aim of this school is to qualify young people for the teaching service of the State of Minnesota. To the extent that the purpose of an organization determines its character, all the work of the school is professional. It does not give general culture for its own sake; it does not aim to prepare young people, men or women, for college or for the general pursuits of life."<sup>2</sup>

These two statements indicate the strictly professional character of the Third State Normal School, a character which this institution possessed from the very beginning. An early catalog stated that the management of the school hoped soon to permit the school to teach the history and methods of teaching but at present it was necessary for them to teach other things.<sup>3</sup> Again it was stated that the objective of the school was to fit the teachers for the elementary schools of the state, for the high school grades, and for superintendents.<sup>4</sup> The principal emphasis at all times, however, was upon the preparation of teachers for the common schools. Students applying for enrollment were asked to bring recommendations from county superintendents and emphasis was laid upon the right to dismiss students for no other cause than apparent unfitness for the teaching profession.<sup>5</sup> This early school was apparently all business with very little play of an extra-curricular nature. Students were even requested not to take private music lessons. Quite a controversy arose in the State Normal Board over the propriety of purchasing a Chickering piano. After first refusing to permit the purchase, the Board finally gave way.<sup>6</sup>

In September 1873, however, the State Normal School Board employed C. C. Curtis, a teacher of penmanship in all three normal schools. He was to spend four weeks of each term at St. Cloud, four at Mankato and twelve at Winona, his salary of \$2000 and expenses being pro-rated among the three institutions.

The early school was of an elementary nature due to general retarded educational conditions throughout the state. Indeed sentiment concerning education was so backward that in the spring of 1879, St. Paul voted against building a high school while in the rural districts the three-month school was so common that Principal Kiehle regarded it as one of the chief obstacles to education.<sup>7</sup> During its first year the average age of

1. Annual Circular 1877-1872.

2. Catalog for year ending May 22, 1895. Page 23.

3. Catalog 1872-1873.

4. Catalog 1880-1881 Page 31.

5. Catalog 1886-1887 Page 50.

6. Minutes. Page 172.

7. St. Cloud Journal Press. February 28, 1878.

## ST. CLOUD, MINNESOTA

the students in the Third State Normal School was a little over 18 while the range was from 15 to 24.<sup>1</sup> The entrance requirements demanded that the student answer seven questions:

- A. Can I read fluently and with understanding?
- B. Am I a good speller?
- C. Can I write legibly?
- D. Am I familiar with the use of the dictionary?
- E. Do I understand the principles of arithmetic and am I skillful in their application?
- F. Do I habitually use in speaking and writing good English?
- G. Can I name and give a brief description of the countries of the globe and locate mountains, rivers, and cities, and can I explain the changes in the seasons?<sup>2</sup>

In lieu of the above, a second grade certificate was acceptable. The early school included a student body largely of women. In fact this was regarded as desirable. "The schools of the state are coming year by year more into the hands of lady teachers as it is perhaps most fit that they should do, the superior aptitude of women for teaching being universally acknowledged."<sup>3</sup>

The Third State Normal School divided the school year into two terms of 18 and 20 weeks respectively, a division of time which lasted from the opening of the school in 1869 until 1895. The school day began at 8:30 and closed at 12:00 with four hours of study required from 3 to 5 in the afternoon and from 7 to 9 in the evening.<sup>4</sup> The school year usually began late in August, the first term closing before Christmas. The end of the school year came in May after which members of the faculty dispersed to assist in the conduct of teacher institutes in many parts of the state. The first institute conducted by normal school teachers began April 27, 1872. By 1878 the faculty members of the three state normal schools were conducting no less than twenty institutes in various parts of the state during the vacation period.<sup>5</sup> In time, regular summer sessions developed out of these institutes. In this early period the connection between the office of the State Superintendent of Schools and the normal schools was very close, since the normal schools carried out under his direction much work in connection with rural schools which at a later time was done by special supervisors or directors connected with the State Department of Education.

Each term at the Third State Normal School was closed by a public exhibition or examination which lasted two days and attracted numerous visitors. Just before Christmas, 1873 one of these exhibitions began at 9:00 A. M. the "well disciplined students marching in to music." Then a special program of eight essays and three recitations followed besides three musical numbers and one method lesson.<sup>6</sup> At an early period in closing a term of

1. Records of Third State Normal School.

2. Catalog, 1886-1889.

3. Catalog, 1885-1886, Page 50.

4. Sixth Annual Report, Page 65.

5. St. Cloud Journal Press, August 20, 1878.

6. *Ibid.* December 22, 1875.



## STATE TEACHERS COLLEGE

school, an entire day was given to a program of oral examinations in the presence of Dr. S. Y. McMasters, President of the State Normal School Board, of the Resident Director, of the Prudential Committee, and of many representatives of the general public and of the local papers. In the morning the program opened with devotions, followed by examinations in physical geography, history, astronomy, and geography. In the afternoon the examinations were in school law, geometry, and botany.<sup>1</sup> Later one of these closing examinations lasted two days, the examinations in the Model School being held during the forenoon of the first day while the normal department consumed the remainder of the time. Professor Moore, the principal of the Third State Normal School, began the program with an oral examination in reading,<sup>2</sup> followed by one in history by Miss Sanderson. After recess Mr. Gray examined a class in natural philosophy and Miss Macumber one in physiology.

The first graduation exercises were held in 1871 in the Congregational Church of St. Cloud which later became the Bethlehem Lutheran Church. Principal Ira Moore presented the diplomas to thirteen women and two men. On this occasion, and for many years afterwards the graduation program consisted of essays which were required of every member of the class unless excused for some special reason. In addition in some instances an address was also given. The first speaker on such an occasion was Dr. S. Y. McMasters. Considerable importance was attached to the essays, the newspapers publishing a resume' of each. These essay subjects represented an interesting variety. Here are some of them: - "The Value of Education", "Decision of Character", "Every Man Has His Price", "Why Not?", "The Habit of Idleness",<sup>3</sup> "The Philosopher's Stone", "Dreams of Life", "Napoleon and Washington", "Hannibal", "Weaving", "The Milky Way",<sup>4</sup> "Stones", "Labor versus Genius", "The Common Schools and Reading",<sup>5</sup> "Woodman Spare That Tree", "Children's Literature", "Theory of John Stern", "Should Latin be Taught in State High Schools?" "The Garden Spider", "The Hero of Soudan".<sup>6</sup>

This type of program at the closing of a school term continued for many years and was common to schools of many kinds. In schools of lower grade, the exercises were more simple. Thus, at the closing exercises for the Model Department in 1881, Miss Anna Alden, in her very pretty dignified way, told and showed, "What can be made of a handkerchief". Miss Alden was later for many years, one of the college librarians, retiring in 1939.

At an early time the Normal School began to offer lectures on a variety of subjects. The alumni of the school provided for a lecture to be given the evening before commencement. Among the speakers on this occasion were Governor Cushman K. Davis, Lieutenant Governor C. A. Gilman, Dr. E. V. Campbell, Dr. George E. MacLean, and Rev. Dr. Tuttle.<sup>7</sup>

1. *Ibid.* June 29, 1871.

2. *The St. Cloud Times*, May 19, 1875.

3. *The St. Cloud Journal*, July 6, 1871.

4. *Ibid.* April 25, 1879.

5. *St. Cloud Journal Press*, May 10, 1877.

6. *Catalog*, 1884-1885.

7. *Catalog*, 1884-1885.

## ST. CLOUD, MINNESOTA

The first annual banquet of the Alumni Association was held in the West House, April 28, 1881, with Thomas J. Gray, as president.

Earlier a lecture course was arranged for the purpose of supporting the Reading Room and creating a library fund. One of these courses included General C. C. Andrews, late minister to Stockholm on the "Life and Manners in Sweden and Norway", Rev. D. J. Cogan, Principal of the Grove Lake Seminary on "Moses and the Scientists", Professor L. B. Sperry, M.D. Carleton College on "School Hygiene", Rev. M. M. D. Dane of St. Paul "A Yankee Among the Netherlanders", and Rev. Waite "The Coal Regions of Dakota".<sup>1</sup> The lectures of 1877 were all given by residents of St. Cloud. The net proceeds were \$102.40 being devoted to the purchase of an organ. In 1878 the proceeds of the lecture course amounting to \$80 was used to purchase books. In 1883 a season ticket to the lecture course cost fifty cents.

The Third State Normal School possessed a dormitory at an earlier period than any of the other institutions of Minnesota. This was due to the circumstance that the Stearns House was really much better adapted as a residence hall than as a school. As soon then as Old Main Building had been completed and made ready for occupancy in the fall of 1874, the Stearns House was remodelled and became the Ladies Normal Home.<sup>2</sup> It accommodated 25 young women. When the new Ladies Normal Home was occupied in the fall of 1884 the old Stearns House became a young men's hall under the management of Mr. and Mrs. Eugene S. Foot. The charge for room and board was \$3.25 per week. By this time, however, the Stearns House was in need of considerable repairs whose cost apparently could not be justified. Hence the Stearns House was wrecked. The Ladies Home was managed on the cooperative plan. During the 1870's and 1880's the payments varied from time to time. In 1884 young women were required to pay \$10 a month and were then to assist with whatever additional was necessary to cover the actual cost of operation. During the year 1883-4 the actual cost was \$2.75 per week. The cost tended to increase but as late as 1897 the entire cost of attendance for a year was said to be not over \$100.<sup>3</sup> In the 1870's the dormitory rules required students to work three hours a week and to furnish napkins, towels, bedding, lamps, and fuel.<sup>4</sup>

Proper accommodations for young men had long been a problem. In September, 1882, Richardson and Gayton, two young men connected with the school, organized a boarding club. The charges were \$3 a week for room, board and washing. The club membership was only ten. Later the old Garlington House in Lower Town was rented for the accommodation of young gentlemen, a matron being placed in charge. After the wrecking of the Stearns House, the question of a mens' dormitory recurred at varying intervals. During her brief period as Acting President, Miss Isabel Lawrence recommended the project strongly to the State Normal Board. Nothing was done, however, until the fall of 1939 when ground was broken for a mens' dormitory on Michigan Avenue.

1. St. Cloud Journal Press September 28, 1878.

2. St. Cloud Journal, July 3, 1874.

3. Catalog for year ending June, 1892. Page 69.

4. Annual Circular 1877-1878.

## STATE TEACHERS COLLEGE

At the time of the organization of the Third State Normal School, the State Normal Board consisted of eight members, one from each of the three cities where normal schools were located, four other members appointed from the state as a whole, and the State Superintendent of Public Instruction who was ex officio a member of and the secretary of the Board. In addition, there were three treasurers whose names were printed with the members of the Board. These were men appointed from the three normal school cities to look after the finances of these institutions. The treasurer from St. Cloud was Mr. J. G. Smith, cashier of the First National Bank, and later a regular member of the Board. The Resident Director at this time was Mr. N. F. Barnes.<sup>1</sup> On his resignation the following spring the Board elected Judge E. O. Hamlin, March 10, 1870, to take his place. When Judge Hamlin resigned, the Board on March 7, 1872, selected Dr. M. C. Tolman who died in office.<sup>2</sup>

The legislature now made a change in the organization of the State Normal Board, providing that the governor on or before the first Friday of March, 1873, should appoint with the consent of the senate a board of six directors who together with the State Superintendent of Public Instruction should form the board. Three of these were to serve for two years and three of them for four years. On the first Tuesday of 1875 and biennially thereafter the governor should fill vacancies for four-year terms. Winona, Blue Earth, and Stearns Counties were always to have representatives on the board. Governor Austin in appointing the board selected Mr. J. G. Smith as the Resident Director of St. Cloud for a term of four years.<sup>3</sup> Among the other appointees was Reverend David L. Kiehle, a Presbyterian clergyman from Preston, Minnesota. At that time clergymen were frequently appointed to the State Normal Board.

It fell to Mr. Smith to assist in the selection of the second president of the Third State Normal School. The approaching resignation of Principal Ira Moore was rumored early in 1875. In due time Principal Moore presented his resignation preparatory to removal to California where he became principal of the State Normal School at San Jose. The Board at once passed a strong resolution of commendation and regret.<sup>4</sup> It was shortly announced that the Board had selected one of its own members, Reverend David L. Kiehle to be principal of the Third State Normal School. Principal Moore invited Principal-elect Kiehle to deliver an address in connection with the graduation exercises of that year. In this address Principal Kiehle emphasized the evidences of growth which indicated that normal schools could now be looked upon as thoroughly established institutions. Principal Kiehle proved to be second to none among the men who built up the Third State Normal School as well as an outstanding leader in the educational development of the State. He was not only president during a period of six years but he had previously been a member of the Board for two years, and he continued to be ex officio member of the Board during his long term of service as State Superintendent ending in September, 1893. During his

1. Sixth Annual Report.

2. Minutes, Page 112.

3. Ibid. Page 134.

4. Minutes Page 172.

## ST. CLOUD, MINNESOTA

term of office as State Superintendent, David L. Kiehle was instrumental in several changes of the greatest importance to the schools of Minnesota. He completed the organization of the system of institute instruction. He established the public school library fund. He instituted a system of summer training schools of four weeks each. He organized the state high school system and inaugurated the system of inspecting high schools. As a member of the Board of Regents he was the founder of the College of Agriculture.<sup>1</sup> At the end of the term of office of Mr. Smith in March, 1877, Governor Pillsbury appointed William B. Mitchell, Resident Director. Mr. Mitchell was reappointed by numerous governors and held office for a total term of 24 years. He also was one of the great forces in shaping the development of the Normal School at St. Cloud.

When State Superintendent David Burt died in office, Governor Pillsbury appointed Principal Kiehle of the Third State Normal School to that office. The board then selected Dr. Jerome Allen of Geneseo, New York, to be head of the school. He was known as president instead of principal, the Board having voted to make this change in title in May, 1880.<sup>2</sup> Dr. Jerome Allen resigned as president at the end of 1884 being succeeded by Thomas J. Gray who had been a leading member of the faculty since 1873. He had already served for three months as acting president during the interval between the departure of Principal Kiehle and the coming of Dr. Allen. President Gray resigned in June, 1890. The Board at once passed a strong resolution commending the work of President Gray.<sup>3</sup> His resignation, however, had been accompanied by some trouble within the school. On this occasion Waite A. Shoemaker, a member of the faculty and later president of the school, was re-elected by a vote of 4 to 3, Mr. Mitchell voting in the negative, the reason for his opposition being connected with a letter which Mr. Shoemaker had written with reference to this difficulty. President Gray was the first president to be elected on the twelve-month basis, this change having been made by the Board in 1888.<sup>4</sup> As a successor to President Gray, the Board selected James Carhart in August, 1890 who served until 1895 and was succeeded by George R. Kleberger.

During this period the development of the Third State Normal School was also greatly assisted by a succession of men who represented the St. Cloud area in the legislature and who worked for the advancement of its interests. These included in order of their terms of service: - C. A. Gilman, C. F. McDonald, L. W. Collins, H. C. Waite, F. E. Searle, J. J. Boobar, P. B. Gorman, B. Reinhard, Ripley B. Brower.<sup>5</sup>

During all of the period thus far under discussion the official name of the institution at St. Cloud was the Third State Normal School. The change of title to the State Normal School at St. Cloud was made by the legislature in 1894.<sup>6</sup> The institution at St. Cloud was growing steadily in size both from the point of view of student enrollment, size of faculty and of buildings

1. Kiehle, David L., Education in Minnesota. Pages 28-29.

2. Minutes Page 217.

3. Minutes Page 301.

4. *Ibid.* Page 291.

5. St. Cloud Journal Press, June 18, 1907.

6. Rules of the State Normal Board. Page 15.



## STATE TEACHERS COLLEGE

and other physical equipment. It was also growing in influence as the number of its alumni increased and as these alumni acquired experience and came to occupy more numerous and more influential positions in the schools of the state. It was also becoming steadily a more complex institution. The number of its courses increased as the educational standards rose not only in the institution itself but in all types of schools throughout the state. It was in a word becoming both a larger and more efficient institution.

From the beginning the Third State Normal School received gifts of books, money and equipment from graduating classes, alumni, faculty members and from friends residing in St. Cloud. The catalog of 1886 devotes eight pages to a description of the most notable of early gifts. This was the herbarium of 333 items donated by Dr. E. V. Campbell, pastor of the First Presbyterian Church of St. Cloud.

The efficiency of the Third State Normal School was brought clearly before the public in 1886. In that year schools throughout the United States were asked to participate in an educational exhibit at the New Orleans International Exhibition. The three normal schools of Minnesota participated in this exhibit. The Third State Normal School sent a large bound volume including extensive examples of the work done in all the departments and classes at St. Cloud. To the exhibit came representatives of the French Ministry of Public Instruction. Later writing in the French Journal of Pedagogy the Minister of Public Instruction said, "But let us give our attention first to those states of the Union which show the greatest advancement in matters of education. Among those states which were preeminent in the excellence of their exhibit, I place Minnesota first, both as regards completeness and the careful arrangement of the matter exhibited. I wish specifically to mention the showing of the three normal schools and above all that of St. Cloud." It is not surprising then that beginning in 1886 and for years thereafter the presidents of the Third State Normal School printed this recommendation conspicuously in their annual catalog.

The development of the school in size can be shown by quoting the enrollments at five-year intervals.

1869-70	Normal Students	52
	Training School	73
	Faculty Members	5
1874-75	Normal Students	
	Training School	
	Faculty Members	7
1879-80	Normal Students	
	Training School	
	Faculty Members	10

## ST. CLOUD, MINNESOTA

1884-85	Normal Students	271
	Training School	85
	Faculty Members	12
1889-90	Normal Students	195
	Training School	116
	Faculty Members	15
1894-95	Normal Students	311
	Training School	214
	Faculty Members	17

Perhaps more important was the rise in educational standards. At the beginning so meager were the educational opportunities in Minnesota that numerous adult students who came to the Normal School were unable to meet entrance requirements. These were organized into a preparatory class. This preparatory class was discontinued in 1886.<sup>1</sup> In the beginning all graduates were elementary. By 1876 an advanced class was organized. By 1893 the number of advanced graduates equaled the number of elementary graduates. For a long time graduates of the normal schools had to pass examinations before they could obtain certificates to teach in the schools of Minnesota. This was a matter of concern to the State Normal School Board which passed resolutions frequently requesting the legislature to make a diploma from a normal school equivalent to a certificate to teach in the state. The legislature acceded to this request in 1891.

By the 1890's the problem of placing graduates in teaching positions began to receive attention. The first attempt along this line involved the organization of a teachers agency by the Alumni Association.<sup>2</sup>

During this period the standards of training on the part of the faculty were rising. In the faculty list of 1878 only David L. Kiehle, M. A. and Joel N. Childs, B. A. possessed degrees. In due time Waite A. Shoemaker took leave of absence and returned having received the first doctorate, the degree of Doctor of Pedagogy, possessed by a member of the teaching staff. During this period all the evidence indicates that a most harmonious spirit was conspicuous as a characteristic of the faculty of the State Normal School at St. Cloud.

It was also evident that the Normal School was an important factor in the growth of the City of St. Cloud and that influences coming from the development of the city were also affecting the school. In 1869 St. Cloud was a village of about 2100 people. Twenty years later a population of 10,000 was claimed.<sup>3</sup> In that year the normal school catalog pointed out that St. Cloud possessed an electric street railway, waterworks, and electric lights. In September, 1892, electric lights replaced oil lamps in the

1. Minutes Page 188.

2. Catalog 1893-1894. Page 72-73.



## STATE TEACHERS COLLEGE

Normal School assembly hall.<sup>1</sup> When the school was already nine years old, the entire value of the laboratory material and apparatus was estimated at only \$4,100.<sup>2</sup> By 1892 the Normal School possessed many valuable items of a scientific nature which had been ordered directly from Europe.<sup>3</sup>

During the years 1869-1881 the student body studied courses equivalent to the first three years of high school. In 1882 some students were in the twelfth grade. In 1895-96 the normal school for the first time had students in the thirteenth and fourteenth grades or Freshman and Sophomore years in college. In these ways as well as in many others, the teacher training institution at St. Cloud was growing with the development of the state. Because it served the schools of Minnesota well, the influence of the State Normal School at St. Cloud grew and the good reputation of its graduates increased.

\*\*\*\*\*

1. Normalia September, 1892  
2. St. Cloud Journal Press. May 21, 1878  
3. Catalog 1892. Page 63.

## ST. CLOUD, MINNESOTA

### CHAPTER II NORMAL SCHOOL TO TEACHERS COLLEGE GENERAL PURPOSES

Many factors have contributed to the growth of the college during the past half century. It is the purpose of this chapter to enumerate some of these factors, and to indicate how they have affected the work of the college, as an educational institution.

The purposes of the college have remained fundamentally the same from its beginning to the present. In the year 1890 it was indicated that the purposes were the training of teachers in organization, instruction, government, and academic subjects. Such training should give the student "a thoroughness of discipline and command of all his powers that will enable him to compete successfully in any business for the prizes of life."<sup>1</sup> It was also believed that the Normal School offered "a breadth of culture, in a department of thought, quite as important as that covered by a college or any technical or progressive school."<sup>2</sup> In another statement of purposes, the methods of teaching were especially emphasized. The purposes were "to teach mental science and methods of teaching, in applying known laws of the mind, to instruction. The Training School provides bone-fide teaching for several months. The student is original and self-controlled and is held responsible for results. The teaching is most efficient when untrammelled by work in other subjects."<sup>3</sup> Miss Isabel Lawrence, who came to St. Cloud from Oswego, New York Normal School in the year 1879, and who served on the faculty until the year 1921, believed in the principles of Pestalozzi. She believed that practice teaching should be "the central feature of instruction." The Model School and the city schools of St. Cloud provided opportunities for such instruction. In the college catalog for the year 1937-38, it is stated that "the college is maintained for the purpose of preparing teachers for the public schools of Minnesota. The college is therefore definitely a professional institution."<sup>4</sup>

The college has had the services of a loyal and stable faculty. Since the year 1890, there have been five presidents. Many of the faculty have served for ten years or more. Joseph Carhart was president in 1890, and he was succeeded in turn by George H. Kleeberger, 1895, Waite Shoemaker, 1902, Joseph Clifton Brown, 1916, and lastly, George A. Selke in 1927. President Shoemaker was an alumnus of the college of the class of 1880. After graduation he joined the college faculty. At the dedication of Shoemaker Hall in 1916 Resident Director, Mr. C. L. Atwood, stated that every building except a part of Old Main was planned by President Shoemaker. As refer-

1. St. Cloud Normal School Catalog, 1890.

2. Annual Catalog of the St. Cloud State Normal School, 1891. Page 23.

3. *Ibid.* Page 25.

4. St. Cloud State Teachers' College catalog 1937-38. Page 16.

## STATE TEACHERS COLLEGE

red to above, Miss Isabel Lawrence contributed to the college, especially in the development of teacher training. At a celebration in her honor in 1926, it was stated that she had served as Director of the Training School for forty-two years; that she had gained national prominence, and that the school was one of the finest in the United States." Joseph Clifton Brown contributed to extra-curricular phases of student life. He enlarged the committee organization of the faculty. In September, 1925, President Brown appointed Mrs. Beth Porter Garvey as the first Dean of Women and Mr. Louis G. VanderVelde as the first Dean of Men. Their most important duty was to promote and advise in student affairs. President George Selke has proven an executive of unusual ability. During his administration the services of the college to the state have been greatly increased.

Many other members of the faculty have served long and well. Miss Gertrude Cambell, for a number of years secretary, purchasing agent, and accountant, served for over thirty years. Miss Ellen Ready, who became matron of Lawrence Hall in 1902, served for thirty-four years. Mr. Darius Stewart, who taught in various schools for sixty-two years, was on the faculty for twenty-four years. In the Talahi for 1924, President J. C. Brown writes as follows concerning Darius Stewart: - "We live in deeds, not years; in thoughts, not figures on the dial" ". "Thrice blest then, is he whose lot is to live in deeds, and thoughts, and years. Some there are whose life span of but a score or two of years is filled with deeds of kindly helpfulness but he to whom we dedicate this book has passed his three score years so filled of worthy acts, high thoughts, and helpful deeds that scores who have attained eminence and are now in the mid-day of their lives, and hundreds more now travelling on the long, long trail, lovingly attribute much of their success to the training and inspiration given them by him who loves and helps his fellow men: - Darius Stewart."<sup>5</sup>

The work of the faculty became more complex and specialized with the expansion of the curriculum and the increase in the number of faculty members. In the college catalog for the year 1917 the first list of faculty standing committees is printed. Seven committees are named as follows: Entertainments, Athletic, Recreation and Social Life, Classification of Students, Student Welfare, Literary Societies, and School Publications.<sup>6</sup> In 1924 a Library Committee was added and in 1926, a Curriculum Committee. In 1929 the revised list of faculty committees, nine in number, were as follows: Athletics, Decorations, Curriculum, Lectures and Entertainments, Library, Literary Societies, Publicity, Social Affairs, and Student Welfare.<sup>7</sup> In 1933 the number of committees was increased to twelve. They were as follows: Administration, Athletics, Campus Planning, Curriculum, Decorations, Lectures and Entertainments, Publications, Publicity, Social Affairs, and Student Welfare. In 1938 a new committee on Personnel was added.

When the degree course was added, the adoption of a system of majors and minors in selected fields led to an approach to a departmental

5. Talahi, 1924.

6. State Normal School Catalog 1917.

7. St. Cloud State Teachers College Catalog 1929.

## ST. CLOUD, MINNESOTA

organization. One faculty member was appointed by the administration as an advisor to such students as elect major work in each major field of study.

In the St. Cloud Journal Press dated September 19, 1907, it was stated that the students attending the college were "the sons and daughters of farmers, mechanics, and laborers. They are receptive and not tainted with blasé smartishness which so often is the pride of the city-bred youth."<sup>8</sup> Survey studies of the student body from time to time proves that a large majority of the students are still recruited from the same sources. With slight fluctuations there has been a steady increase in the number of students attending the college, the enrollment growing from 195 in 1890 to a total of 1738 for the year ending in June, 1931.

A study of the college catalogs reveals that college expenses have been surprisingly stable throughout the past fifty years. In 1894 tuition was free to students living in the state, provided they made a pledge to teach at least two years in Minnesota. For all others the cost of tuition and fees amounted to \$40 per term. Text books were free except for a rental fee. In 1894 the rental fee for the use of text books was \$1.50 per term. Board and room in this year was \$3.00 per week, or table board alone, \$2.50 per week. These expenses remained about the same from 1890 to 1917. During the period of the First World War and after, expenses increased. For the year, 1917, book rentals were \$2.00 for the term, and board and room averaged \$4.25 per week. During the war and post-war period, the cost of board and room increased to an average of \$6.50 per week. Since 1933 a tuition fee of \$10. for a term has been added, authorized by legislative enactment.<sup>9</sup>

In spite of the relatively low cost of attendance, a large number of students have had to secure part-time work or other forms of financial aid, in order to carry on their college work. The college administration has always helped these worthy and capable students whenever possible. Before the depression, the citizens of St. Cloud furnished most of the employment. Because of the large number of applications for student aid, it was necessary for a faculty committee to select students on the basis of merit and need. Another source of aid to worthy students has been the Student Loan Fund. In the year 1890 this fund amounted to \$70. The college catalog of 1933 states that the Loan Fund had increased to approximately \$10,000. A number of public-spirited citizens were responsible for this increase.

Concern has always been manifested for the health of the students. In 1907, for example, there was a typhoid fever scare. The catalog of that year makes a special point of the fact that only one case of typhoid fever had ever occurred among the students, and that "thirteen flowing wells would supply pure water in the future". A picture of the flowing wells

8. St. Cloud Daily Journal Press. September 19, 1907.

9. St. Cloud State Normal School and Teachers College Catalog.

## STATE TEACHERS COLLEGE

is included in the catalog.<sup>10</sup> Until the completion of the filtration plant, the students were warned every year not to drink from the city supply system. During President J. C. Brown's administration, a full-time nurse was added to the staff and a Student Health Association was organized. Under President George Selke this service was continued. There has also been added general physical examinations for all students, free medical service, vaccinations, and the proven tests for several diseases, by competent physicians. The idea has been, not only to protect the health of the students attending the college but also of the children who will be taught by the students after they have finished their course.

The college catalog for the year 1937 states that "the college makes a definite effort to provide adequate counseling service for its students. The regular counseling staff consists of the president, dean of women, dean of men, director of personnel, director of student aid, the registrar, and director of placement. Heads of various departments and the registrar offer their service in curricular problems. In addition, certain members of the faculty are assigned to groups of freshmen to act as counselors for other than curricular problems. Student mentors aid the new students through the orientation period giving direction and information at a time when it is most helpful.<sup>11</sup> In 1938 student mentors were appointed to study the problems of personnel and to help the freshmen throughout the year.

Scholarship has also been a matter of chief concern. In the college catalog of 1890, eight-thirty A. M. to twelve-forty P. M. was the time set aside for class periods from Monday through Friday. The hours three o'clock to five o'clock in the afternoon and seven o'clock to nine o'clock in the evening except Friday evening and Saturday afternoon, were the hours for study. "No pupil will be expected to absent himself during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation". In 1902 five daily sessions were provided from eight-thirty o'clock to four o'clock, with study from seven o'clock to nine o'clock in the evening, excepting Friday and Saturday evenings. The statement concerning absences remained the same. In the catalog for 1917 the period for classes was from eight-thirty o'clock to four o'clock, but the study hours were not specified. It would seem that the need for supervision has become less with the raising of entrance requirements and the extension of the course of study. The college has nevertheless always been solicitous for each student to make the most of his opportunities. For many years, six weeks reports, of students who are doing unsatisfactory work were filed with the registrar who in turn notified the students and their respective instructors. Consultations of students and instructors and other advisors have been obviously effective.

In this survey of student life, it would seem that the St. Cloud State Teachers College has had an exceptionally fine student body and that there has been maintained a fine cooperation and democratic relationship be-

10. St. Cloud State Teachers College Catalog.

11. St. Cloud State Teachers College Catalog 1937. Page 20.

12. St. Cloud State Normal Catalog 1890. Page 31.



## ST. CLOUD, MINNESOTA

tween the faculty and the students. Each has been conscious of not only promoting his own welfare, but also, that of the college now, and to be. Student government has attained an important and helpful place on the campus. Students have assumed responsibilities which formerly were the concern of the faculty.

President J. C. Brown in his Report to Members of the Normal School Board, dated November 9, 1917, gave some interesting information on what the faculty and students were contributing to the Great War of 1917. Fifty-eight former students of the school were reported in the army, navy, or Red Cross Service. Some of them were in France. A large service flag with fifty-eight stars had been purchased, and placed in the entrance hall of the Main building. Near it was placed a large placard appropriately designed on which were recorded the names, departments of service, office, and present location of those in service. The faculty and students were cooperating actively and heartily in all worthy patriotic activities. Every member of the faculty had subscribed for one or more of the second issue of Liberty bonds, the total subscriptions amounting to eight thousand three hundred and fifty dollars. The students voluntarily contributed one hundred dollars for the purpose of purchasing a Liberty Bond to be donated to the Student Loan Fund. The sewing classes were devoting a great deal of time to the making of supplies needed by the Red Cross, and favorable comment had been made upon the excellence and the amount of the work done. Several addresses on food conservation had been made to the school. The wheatless and meatless days were being observed in both dormitories and in several of the private boarding houses. President Brown also reported that the alumni at their annual reunion on November 2nd, in Minneapolis collected twenty-three dollars and fifteen cents to be used to purchase a Christmas remembrance for each former student now in government service.<sup>13</sup>

In a report to the State Normal School Board dated June 11, 1917, President Brown reported that seven boys had left to join the army before the end of the spring term. Twenty-eight boys had left to work on farms in the state. Each boy who left signed an agreement to engage exclusively and regularly in farm labor in the state at least until September first. During the early part of the spring term three plots of ground had been secured from the city and from citizens of St. Cloud for garden purposes. The Department of Agriculture, Shoemaker Hall, and the Y. W. C. A. were supervising these activities.<sup>14</sup>

An honor roll was issued on May 2nd, 1918, containing the names of former students and faculty members who had entered the service prior to that date. A special bulletin which was issued in 1919 of the War Service Personnel contained two hundred and seventy names including nineteen women.<sup>15</sup> In the fall of 1918 many of the college population suffered

13. Brown, J. C. Report to State Normal School Board, November 9, 1917.

14. Brown, J. C. Report to State Normal School Board, June 11, 1919.

15. St. Cloud State Normal School Special Bulletin, May, 1919



## STATE TEACHERS COLLEGE

from the dread epidemic of influenza, and the halls were for a short time turned into veritable hospitals.

The Daily St. Cloud Journal Press dated June 4, 1919 gives an interesting report of the Semi-centennial Celebration and Commencement week. This was distinctly a service program. With the coming of peace and the return of former students and alumni from service for their country, it was fitting that the predominant feature of the whole week should be "Service" and that the first program should be a welcome to those of the school who had offered their lives for the honor of their country. On Friday evening such a program was held at the Nemece Theatre. The men were greeted by President J. C. Brown. Hon. J. T. Washburn of Duluth, a member of the State Normal School Board, then delivered the main address of the evening, dwelling at length upon the dangers which now menaced the very life of the country, and threatened to undo the liberty and freedom, accomplished by the "boys at the Front." He urged that all loyal citizens put forth every effort toward the destruction of Bolshevism and all similar theories of government. Dr. P. M. Magnuson then spoke on "Our Three Gold Stars." He paid a sincere and inspiring tribute to Clarence Barry, Claude Campbell, and Petrus Liljedahl, three St. Cloud alumni who had made the supreme sacrifice that democracy might live. According to the printed program for this occasion, singing was led by Mr. Herbert Gould, who was then a song leader at the Great Lakes Training Station. The meeting at the theatre was followed by an informal get-together of Service men, in uniform, at the Elk's Club.<sup>16</sup>

President Brown in his Report to the State Normal School Board referred to the Semi-centennial celebration. He stated that the exercises, which lasted from May 30 to June 5, were well attended and very interesting. Two hundred and fifty-five alumni were present at the dinner which was held at Lawrence Hall on Saturday evening, May 31. At this time the report of the Memorial Committee was received and it was found that the alumni were anxious to have a suitable memorial provided for the young men and women of the school who had been in military service.<sup>17</sup> The St. Cloud Daily Times dated June 2, 1919, reported that the distinctive features of the alumni banquet were the presence of the older alumni and the large attendance of men who had recently been in service. In the corridors of Lawrence Hall groups were formed according to classes, headed by a number of white-haired men and women and ending with this year's graduating class. Mr. Charles Mitchell, of the Duluth News Tribune presided as toastmaster. A clever program had been arranged, each toast bearing a military name. Dr. Magnuson responded to D. S. M.; George Selke, to Defensive or Offensive, Ray Scott, feelingly and humorously, gave the response to "Blighty"; Bess Tomlinson to "K. P."; and "Rookies" was responded to by Pearl Gellass of the graduating class. The program was closed with President Brown's response to "Signal Corps."<sup>18</sup>

A strange feeling of mingled joy and sadness was evident in these

16. St. Cloud Daily Journal Press, June 4, 1919, Page 2.

17. Brown, J. C. Report to State Normal School Board 1919.

18. St. Cloud Daily Times, June 2, 1919, Page 6.

## ST. CLOUD, MINNESOTA

peace celebrations. The Daily Journal Press of June 4, 1919, has this to say concerning the three men who had died during the war: Clarence Barry gave his life in service at the Naval Air Station, Pensacola, Florida. Claude Campbell, the oldest of our three fallen heroes, was a doctor in the medical service of the army, and at the very beginning of his service in October, 1918, fell a victim of the great epidemic which then ravaged the world. Petrus N. Liljedahl, "15" was killed in action on the Somme Front on August 9, 1918. As a part of the Somme offensive, a sharp engagement took place on August 9, at the Gressaire Woods. The officer in command asked for volunteers for a reconnoitering party. One of the young men that stepped up, saluted, and offered himself, was our Petrus Liljedahl, then, as always, ready to do his duty and more, in the loyal service of high endeavor. At dusk that fateful day, Petrus fell mortally wounded by shrapnel and joined the immortal company of heroes who died that humanity might live.<sup>19</sup>

In the catalog of the State Normal School for the year 1890-91, the work of the Alumni Association is described at considerable length. "The growing strength of the Association becomes more apparent every year. If the graduates but realized their opportunities, they could do much more than they are doing in shaping public sentiment upon the Normal School question, and in determining the policy of the state toward these institutions. The work of the Alumni Correspondence Bureau during the past year had been directed largely toward the end of rousing the members to a recognition of this fact. It was hoped that the Bureau would become a kind of employment and information agency between members of the association and school boards or others desiring experienced and able teachers. Already it had served these purposes well. Every year increased the strength and dignity of the association. It numbered in 1890 over 400 members. An interesting feature of the meetings of the Association held May 27, 1890, was the display of letters and photographs from graduates.<sup>20</sup> The catalog of the college for the year 1891-92, comments on the work done by the Alumni Correspondence Bureau for the preceding five years. It had compiled a directory for its four hundred and sixty-six members, giving names, location and occupation. The previous year it had organized a Teachers' Agency for the benefit of the graduates and of schools desiring trained teachers. The results had been most flattering. No mention is made of the Employment Bureau in the annual catalog of 1897, or thereafter, and apparently it as discontinued. The association continued, however, to hold regular meetings either in the fall or at the time of the graduation exercises. In the annual college catalog for 1901, the members of the Alumni Association "are cordially invited to visit their alma-mater whenever it is possible for them to do so, and it is hoped that many of them may be present at every commencement season. Hereafter, special provision will be made for alumni reunions tri-annually - the next reunion to be held Commencement week, 1903." A circular of announcement of such reunions in due time is promised.<sup>21</sup>

19. St. Cloud Daily Journal Press June 4, 1919. Page 2.

20. St. Cloud State Normal School Catalog, 1890. Page 49.

21. St. Cloud State Normal School Catalog, 1891. Page 71.

## STATE TEACHERS COLLEGE

The Alumni had a prominent place on the program of the Semi-Centennial celebration of 1919. The program for that occasion reveals that a number of well-known and representative alumni contributed to the program of Reminiscences on Saturday morning, May 31. Miss Blanche Atkins, '94, presided. The following is the list of Alumni who contributed briefly to this program:

- '71 - Elizabeth Barnes (Wilder)
- '72 - Martha Wright (Stevenson)
- '73 - Matilda Knott (Larson)
- '76 - Will Alden
- '77 - Charlotte Clark
- '79 - Albert Kendall
- '82 - J. F. Lee
- '83 - C. B. Stutman
- '84 - Peter Seberger
- '85 - Susan Metzroth (Long)
- '87 - J. C. Boehm
- '88 - Emily Sargent (Bierman)
- '89 - Ella Paddock (Warner)
- '90 - Clara Crockett
- '92 - Nell Laner (Burke)
- '93 - Mabel Tomlinson
- '94 - August Zech
- '95 - Ina Smart (Cushman)
- '96 - Grace Hill (LaFond)
- '98 - Ella Kirk
- '01 - Madge Green (McPartlin)
- '02 - Bessie Cambell
- '04 - Emery Swenson
- '04 - Irene Swenson (Critchfield)
- '07 - Marguerite Hoard
- '13 - Esther Johnson (Guy)
- '15 - Martha Moe
- '17 - Roma Gans<sup>22</sup>
- '18 - Ernest Jadobson

Mention has already been made of the Alumni Banquet on the evening of the same day. This brief survey of the Alumni Association indicates that an ever increasing number of graduates have retained their interest and loyalty to their college. The college has many distinguished alumni who have achieved prominence in various fields of endeavor.

22. Program of the Semi-centennial Celebration, 1919.

## ST. CLOUD, MINNESOTA

The Alumni Association, as mentioned above, organized an Employment Bureau to place graduates in teaching positions. After a few years this work was taken over by the college administration. The alumni have, of course, continued to be an important factor in the placement of graduates. The college catalog for 1931 announced the establishment of a Placement Bureau.

The rapid growth in enrollment severely taxed at times both the teaching staff and the available class room space. During President Shoemaker's administration, the growth in attendance presented serious problems, as revealed in his reports to the State Normal School Board. On the one hand, he appealed to the state for more class rooms and teachers, and on the other he discouraged a certain number of prospective students from entering the college.

The course of study has been revised periodically to meet changing conditions, and the demands of the people of Minnesota. In 1890 there were two basic courses, the elementary and the advanced. At this time the greatest need was a "better academic foundation for entrance." Only one year of professional study was required of "First Grade High School graduates," to qualify for teaching. Only a small proportion of the students, however, were high school graduates, and therefore, much of the work done in the Normal School was the equivalent of high school work. Entrance requirements were raised, and the work of the college gradually assumed collegiate rank. Another important development has been the adding of new subjects to the course of study, and in some instances the dropping of old subjects. Since 1890 the following subjects have been added: Normal training in 1902, domestic science in 1909, rural education in 1918, and business education in 1938. In the meantime subjects have expanded into departments of study. The evolution of the State Teachers College from the State Normal School had already been accomplished, to a considerable degree, before legal recognition was secured.

In the proceedings of the State Normal School Board, dated January 25, 1921, we find the recommendation of the presidents of the various schools, and the adoption by the Board, of resolutions as follows:

1. Abolishing the students' pledge to teach in Minnesota,
2. Authorizing the Board to confer the degree of Bachelor of Education, or Bachelor of Science in Education,
3. Changing the titles of the several Normal Schools to Teachers Colleges.

Director Strong introduced the following resolution which was adopted: Resolved, that this Board approve the recommendations of the Presidents of the State Normal Schools; that the State Normal Schools and the State Normal School Board be designated hereafter as State Teachers College Board, respectively, and that said Board be authorized to award appropriate degrees for the completion of the four year courses in said schools, and, Resolved, further, that a Committee consisting of Messrs. Somsen, Mc-



## STATE TEACHERS COLLEGE

Connell, and Ray be appointed to prepare and present to the legislature suitable legislation to give effect to the foregoing recommendations.<sup>23</sup> These recommendations were given effect by state legislation in 1921. (Chapter 260, Laws of Minnesota, 1921) Several years later a four-year curriculum was worked out. The State Teachers College Board adopted a tentative four year curriculum at its meeting on May 5, 1925.<sup>24</sup> In the college catalog for 1926 we find the statement that "the third year of the four-year course will be offered during the college year of 1926-27, and it is expected that both the third and fourth years be offered during 1927-1928."<sup>24</sup> Thus after years of planning, and against some opposition, the Normal School gave way to the Teachers College, which was given authority to qualify teachers for both the elementary and the secondary schools of the state.

Up to 1897-8 The St. Cloud State Normal School was essentially a secondary school with a few students of college grade after 1894. From 1898 to 1912, the Normal School was a four year high school plus two years of college. After that the 9th grade disappeared. After 1915-1916 the tenth grade disappeared. In 1916-1917 the eleventh was discontinued and at the end of the following year the 12th grade also disappeared. No students not high school graduates had been admitted since 1914. From 1916-1917 to 1924-25 the St. Cloud State Teachers College was composed chiefly of freshmen and sophomore with a few juniors. The year 1926-27 marks the beginning of a new era in the history of the college, for then the four-year course leading to a degree was organized, the first two degrees being conferred in 1928.

The first summer session was held June 20, to July 29, 1904, for a period of six weeks. Two hundred and fifty-two students attended.<sup>25</sup> In the year 1906 a double course in each subject was given, which made it possible for students to earn full quarter term credits. Two six weeks' terms were started in the summer of 1907 and in this first year the two terms lasted from June 25 to September 13. In 1912 the school returned to a single six weeks' term, but returned to the two terms in 1937, and the two terms have been offered since that year. The summer school grew in attendance from two hundred and fifty-two students in 1904 to five hundred and seventy-four in 1910. Since 1937 approximately one thousand students have attended the summer sessions annually.

Mr. W. B. Mitchell was the Resident Director of the school in 1890, and he served ably and well in that capacity until 1901. He was a prominent banker and citizen of St. Cloud and Minnesota and a man of varied interests and abilities. His two volume History of Stearns County is an important contribution to the history of the state. His interest and loyalty to the State Normal School was plainly evident. Mr. Alvah Eastman took over the directorship in 1901 and served his first period as director until 1908. Mr. Eastman was appointed again as director in 1926. The second period extended to 1934. Mr. Eastman was one of the prominent citizens of the state. He has been prominent in state and national affairs for many years. For a long time he was editor and owner of the St. Cloud Journal-Press, and

23. Proceedings of the State Normal School Board. June 25, 1921. Page 809.

24. Proceedings of the State Teachers College Board. May 4, 1925. Page 986.

25. St. Cloud State Normal School Catalog, 1904. Page 55.

## ST. CLOUD, MINNESOTA

when that paper was merged with the St. Cloud Daily Times, he continued as editor of the St. Cloud Daily Times and Journal Press. For a number of years he delighted his friends with a gift of his "Weekly Sermons," which revealed Mr. Eastman's philosophy of life. The Talahi, The St. Cloud State Teachers college Annual, was dedicated to Mr. Eastman in the following words: - "The Talahi of 1929 is dedicated to one who holds youth and its welfare and possibilities most precious. In Alvah Eastman, the St. Cloud Teachers College has a Resident Director who is tolerant of shortcomings and optimistic about its future; who is genuinely devoted to all its students and faculty members; who is loyal to its best interests and eager to do its service. Courage, steadfastness, and kindness, so well exemplified in his own life, are the tenets of the faith of our beloved "Boss." The College is blessed with the love of so true a friend." Other directors served on the Normal School Board from 1908 to 1926, as follows: Mr. Karl Mathie, 1908-1911; Mr. C. L. Atwood, 1911-1923; and Mr. C. D. Schwab, 1923-1926. There was marked progress during the twelve years of Mr. Atwood's directorship, when the school was administered by Presidents Shoemaker and Brown.

During this period the college plant and equipment expanded to meet persistent demands. In 1890 there were two buildings on the campus, Old Main and the Ladies Home. In 1892 the North Wing was added to Old Main and in 1902 the central portion of Old Main was improved at a cost of \$10,000. Lawrence Hall was destroyed by fire in January of 1905 and rebuilt the same year at a cost of \$65,000. For this appropriation the normal school was indebted to Hon. Ripley D. Brower. The new model building, which is now the college library building, was built in 1906, at a cost of \$25,000. The total value of the college plant, at this time, was estimated at \$250,000. A new practice building, Riverview School, was built in 1911, at a cost of \$65,000. Shoemaker Hall was opened as a new dormitory for women in 1915. The cost of the building was \$80,000. Hon. J. D. Sullivan as largely instrumental in securing this appropriation.

No further additions to the physical plant of the college were made until just at the end of the J. C. Brown administration when an athletic field was purchased. Shortly after the election of George A. Selke as president, this field was dedicated as the J. C. Brown Athletic Field.

President Selke succeeded in 1929 in securing an appropriation of \$225,000 for the purchase of land and construction thereon of a physical education and classroom building. A fractional block along the river bank south of Riverview and east of Shoemaker Hall, was purchased at once and Eastman Hall was erected. This fine building was planned to meet all the needs of the physical education department, for many years to come.

A large dwelling house occupying the site was retained. Moved to the south end of the block and remodelled it became the Music Studio.

St. Cloud Teachers College was deeply indebted to Senator J. D. Sullivan for the essential leadership in the legislature which secured the appropriations both for Eastman Hall and for the J. C. Brown Athletic



## STATE TEACHERS COLLEGE

Field. For many years his counsel and assistance were invaluable.

This survey of the history of the college for a fifty-year period indicates that the college was "coming of age", and that it had kept pace with the cultural advance of the state and nation. It would not be presumptuous to say that it had been a factor in that advance. The future development of the college seemed to follow the lines and tendencies marked out during this period. Revisions of the course of study, improved facilities for the better training of teachers, increasing emphasis upon professional and academic work on the part of the students, increased library facilities were some of the lines of development indicated. An institution that had experienced a continuous growth for sixty years, and which had thousands of loyal graduates, still active in the teaching profession, inspired the greatest confidence, as to its future. The college will undoubtedly retain its professional purpose - the education and training of teachers for the public schools, a purpose which has been constant throughout the life of the institution. Immediately, however, the college was destined to meet the shock of the Great Depression followed almost at once by the Second World War. Thereby, many of the long established lines of development underwent marked change.

\*\*\*\*\*

CHAPTER III  
THE COLLEGE DURING THE GREAT DEPRESSION  
AND THE  
SECOND GREAT WAR

The St. Cloud State Teachers College reached its sixtieth anniversary in 1929. Up to this time the Normal School and its successor, the Teachers College had experienced a steady growth in enrollment, in size of faculty, and in the physical facilities. Gradually and without interruption educational standards had risen. Only during its first twelve or fifteen years had the Normal School passed thru a critical period. Except on one occasion during the First World War, progress had been steady. Only during war-time had the Normal School experienced a slight set back.

Now the St. Cloud State Teachers College was headed for serious trouble. A panic in Wall Street during the fall of 1929, was followed by an upheaval in Europe which forced Great Britain to abandon the gold standard. These events plunged the United States into a great depression. Scarcely had the effects of this depression worn off, before the Second World War produced consequences in comparison with which the recession of 1917-1918 was trivial.

The decade of the 1920's had been one of marked progress for the St. Cloud State Teachers College. Enrollment increased and remained at a high level. The graduates of the two-year curriculum readily obtained positions in city and village school systems. The four-year curriculum was inaugurated. The decade closed with a fine appropriation by the legislature which has made possible the construction of Eastman Hall and the purchase of the Music Studio.

The depression which began in the fall of 1929 did not immediately affect the college. The school years ending in 1930 and 1931 showed a normal enrollment. During the two following years ending in 1932 and 1933, while the devastating effects of the economic storm were evident on every hand, the enrollment actually increased. The total enrollment for the fall of 1931 was 1001 and for the fall of 1932, 1072, while the total enrollments for the nine months' period were respectively 1103 and 1202. Evidently, numerous young people came to college during these years who would have obtained work in other vocations had conditions permitted. However, the difficulty in obtaining teaching positions combined with the fact that many parents could no longer afford the cost of college attendance, produced a very large slump in the enrollment for the five school years ending in 1934 to 1937 inclusive. During three of these years the enrollment during the fall quarter was only a little over 700 while in the school years ending in 1935, 1937, and 1938, the total enrollment for the nine months was less

## STATE TEACHERS COLLEGE

than 800. The depression, therefore, resulted in a decline in the student body of approximately one third.

Another consequence of the depression was the rapid increase in the enrollment in the degree course. Here, of course, the depression merely speeded up a natural development. The following table shows the number of students enrolled in the junior and senior classes during the decade ending in June, 1938.

Year	No. of Juniors & Seniors enrolled
28-29	143
29-30	227
30-31	343
31-32	431
32-33	495
33-34	324
34-35	401
35-36	503
36-37	532
37-38	580

Thus while the enrollment in the college as a whole was suffering a decline, the enrollment in the four-year curriculum was increasing four-fold. During this period many graduates of the two-year curriculum returned to college to work toward a degree. In many cases this was due to failure in obtaining a teaching position. In 1931 there were 32 cases of this kind; in 1932-63; in 1933-69; in 1932-37; and in 1935-36.

Another result of the depression was a material increase in the number of men students. In the period 1883-99 more than a quarter of the enrollment in the Normal School consisted of men, the high point being in 1887-88 when nearly 37% of the Normal School enrollment was composed of men. After 1900 a gradual decline set in and the enrollment of men in the student body varied from 10 to 15%. During the period of the First World War, there was, of course, a considerable though brief decline in the percentage of men which for five years was less than 10%. The low point was the year 1918-1919 with less than 7% men in the student body. This decline was not entirely due to military service. It was also due to many opportunities for employment at the high wages prevailing at that time.

Following the war period, the percentage of men increased somewhat. During the 1920's it varied from 10% to 15%. Prosperity and good opportunities for employment evidently continued to be a factor affecting enrollment. Beginning in 1931, a considerable rise in the percentage of men attending college occurred. Through-out the 1930's, men constituted about a quarter of the entire student body. This increase was due to the

## ST. CLOUD, MINNESOTA

growing importance of the four-year curriculum which attracted many men interested in the secondary schools. Widespread unemployment and lack of opportunities in other fields were additional factors. In the fall quarter of 1939 the number of men enrolled was 309, or 31.6% of the entire student body.

The depression decreased the faculty turn-over in the teaching profession. It lengthened the average term of service thereby making it more difficult for graduates to obtain satisfactory positions. Thruout the entire history of the Normal School and College, the two-year curriculum prepared teachers who took positions for the most part in cities and villages. Now, to a rapidly increasing extent, graduates of the two-year curriculum went into rural schools. Before the end of the depression, practically all of the two-year graduates, excepting those who had the advantage of previous teaching experience, were entering the rural field. Because of this tendency, the two-year curriculum was revised and became the curriculum designed to prepare both for graded and ungraded elementary schools. Rural practice teaching was made a requirement and numerous one and two-room schools located in the vicinity of St. Cloud became affiliated with the college to provide facilities for practice teaching.

The depression made it difficult for graduates to obtain positions. Experienced teachers who would normally have married and left the teaching profession, postponed their plans. School boards, in order to cut down the rate of taxation, increased the size of classes, eliminated certain subjects, and decreased the number of teachers employed. From the founding of the Normal School down to the beginning of the great depression, all graduates had readily obtained good positions at good wages. For a graduate to fail to obtain a position had been literally unknown. In 1932, 63 graduates had not obtained a teaching position by the first of the year following graduation. In addition, 63 others had returned to college. In 1933, 95 were unplaced - 20% of the graduating class. In 1934, 94 were unplaced - 28% of the graduating class. In 1935, 52 were unplaced - 28% of the graduates. With the school year ending in June, 1935, this deplorable situation came to an end. After that time practically all graduates had no serious difficulty in obtaining satisfactory positions.

The depression not only made it difficult for graduates to obtain positions, but also adversely affected salaries in all types of teaching positions. The college also was not immune to these influences. As a result of legislative action, a 20% cut in salary of all members of the faculty went into effect. Four years passed before salaries were finally restored. The legislature now abolished the promise to teach in the schools of Minnesota which had been required of graduates in lieu of tuition since 1869. From now on all students paid tuition. Never before had the student body contained so many persons who faced financial difficulties. Therefore, President George A. Selke inaugurated the policy of assisting as many students as possible by providing them with part-time work about the college. Students did a large part of the janitorial work. They swept the buildings, took care of

## STATE TEACHERS COLLEGE

tennis courts and playgrounds, mowed the lawn and shoveled snow. Many students worked in the library and were employed in sundry clerical positions. With the establishment of the National Youth Administration, considerable sums of federal money became available for the employment of students in part-time positions. At times, as many as 225 students were employed as a result of the receipt of federal funds in addition to those given employment with funds derived from the State of Minnesota.

Student loan funds were now used to a greater extent than ever before. The General Loan Fund, coming into existence in 1890, had gradually grown through the years. In 1944 its capital value was \$7,566. In 1930, Mrs. Mary Atwood had bequeathed the sum of \$5,000 to be known as the Clarence L. Atwood Scholarship Fund, in memory of her husband who for many years served as Resident Director of the college. This fund was loaned extensively to students and gradually increased in size until in 1944 the capital value was \$6,930. In 1934 Beulah Douglas bequeathed to the college \$3,459 which became the third principal loan fund. Miss Douglas for a long time had been supervisor of kindergarten training and a leading member of the faculty. This loan fund was increased in size to a capital value of \$4,327 in 1944. At this date, the total value of the college loan funds amounted to \$18,824.

Alvah Eastman, twice Resident Director of the college, established two scholarship funds named for his daughter Katherine Kimball Eastman, a graduate of the college, and for his wife, Alice M. Eastman. He desired the income from these funds to be awarded annually to students selected by the faculty for meritorious achievements. Stephen H. Somsen of Winona, President of the State Teachers College Board, and long a special friend of education, set up an additional scholarship fund in each one of the six state teachers colleges in Minnesota. The income from this fund also is awarded annually to the students selected by the faculty for special merit.

The years of the great depression, then, were characterized by some very discouraging conditions. They were years on the other hand of creative development. Educational standards were rising. The student body was characterized by a more serious and professional attitude, than had existed during the preceding years of great prosperity.

Among other results of the depression was a marked fall in the price of land and widespread failure on the part of property owners to pay taxes. It became possible, then, for the college to acquire tracts of land lying in the vicinity of the campus which would otherwise have been beyond the reach of college authorities. These acquisitions were the result of the vision of President George A. Selke, who planned the physical development of the college for many years to come. The funds used came partly from gifts and partly from college funds, which were at that time available for such purposes.

In 1934 the college secured possession of a group of islands in the Mississippi River partly by purchase and partly by lease from the Northern



## ST. CLOUD, MINNESOTA

States Power Company. They are valuable for recreational purposes and as an outdoor laboratory for nature study. In this way, some two hundred acres of lovely woodland will be preserved indefinitely. In 1935, the quarry pools with one hundred thirty acres of adjacent land were purchased from the Receiver of the First National Bank. Using WPA labor and a large amount of lumber from the buildings on this property, a series of bridges were constructed to the college islands thereby opening them up for study and recreational activity on the part of students. A tree nursery was set out and the reforestation of the quarry area began. WPA labor also constructed a stone stairway as an entrance to the College Islands.

In 1936 a new athletic field covering six city blocks, or some fifteen acres, was purchased. Using WPA labor and granite from the college owned quarry area, a splendid granite wall was built surrounding this entire Sports Field. WPA spent \$83,000 in labor on this project. As soon as the wall had been completed, using the same kind of labor and material, a fine stadium seating some 3,000 people was begun. This stadium was completed just at the beginning of the war period at a cost to WPA of \$25,000 for labor. Few of the smaller colleges in the United States are better equipped for recreational purposes.

Carol Hall was purchased in 1936 from an insurance company which had acquired the building through foreclosure. The purchase price was \$11,000.

In securing these valuable additions to the Campus President Selke was greatly indebted for advice and council to two resident directors, James J. Quigley and Howard I. Donohue, whose terms of office came during this period.

The Alumni Association was able to secure for the college two fine properties. First the Association purchased the Mitchell property adjoining the campus which will be of the greatest possible value, eventually, for building purposes. Later the Association secured the thirty acres known as Talahi Woods. Here, using WPA labor and material, a very fine lodge, valued at \$12,000 was constructed as a recreational and social center. The titles to both of these properties were transferred to the State of Minnesota by the Alumni Association.

The years from 1937 - 1941 constituted a period of recovery. The depression had largely come to an end. The cut in appropriation with the resulting decrease in salaries had been restored. No serious difficulty was now experienced in the placement of graduates. During these years enrollments increased materially. The total enrollment for the school year 1939-1940 was 1073. One thousand and nine students were enrolled during the winter quarter of 1939-1940. The fall enrollment in 1940 was 977. Summer school enrollments were also large. Beginning with the summer of 1937, a second summer session was opened. In that year the total summer session enrollment was 1049, about a quarter of that enrollment being in the second session. In 1938 the first summer session enrollment was 869 and that of the second session was 290.

The war began in Europe in September, 1939. However, the college was not immediately affected. In fact, on the whole, the nation including

## STATE TEACHERS COLLEGE

the Northwest, was prosperous. As the months passed, however, serious changes became more and more certain, forshadowing the withdrawal of many young men from the campus. Discussion concerning the manifold phases of the world crises became active. The possibility that the United States might become involved in the war was a matter of great concern to the students.

It was not until after Pearl Harbor on December 7, 1941, that the real crisis in college affairs developed. Enrollments experienced a sharp decline. During the year 1941-42, the total enrollment for the nine months was 687 while the summer session enrollment was 621 during the first summer session and 243 during the second. For the year 1942-1943, however, the total enrollment was only 625 and the summer session enrollments 431 and 173 respectively. The school year 1943-1944 showed an even greater decline and the total enrollment was reduced to 418. The spring quarter of 1944 showed only 309 civilian students. The enormous loss in enrollment was due to the almost complete disappearance of young men from the campus. Only thirteen young men remained on the campus in the spring of 1944. In addition, the enrollment of young women was reduced to about half. Some young women left to enter the armed services; others were drawn off by attractive wages paid in business and industry. Enrollment was further curtailed by numerous marriages. The enrollment was affected not so much by the students who left school as by the falling off in the number of students transferring from junior colleges. This rapid decline in enrollment occurred in spite of an unprecedented demand for teachers and in spite of high wages paid in all types of schools, especially in schools located in the rural areas and small villages.

It is important to compare the decline in enrollment during this very great war crisis following Pearl Harbor, with the much shorter and less severe crisis of the First World War. During the First World War, the enrollment declined 34% from the fall of 1916 to the fall of 1918. By the fall of 1921 the enrollment was about what it had been during the pre-war period and the forces were well under way which produced the great increases occurring during the decade of the 1920's. During the First World War, summer session enrollments were affected very slightly, the summer school enrollment of 1918 being only 56 less than two years earlier while the summer session enrollment of 1919 was materially larger than at any time preceding the war. The effect of the Second World War was profoundly greater. From the fall of 1940 to the fall of 1943, college enrollments declined 66%. This time the summer session enrollments were also seriously curtailed. From the summer of 1940 to the summer of 1943, summer session enrollments declined 49%. Thus we see how much greater was the impact of the Second World War.

The old main building begun in 1870 and enlarged in 1891, 1895, and 1902 had long outlived its usefulness. To replace this structure the Legislature in 1941 appropriated \$395,000. This appropriation, obtained largely thru the aid of Hon. H. H. Sullivan, member of the Appropriations Committee of the Senate and Hon. Lawrence Hall, Speaker of the House, will be sufficient to build a fine auditorium and furnish adequate facilities for the administrative offices, business education, science and mathematics,

## ST. CLOUD, MINNESOTA

professional education, English and speech. Governor Stassen anticipating that war was coming in a comparatively short time, postponed the construction of this building until the end of the crisis. It, therefore, became a first item on the post-war building program for the State of Minnesota.

Just as the war crisis was beginning to develop, Governor Stassen appointed Warren H. Stewart as Resident Director of the college. Mr. Stewart was a graduate of the college and a former President of the Alumni Association. He shortly was elected President of the State Teachers College Board. Because of his position and his personal interest in educational problems, he was able to give valuable assistance to the college during the war period.

It became the fortune of the college to entertain on the campus a number of agencies of a military or semi-military nature. The first of these was the National Youth Administration. This organization, originally set up as a relief enterprise, now became an organization designed primarily to train young people to take positions in war industries. The NYA constructed a dormitory on that part of the campus lying east of the Mississippi River. This building was ready for occupancy in 1942. The first floor was designed for dormitory purposes and included a well equipped kitchen. In the basement were shops full of machinery. This building was used by the NYA for training many young men and women for positions in war industries. Numerous college students took such training, as many as 75 at one time. Each trainee received \$15 per month for taking the work. In some cases, students on completing the course left school to take positions in war industries, either permanently or for the summer months.

On July 1, 1943, congress abolished the NYA partly because it had already outlived the purposes for which it had been originally set up and partly because its tendency to go into general vocational education duplicated the work of public high schools throughout the country. The head of the NYA who liquidated its affairs was Mr. C. B. Lund, a former member of the faculty of the St. Cloud State Teachers College. In accordance with laws enacted by Congress, the machinery belonging to the NYA was turned over to the Technical High School of St. Cloud; other equipment was sold, much of it being purchased by the Teachers College. The building having been built on state land became the property of the St. Cloud State Teachers College.

In 1942 the Federal Government established on the campus of the St. Cloud State Teachers College the Civilian Pilot Training course. Ostensibly this course was designed for the training of pilots for civilian air positions. Actually it was set up to provide a backlog of trained pilots against the contingency of war. The young men enrolled in the CPT program occupied Carol Hall as a dormitory for a period of one year. John J. Weisman, Dean of Men, was placed in special charge of this program. Carol Hall was equipped for dormitory purposes. The CPT enrollment during the fall and winter quarters of 1942 was 42 men. Class work was given by regular members of the faculty and flying lessons were given at the St. Cloud Air Port. By

## STATE TEACHERS COLLEGE

March 1, 1943, the government was ready to discontinue this type of work in order to make way for a regular military training program.

The outstanding result of the war emergency was the coming to the campus of the 72nd College Training Detachment, Army Air Forces.<sup>1</sup> On January 29, 1943, the AAF inquired of the college authorities concerning their ability and willingness to train a detachment of pre-flight soldiers. The reply being favorable, the first army representatives arrived on February 17, including the Commanding Officer, Captain John McElroy, and the Post Adjutant First Lieutenant, Donald J. Emmerich. On February 19, official announcement was made that the St. Cloud State Teachers College was to train 250 soldiers of the AAF. Mr. F. E. Perkins was immediately appointed coordinator of the army program and Lawrence Hall was cleared of its women students and transformed into an army barracks. The first contingent of privates arrived on March 1, 1943. As soon as possible, six additional college instructors were employed, three in the field of physics and three in the field of mathematics, subjects which received special emphasis in the army training program. The problems incident to the transformation in part from a teacher training college to a military college were manifold and difficult, especially during the first weeks when a schedule of military classes had suddenly to be superimposed on the ordinary program of study of the college. The problem of program making was especially difficult because of frequent changes necessitated by the sudden arrival or departure of military personnel as well as by the arrival of new orders from military headquarters. These problems, however, were gradually solved largely through the efforts of Dean H. A. Clugston who was responsible for the making of all programs. The sudden transformation of Lawrence Hall from a dormitory for women to an army mess hall entailed serious problems of adjustment for the staff. Under the skillful leadership of Irene Helgen, dormitory director, these issues also worked out most satisfactorily.

In the beginning, the 72nd College Training Detachment reported to the AAF at Gulf Training Center, Randolph Field, Texas. A little later, however, Minnesota was transferred to the West Coast Flying Training Command with headquarters at Santa Ana, California. Altogether 922 pre-flight soldiers of the AAF were trained at the St. Cloud State Teachers College. The normal length of the curriculum was five months but the majority of these soldiers were transferred at the end of about three months, because of the urgent need for men in other training camps. Both Captain McElroy and Lt. Emmerich were men of the finest type. The relationships of the college with these officers as well as with officials of higher rank who came at frequent intervals to inspect the command, were always at the highest level. Toward the end of the program, Captain McElroy was transferred to Cedar City, Utah, his place being taken by Captain Hugh B. Rankin while Lt. Emmerich remained until the end of the program. At the conclusion of the program, the Commanding General of the Western Flying Training Command, Santa Anna, California presented to the college a certificate of Award for meritorious service rendered to the

<sup>1</sup>Emmerich, 1st Lt. Donald J History of the 72nd College Trg. Detachment. Pages 3-14.



## ST. CLOUD, MINNESOTA

Air Force by the St. Cloud State Teachers College. The last soldiers left the campus at St. Cloud on May 27, 1944. A number of officers remained until June 12, caring for the property and closing up the affairs of the Training Detachment. The faculty and students will always look back on the period beginning March, 1943, and ending May 1944, as a unique and outstanding experience. For the first time in its history, the St. Cloud State Teachers College had become a military institution.

When the soldiers arrived, it had been necessary to clear Lawrence Hall of young women. Since all of these women could not be accommodated at Shoemaker Hall, arrangements were immediately set in motion to transform Carol Hall into a dormitory for young women conducted on the co-operative plan. As a result of these plans, it was opened as a residence hall in September, 1944.

The war affected the college faculty, a number of whom entered the armed forces. In February, 1943, President Selke took a leave of absence to become War Manpower Director for the State of Minnesota. Dudley S. Brainard became acting president. In July, President Selke entered the United States Army with the rank of captain for service with the Allied Government of Occupied Territories. Mr. Brainard was then elected president for the duration of President Selke's absence. Other members of the faculty in the armed services are:-

Ensign Luella Anderson  
WAVES  
Lt. (jg) Roland Anderson,  
United States Navy  
1st Lt. Clair Daggett  
Army Air Forces  
2nd Lt. Floyd Gilbert,  
Army Air Forces  
Lt. (jg) William Griffin  
United States Navy  
Sgt. Mason Hicks  
United States Army  
Lt. Ethel A. Kaump,  
SPARS  
1st Lt. Raymond Larson  
Army Air Forces  
Lt. (jg) A. E. Schneider  
United States Navy  
Ensign James H. Shores  
United States Navy  
Harold M. Skadeland  
Army Air Forces  
Specialist 1st Class Harvey R. Waugh  
United States Navy  
First Lt. Leslie D. Zeleny  
Army Air Forces



## STATE TEACHERS COLLEGE

In addition, Roland M. Torgerson took leave of absence to act as civilian technician in the war department. Dr. Kathleen Munn, and Margaret Ludwig also accepted civilian positions with the War Department. Mr. O. J. Jerde took a leave of absence to become Director of the Placement of Returned Veterans in Federal Civil Service positions in five northwestern states, while Miss Meitha Hiteman joined the American Red Cross.

The impact of the war affected college life in manifold ways. After March 1, 1943, all athletic contests were discontinued for the duration. Dancing parties also soon became a thing of the past although a few were given for the young men of the Army Air Forces. Early in the war period, a faculty committee was set up for the purpose of advising young men who were soon to enter the armed forces. This committee functioned actively until the time approached when few young men remained qualified for military service. A faculty-student committee engaged actively in sale of war stamps and bonds. At the end of the school year, 1943-1944, the total sold amounted to \$26,893.25. A student committee raised several hundred dollars for the purchase of a bronze plaque to be placed in the new main building. On this plaque will be placed the names of all faculty and students enrolled in the armed forces of the United States during the Second World War. Many students worked in Red Cross activities. Others served in the USO canteen. Many contributed to the blood donor campaign. Forums were set up for the study of war and post-war problems.

The period of the Second World War contained elements of growth. While the number of the student body declined, the quality was never better. All those not really interested in education as a profession had too many opportunities in other fields of activity. Much constructive work was done on the curriculum. During the winter of 1941-1942 a committee of the faculty prepared a constitution for the college. This constitution went into active operation late in 1942. During the year 1938-1939, the enrollment on the four-year course exceeded for the first time the enrollment on the two year curriculum. In June 1944, the number of graduates completing the four-year curriculum exceeded for the first time the graduates of the two-year curriculum. The character of class room work remained on a high level because of small classes and consequent increase in personal contacts between faculty and students. The morale of the student body remained excellent, partly because of the widespread confidence in the war aims of the government and in the success of American arms and partly because of the almost complete absence of economic worries. Never before were so few students in need of part-time work. The excellent opportunities for obtaining good positions at excellent salaries also contributed to strengthened morale. On the other hand, many students were unable to forget personal problems connected with the presence in the armed forces of close relatives and friends.

A critical shortage of teachers existed in the schools of Minnesota. During the year 1943-1944 the State Department had issued 301 emergency permits. It had further granted temporary renewal of certificates to 1751

## ST. CLOUD, MINNESOTA

who otherwise would not have been entitled to certificates. To a large degree the rural schools were taught by married women who had returned to service after many years of absence. These married women were unable to leave their homes for the purpose of summer school attendance. To meet this situation, the Teachers College set up in the summer of 1944 eight off-campus refresher courses. During the previous year it had conducted refresher courses in two other county seat towns. Plans were laid to extend this system as long as the war emergency existed.

In June, 1944, the St. Cloud State Teachers College celebrated its 74th Commencement. Plans were already underway for the 75th Anniversary of the opening of the college in the fall of the year. In these 75 years the normal school and college had graduated 11,890 persons, 1390 who had received degrees. Practically all of this large group have taught in the schools of Minnesota. The 75th anniversary was destined to coincide with one of the most serious crisis in our history. The greatest of all wars was in progress. All indications, however, pointed to renewed growth and greater opportunities for service during the post-war years. Committees were already at work making all possible preparations for these post-war opportunities.

\*\*\*\*\*

STATE TEACHERS COLLEGE

CHRONOLOGY OF IMPORTANT EVENTS

IN THE

HISTORY OF THE ST. CLOUD STATE TEACHERS COLLEGE

\*\*\*\*\*

- Aug. 2, 1858 First State Legislature passed an act to establish three state normal schools
- Feb. 2, 1866 Act of Legislature designated St. Cloud as site of Third State Normal School
- 1868 Gen. C. C. Andrews became the first Resident Director
- Feb. 16, 1869 State Normal School Board selected Stearns House property as future site for the Normal School
- July 25, 1869 Nathan F. Barnes became the first Resident Director to serve while the Normal School was in session
- Mar. 17, 1869 Professor Ira Moore elected first principal of Third State Normal School
- Sept. 15, 1869 Third State Normal School opened
- 1874 Old Main ready for occupancy
- 1875 David L. Kiehl elected principal
- 1877 W. B. Mitchell appointed Resident Director by Governor Pillsbury
- 1879 Isabel Lawrence came to St. Cloud from Oswego Normal School, Oswego, New York.
- 1881 Principal changed to President
- 1882 Dr. Jerome Allen elected President
- 1884 Ladies Normal Home occupied
- 1884 Thomas J. Gray elected President
- 1885 Kindergarten course established
- 1885 Stearns House wrecked
- 1886 Third State Normal School exhibit at New Orleans International Exhibition
- 1886 Preparatory class discontinued
- 1890 James Carhart elected President
- 1891 Normal School diplomas accepted as teachers certificates
- 1894 Name of school changed to State Normal School at St. Cloud
- 1895 George R. Kleberger elected President
- 1896 First graduating class including members with two years of training beyond high school
- 1901 Alvah Eastman appointed as Resident Director by Governor Van Sant

ST. CLOUD, MINNESOTA

	1902	Waite A. Shoemaker elected President
June, 20,	1904	First summer session began
	1905	Lawrence Hall rebuilt
	1906	Library Building constructed
	1907	Two six-week summer sessions held for first time
	1909	Karl Mathie appointed Resident Director
	1911	Riverview School constructed
	1911	Clarence L. Atwood appointed Resident Director
	1914	Enrollment limited to high school graduates or experienced teachers
	1915	Shoemaker Hall built
March	1915	Last diplomas granted on one year elementary curriculum
Nov.	1914	Isabel Lawrence Acting President
	to	
June	1916	
	1916	Joseph C. Brown elected President
Aug. 9,	1918	Petrus Liljedahl, Class of 1915 killed in action, Battle of The Somne
	1918	270 students and alumni enrolled in the Armed Forces of the United States
	1921	The Normal School became a Teachers College
	1922	C. D. Schwab appointed Resident Director
	1923	Largest total enrollment
	1925	Offices of Dean of Women and Dean of Men created Mrs. Beth Garvey and L. G. Vandervelde first Deans
	1925	Alvah Eastman appointed Resident Director a second time
	1926	Largest graduating class
	1927	George A. Selke elected President
	1927	J. C. Brown Athletic Field dedicated
	1928	Placement Bureau organized
	1928	First degrees granted
	1929	Nursery School opened
	1930	Eastman Hall dedicated
	1930	Music Studio occupied
	1933	James J. Quigley appointed Resident Director by Governor Floyd B. Olson
June	1934	Last one-year rural certificate issued
	1934	College Islands acquired

STATE TEACHERS COLLEGE

- 1935 Quarry Pools acquired  
 1937 Carol Hall acquired  
 1937 Ben DuBois appointed Resident Director  
 1937 Sports Field dedicated  
 Second summer Session opened  
 1937 Division of Business Education organized  
 Dec. 1937 Howard Donohue appointed Resident Director  
 1938 Enrollment on four-year curriculum greater than on two-year curriculum  
 1939 B. S. degrees granted in lieu of B. E. degree  
 1939 Warren H. Stewart appointed Resident Director by Governor Stassen  
 1941 \$395,000 appropriated for Auditorium and Main Building  
 1942 Faculty organization perfected. Dr. H. A. Clugston first Dean of Administration  
 Feb. 1942 C. P. T., program inaugurated - discontinued April 1943  
 1943 72nd College Training Detachment, AAF, occupied Lawrence Hall until May 25, 1944.  
 1943 President George A. Selke entered United States Army as Captain  
 1943 Dudley S. Brainard elected President during the absence of President Selke  
 1944 Off Campus Refresher Courses organized to meet a shortage of teachers during the war  
 1944 75th Anniversary of founding of the college celebrated with Governor Thye as principal speaker



## STATE TEACHERS COLLEGE

1935	County fairs organized
1937	Great Hall dedicated
1937	Ben Dalton appointed Resident Director
1937	Sports field dedicated
1937	Second summer session opened
1937	Division of Business Education organized
1937	Howard Thomas appointed Resident Director
1938	Enrollment on four-year curriculum greater than on two-year curriculum
1938	R. S. awards granted in list of H. H. awards
1938	Warren H. Stewart appointed Resident Director by Governor Elmore
1938	2228,000 appropriated for Auditorium and Main Building
1938	Faculty organization rechartered, Dr. R. A. Claxton first Dean of Administration
1938	C. F. T. program inaugurated - discontinued April 1942
1938	Third College Training Detachment, AAF, occupied law-rooms Hall until May 25, 1944
1938	President George A. Seike entered United States Army as a captain
1938	Dudley S. Keister elected President during the absence of President Seike
1941	GE Campus ROTC Cadet Courses organized to meet a shortage of teachers during the war
1941	15th Anniversary of founding of the college celebrated with Governor Fry as principal speaker