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A HISTORY OF THE COLLEGE OF SOUTHERN  
UTAH, 1897 TO 1947

GERALD R. SHERRATT

1954

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UTAH STATE AGRICULTURAL COLLEGE

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NAME AND ADDRESS

A HISTORY OF THE COLLEGE OF SOUTHERN UTAH,

1897 TO 1947

by

Gerald R. Sherratt

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

EDUCATION

UTAH STATE AGRICULTURAL COLLEGE

Logan, Utah

1954

57  
2

## ACKNOWLEDGEMENT

I wish to acknowledge and express appreciation to those who have helped in the preparation of this study.

To Dr. Jefferson N. Eastmond, my graduate committee chairman and the professor under whom my graduate work has been guided, I give special thanks. To Dr. Keith Oakes, Professor Ira N. Hayward, and Dr. Caseel Burke, members of my committee, I give thanks and appreciation.

I wish to express thanks to Director Daryl Chase and Librarian Eulalia B. Jones of the College of Southern Utah for the permission to use the records of the school which have served as a valuable source of information for this thesis.

To Professor Gwyn Clark of the C. S. U. faculty I give sincere thanks for her encouragement and criticism. It has been most helpful.

I wish to acknowledge and express appreciation to my roommates, Donald Dunn and David Finch, and to my parents, Mr. and Mrs. Lowell Sherratt, Sr., for their patience and interest.

My thanks are also extended to Professor Parley Dalley, Professor David L. Sargent, the librarians of the Carnegie Library in Cedar City, Fae D. Dix, Beth H. Leigh, Rhoda Wood, Beverly Sherratt, Eugene Tueller, and all others who aided in any way with this study.

GERALD R. SHERRATT

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## INTRODUCTION

### Purpose of the study

It is the purpose of this thesis to give an account of the significant events in the founding and development of the school, now known as the College of Southern Utah, Branch of Utah State Agricultural College, from the year 1897 to the observance of its fiftieth anniversary in 1947.

### Statement of delimitation of the problem

This study comprises the two periods of growth during which the school was a branch of the University of Utah and later of the Utah State Agricultural College. The problem, thus, is the founding and development of the school during the two periods of administration.

### Previous study and source of materials

After the author began this study, he found that there had been no complete study in this area. Printed material was limited to brief sketches of the school history, diaries, historical sketches, and short published documents relating to isolated incidents.

The primary source of data for this thesis are the records maintained at the College of Southern Utah and at the Utah State Agricultural College: Minutes of the Board of Trustees, the Report of the Board of Trustees, Catalogs and Bulletins. The Founders Speak, a collection of statements by the early pioneers in Cedar City regarding the establishment of the college, compiled by Rhoda Wood, and on file in the college library, was very helpful.

A valuable secondary source of information was The Student,

official organ of the student body of the school; also the Agricola, school annual. Some help was received from the Deseret News, Salt Lake City, and from the Iron County Record, Cedar City. The Alumni Booklet, published by the alumni of the college, was very valuable and contained numerous items that are unattainable elsewhere.

A limited number of interviews with pioneers still living helped clarify facts and provide needed insight.

#### Method of procedure

The work is written in historical form and covers the founding, growth and development of the College of Southern Utah.

It is presented in both a topical and chronological pattern since some of the material lended itself better to the topical method of presentation, and other material demanded a chronological arrangement.

The material has been divided into major divisions, to be discussed in the following order:

Cedar City Prior to 1897

Legislative Authorization

The First Year Crisis

The Branch Normal School Period

Transfer to the Utah Agricultural College

Enrollment and Curriculum, 1913 to 1947

Physical Expansion, 1913 to 1947

Student Activities, 1913 to 1947

This is followed by a Summary and Conclusions, Appendix and Bibliography.

The author has inserted the illustrations within the context of the thesis, hoping thus to offer clarification.

## CEDAR CITY PRIOR TO 1897

Early exploration

October 12, 1776, a date that commemorates Columbus Day and the year of Independence, Silvester Veleze de Escalante, explorer and Catholic priest, entered the Cedar Valley as the first recorded white man. His visit would be of little consequence had he not written of his visit in his diary and thus preserved a picture of what Cedar Valley looked like during the year the colonists were battling the British for their freedom.

Father Escalante was returning from an unsuccessful trip to find a new route from Santa Fe, New Mexico, to California. He wrote in his diary that he had named the valley and the river that ran into it in honor of Senor San Jose, an appellation never to be put into general use.

Father Escalante wrote:

The Valley of Senor San Jose through which we have just passed, in its most northern part is in 37° 33' of latitude... From north to south it is about twelve leagues long...It has very abundant pasturage, large meadows, fair-sized marshes, and plenty of very good land for settlement with seasonal crops, although there is not (enough) water... even the high places at this season had green and fresh pasturage...The Indians who live in the valley...dress very poorly, and eat grass seeds, hares, pinon nuts in season, and dates...They are very cowardly...<sup>1</sup>

The area remained fairly unmolested by the White Man until the nineteenth century when Cedar Valley was made a part of the Spanish Trail, a line of travel between Santa Fe and California. California

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1. Herbert E. Bolton, Pageant in the Wilderness, pp. 203-204.

horses, bound for market in Santa Fe, were driven over the trail. The Indians were hunted for slaves by unscrupulous traders, and their population dwindled rapidly. Trappers found the area a good beaver ground.<sup>1</sup>

### Mormon colonization

In July, 1847, Captain Jefferson Hunt, a member of the Mormon Battalion which had been sent to California during the Mexican War, passed through the Cedar area, making mental notes concerning the soil and water as he proceeded on his way. Within a year the trail followed by Hunt became the route of all Mormon emigrants coming to Utah from California.<sup>2</sup>

On December 21, 1849, Parley P. Pratt, a Mormon colonizer, and fifty others entered the basin. In lengthy notes Parley Pratt described the area as "delightful for the plow" and possessing a hill "of the richest iron ore." The iron in the area interested Brigham Young, who envisioned a great state, named Deseret, for the Mormons to make their kingdom. With the information Mr. Pratt had gathered for reference material, Brigham Young made a call for an "iron mission."<sup>3</sup>

The call stated that a colony was wanted at the Little Salt Lake (as the dry flats near Parowan were named) and "that fifty or more good effective men with teams and wagons, provisions and clothing, are wanted for one year." The call continued, "Seed

- 
1. Gustive O. Larson, Cedar City, Gateway to Rainbow Land, p. 5.
  2. Ibid., p. 7.
  3. Centennial Booklet Committee, Iron County Centennial, p. 8.

grain in abundance and tools in all their variety for a new colony are wanted to start from this place immediately after the fall conference, to repair to the Valley of the Little Salt Lake without delay." There they were to sow, build and fence; erect a saw and grist mill, establish an iron foundry as speedily as possible and do "all other acts and things necessary for the preservation and safety of the infant settlement."<sup>1</sup>

In December of 1850 a company of 169 men and women left Provo, Utah for the Cedar Valley. They were headed by George A. Smith, an eminent Mormon leader. The company, encountering snow and cold, had considerable difficulty on their trip. On January 13, 1851, they entered Iron County at Center Creek, now Parowan.

They built houses, planted their crops, and set their animals out to graze. The company fraternized freely with the Indians until a stern admonition from Brigham Young abolished the practice and ordered them "to stockade the fort" and to attend to their own affairs, "and let the Indians take care of theirs."<sup>2</sup>

In November of 1851, George A. Smith sent a group of thirty iron miners, headed by Henry Lunt, to Coal Creek (now Cedar City) to build a fort and set about the workings of the iron mission. The actual founding date is listed as November eleventh of that year. Another group arrived a little later, aiding in the construction of the make-shift fort.

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1. Ibid.

2. Gustive O. Larson, op. cit., p. 13.

Five hundred acres of the valley soil was cleared and divided into ten acre blocks. Each man in the village drew for his plot of land; he was also entitled to a small area near the fort in which he might plant a garden.<sup>1</sup>

While progress was being made agriculturally, plans were being formulated for the manufacture of iron. After a series of trials and errors, a blast furnace was constructed on the banks of Coal Creek. On the 29th of September the furnace was charged, and the next morning yielded a small amount of molten iron. The pioneers were jubilant, and dispatched messengers to Salt Lake City to announce the first iron produced west of the Mississippi. The infant industry became absorbed into the Deseret Iron Company, financed in England, in late November.<sup>2</sup>

#### Early education

The first public building erected in the Old Fort was used for educational purposes. Private schools were held in homes, and a special "School of the Prophets" attracted the men of the region. The "Standard Works of the Church" became textbooks, and thus religion and education were tied closely together. The "Deseret Alphabet," a curious reformation of the English language, was taught for a number of years in the schools of Cedar City. Since no federal funds were made available for education in the territory, the schools were financed through donations. Later a voluntary tax was imposed. Often the teachers received their pay amounting to from two to five dollars per quarter for each student,

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1. Gustive O. Larson, op. cit., p. 15.

2. Ibid., pp. 15-17.

in a combination of food and script.<sup>1</sup>

In the eighties the Parowan Stake Academy was established in Cedar City, and the citizens began looking to the future for an even superior educational system. In order that suitable acreage might be insured for its future expansion, five acres on "Academy Hill" was preserved for housing of the envisioned campus.<sup>2</sup>

#### Community expansion and growth

For all the fond dreams of Brigham Young, the "iron mission" was to fail. Lack of fuel and water power, along with the need for more manpower, caused iron manufacturing to be discontinued in Cedar City, and resumed for a short spell near the Iron mountain itself. Instead of admitting defeat, the people of this small community turned to other forms of livelihood. Many entered farming, others purchased cattle and sheep; thus was the livestock industry born. New tanneries, shoe shops, woolen mills, and other stores opened on Cedar City's streets.<sup>3</sup>

The community early established itself as one of the cultural centers of Southern Utah. The Cedar Band was established, and a choir was founded. A dramatic association presented some form of entertainment at least twice a week. Cedar City theatre-goers became accustomed to a full year-around season of plays, running the gamut from melodramas to Biblical pageants.<sup>4</sup>

By 1896 Cedar City had proven itself to be a community of

1. Gustive O. Larson, op cit., p. 30.

2. Ibid.

3. Ibid., pp. 23-36.

4. Ibid., p. 25.



progressive people. The population had reached nearly fifteen hundred, and a thriving yet far-from-prosperous, commerce had been developed.

### Conclusion

Cedar City had been established with an iron economy and when the iron industry failed the town's citizens had chosen to pursue other livelihoods rather than let the community fade into oblivion. They had learned to live together cooperatively, and discovered that few projects undertaken by the entire community had not been achieved. They had been conscious from the beginning of the need to educate their children and thus had established the Parowan Stake Academy. Seeds had been sown for higher education.

## LEGISLATIVE AUTHORIZATION

The authorization bill

President Wilford Woodruff of the Church of Jesus Christ of Latter Day Saints proclaimed in 1890 his famous "Manifesto" bringing to an end the Mormon practice of polygamy. With this big stumbling block removed, Utah was admitted to the United States in 1896. The State Legislature met in its first session following statehood in March, 1897. The Legislators, serious and fully aware of their responsibilities, were quick to sense the need for adequate educational facilities throughout the state. Thus it was that the bill introduced by John F. Tolton, Senator of District Five, and Representative R. R. Tanner, both of Beaver, for the establishment of a Normal School at Fort Cameron, fell on sympathetic ears.<sup>1</sup>

Perhaps also the fact that the Deseret News--the official organ of the Mormon Church, to which an overwhelming majority of the state's population belonged--had editorialized in the favor of the establishment of the teacher training school, had helped make the Legislators more favorable. Regarding the bill for establishment of a Southern Branch of the State Normal at fort Cameron to help alleviate the problem of teacher education, the Deseret News on March 16, 1897, published the following:

...There is substantial justice in the claim that the southern counties of the state should receive relief in

1. Rhoda Wood, B. N. S. School, p. 1

this regard. Their young men and women, who desire to become teachers, have a right to ask that some of the facilities for normal training, paid for by the state, be placed within their reach...The News is in favor of giving the southern counties a good normal school, whether or not Fort Cameron be chosen for its site.<sup>1</sup>

One of the main arguments against the establishment of the school at the old fort (which could easily have been converted into partially housing the Normal institution) was the fact that it lay one-and-a-half miles from Beaver proper, a distance which seemed excessive to some of the Legislators.<sup>2</sup>

An amendment to the bill proposed by Messers Tolton and Tanner was offered by Representatives John Parry of Iron County and Edward H. Snow of Washington County. They proposed that the location of the school in Southern Utah should be decided upon a competitive basis, and that a committee be formed to make the final selection. The Legislators approved the amendment and passed the bill, which read as follows:

Be it enacted by the Legislature of the State of Utah:

Section 1. A branch of the State Normal School is hereby created consisting of the Superintendent of Public Instruction, the President of the University of Utah and one other to be appointed by the Governor by and with the consent of the Senate; and whose duty it shall be, within four months after the passage of this act, to visit the counties for the location of said school. Said commission shall serve without compensation but their expenses shall be paid, when audited and approved by State Board of Examiners.

Section 3. The said Commission or a majority thereof, shall have full power to determine the site for said school and when so determined, shall certify same to the Secretary of State. The governor shall fill any vacancy that may occur in said commission.

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1. Deseret News, 54:358. March 6, 1897.  
2. Ibid, 54:358. March 6, 1897.

Section 4. As a condition to the location of said school the city or country in which said Commission shall decide to locate the same, shall vest in the state a good and sufficient title to suitable grounds and buildings, for the accomodation of said school, or guarantee the same within such reasonable time as said Commission shall designate, but said school shall not be commenced until such title is so vested. Upon the acceptance by the Secretary of State of the title to said grounds and building, the state shall maintain at such place a branch of the State Normal School to be under the control and management of the regents of the University of Utah.

Section 5. Whenever the state shall fail to maintain said school for a period of two years, the title to the building and grounds, as contemplated in Section 4, shall revert to the doners.

Section 6. For the purpose of maintaining said school for the academic years of 1897-98 and 99 the sum of fifteen thousand dollars, or so much thereof that may be necessary, is hereby appropriated out of any moneys in the treasury not otherwise appropriated.<sup>1</sup>

The measure was approved March 11, 1897.

The committee for the selection of the site was composed of Dr. Karl G. Maeser, Dr. John R. Park, and Dr. James E. Talmadge. They were awarded two hundred dollars to cover the expenses of their journeys.

#### Efforts to secure the Normal school for Cedar City

Immediately upon the approval of the bill, the Southern Utah communities began appointing committees and making necessary plans to influence the three men who were to make the selection.

Cedar City set the machinery in motion at a mass meeting on March 21, 1897. Lehi W. Jones was appointed chairman of the committee which also included John S. Woodbury and Edward J. Palmer, who were to serve as secretary and treasurer, respectively.

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1. Laws of the State of Utah, 1897; p. 41.

This permanent committee served during the entire founding period. They called mass meetings often to discuss various plans and appoint sub-committees.<sup>1</sup>

Representative John Parry, recently returned from the Legislature where he co-authored the amendment to the bill, and Mayhew H. Dalley, both prominent Cedar City personages, were asked to frame a petition to the commission setting forth the advantages of locating the school in Cedar City. The document was completed May 8, 1897, and forwarded to the state selection committee. It read:

Cedar City, Iron County, Utah, May 8, 1897

To the Hons. John R. Park, James E. Talmadge, and Karl G. Maeser, Commissioners to Locate State Branch Normal School.

Gentlemen:

For your consideration in determining the location of the State Branch Normal School, we submit the following:

CEDAR CITY is centrally located in the SOUTHERN UTAH EDUCATIONAL DISTRICT, embracing the following counties, viz: Kane with a population of 1968, Washington 4619, Iron 3123, Garfield 2888, Wayne 1520, Piute 1727, and Beaver 3791; its distance from the principal towns in said counties being as follows: Kanab 120 miles, St. George 55 miles, Virgin City 45 miles, Leeds 37 miles, Rockville 50 miles, Touquerville 36 miles, Hebron 50 miles, Pine Valley 40 miles, Pinto 30 miles, Junction 55 miles, Panguitch 50 miles, Beaver 55 miles, Junction 55 miles, Panguitch 50 miles, Beaver 55 miles, Milford 54 miles, and Minersville 40 miles. (Wayne and Piute Counties, however, will naturally in the future be attached to some other School District.)

We know of no city or town in Utah where the per cent of mortality is less. Diphtheria and all other dread contagious diseases are unknown. While our water at certain periods of the year is not the most desirable, yet we are favored with pure mountain streams near the city, which our City Council contemplate utilizing in the near future for culinary purposes.

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1. William R. Palmer, Alumni Booklet, not paged.

It is claimed by some that Cedar City is destined to be a manufacturing town and that the results of the erection of Iron Works will be a smoky, unhealthy atmosphere. We have no fears of such unfavorable results as our iron mines are from ten to fifteen miles distant and on lower levels than the coal beds from which the furnaces are to be supplied. This naturally places the works at ten miles or more from the town; for the idea of hauling ores on an uphill grade, when the fuel to supply the furnaces can be hauled to the mines across the valley without exhausting a pound of steam, is an absurdity.

The establishment of such manufactories (sic), however, near the city will increase the patronage and support of the Normal School and thereby prove a benefit.

Right at our doors we have an abundance of building rock, limestone, beds of brick and fire clay, mountains of gypsum, inexhaustible veins of coal in variety, groves of pulp material, and broad mountain plateaus overlook our City, which in turn yield an abundance of farm and dairy products noted for excellent quality.

Our mountains and canyons are dotted with pure springs and lakes furnishing unsurpassed summer resorts.

No other city in Southern Utah has manifested a greater interest in educational matters. The Parowan Stake Academy, located at this place, having been supported and upheld by the energy of our citizens, under diverse circumstances, has outlived all similar institutions established in Southern Utah. Since the establishment of this institution the average attendance has been upward of one hundred pupils. By entering into personal obligation and signing notes to secure the teachers employed, to make any deficiency that might arise, also furnish fuel and light for a number of years, it was possible to keep the Academy going. This has been done by the local board and such members of the Stake Board as reside in Cedar City.

The interest manifested in our District Schools is very commendable. Special school taxes have been voted by the people each year. Our school building, furniture, and apparatus is unequalled in Southern Utah. During the present school year seven teachers have been employed in the district schools for three terms of ten weeks each, and four teachers are now engaged in a further session of five weeks. With a school population of 404, the attendance at the present school numbers 385. This year's expenditures amount to over \$3700.00, of which nearly \$1900, has been raised by local taxation. Our school district is free from debt. (This district pays

fifty-nine per cent of the entire taxes in this County for State and County purposes.)

Nature has designed for us the most suitable site in Southern Utah for the establishment of the State Branch Normal School.

In conclusion, these, with the other innumerable advantages, we claim Cedar City foremost among the competitors for the State Branch Normal School, in location, patronage, healthfulness, natural resources, and local and general support.

Respectfully submitted,

BY THE CITIZENS OF CEDAR CITY  
Signed: John Parry,  
Mayhew H. Dalley<sup>1</sup>

Two days later the permanent committee forwarded the specific proposal of the city:

Cedar City, Iron County, State of Utah  
May 10, 1897

To the Hons. John R. Park, James E. Talmadge, and Karl G. Maeser,  
Commission to Select the Site for Location of Branches of  
State Normal School.

Gentlemen:

The resident citizens and taxpayers of Cedar City School District, Iron County, State of Utah, in consideration of the location by the State of a branch of the State Normal School in Cedar City, respectfully submit the following proposition, viz:

We will give to the State and convey by Warranty Deed, accompanied with clear Abstract of Title, the following described tract of land in Cedar City, County of Iron, State of Utah:

Commencing at a point nineteen (19) rods fifteen and three-fourths ( $15 \frac{3}{4}$ ) links South of a point thirty-six (36) rods West of the North East Corner of the West half of the North West quarter of Section fourteen (14) in Township thirty-six (36) South of Range eleven (11) West of Salt Lake Meridian, Utah, said place of beginning being known as the North East corner of Block twenty-eight (28) Plat B. Cedar City Town Survey: thence South sixty-four and one-fourth ( $64 \frac{1}{4}$ ) rods; thence West thirty-eight (38) rods; thence North sixty-four

1. William R. Palmer, op.cit.

(64) rods twenty-three and one-fourth ( $23\frac{1}{4}$ ) links; thence East thirty-eight (38) rods; to the place of beginning, situate, lying and being in the West half of the North West Quarter of said Section fourteen (14) and containing by ad-measurement fifteen (15) acres fifty-four and forty-two hundredths ( $54$  and  $\frac{42}{100}$ ) square rods of land, be the same more or less. The said land will have a six rod street on the North and East, and a four rod street on the South and West.

We will also construct on said grounds suitable buildings for the accommodation of said school within such reasonable time as the commission shall designate.

We will also deed to the State Lot 18 in Block 37, Plat B, Cedar City Town Survey, containing ninety-six (96) square rods of land together with all buildings and improvements thereon, now the property of the Cedar City Ecclesiastical Ward; we will complete the building on said Lot 18 now in course of construction ready for use by the State for School purposes, on or before the fifteenth day of August, A. D. 1897; Provided, that as soon as suitable buildings have been erected on the grounds first described the State shall deed back to said Cedar City Ecclesiastical Ward the said Lot 18, Block 37, Plot B, together with the buildings and improvements thereon.

Respectfully submitted,

COMMITTEE ON BRANCH OF THE STATE NORMAL  
SCHOOL

(Signed) Lehi W. Jones, Chairman  
John S. Woodbury, Jr., Secretary

FOR AND IN THE BEHALF OF THE RESIDENT CITIZENS AND TAXPAYERS OF  
CITY SCHOOL DISTRICT IN IRON COUNTY, STATE OF UTAH<sup>1</sup>

Academy Hill consisted of five acres. In order that fifteen acres be offered the state, a committee of two, composed of John Chatterley and Uriah T. Jones, set about making the necessary arrangements for the additional ten acres. They resolved the problem by buying four city block sections from Joseph T. Wilkinson for one hundred dollars a section, another section from Eliza

1. William R. Palmer, op. cit.



Pucell at the same price, and some land owned by Peter B. Fife. Contributions were taken to finance these transactions.<sup>2</sup>

In the proposal the committee offered to deed also ninety-six square rods of land in the heart of Cedar City. Upon this land plans were being realized for the construction of a chapel and social hall, later to be designated as the Ward Hall. This building, the committee proposed, could house the school until a building could be constructed on Academy Hill, at which time the area would be returned to the Mormon Church in Cedar City.

Various plans for financing the building, which would have to be constructed in order to comply with the law, were suggested and discarded as unworkable. One such plan would have involved assessing the taxpayers of Cedar City \$10,000.00 to help defray the expenses. Another plan nearly reached completion. Since both Cedar City and Parowan, the county seat located nineteen miles from Cedar City, were competing for the Normal School, an agreement was offered whereby the losing city, providing the committee decided on Cedar City or Parowan in preference to communities outside Iron County, would contribute \$2,400.00 to be collected in cash, materials, or labor, to the winning community. Lists were circulated in both towns until the required amount had been pledged. The act of signing the contract was all that remained to make the agreement official. Unfortunately, the word arrived that Cedar City had been selected by the committee a number of hours before the contract was to be signed, and the Parowan citizens

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1. Ibid.

hurriedly returned home, leaving Cedar City to worry about the financing alone.<sup>1</sup>

### Cedar City selected

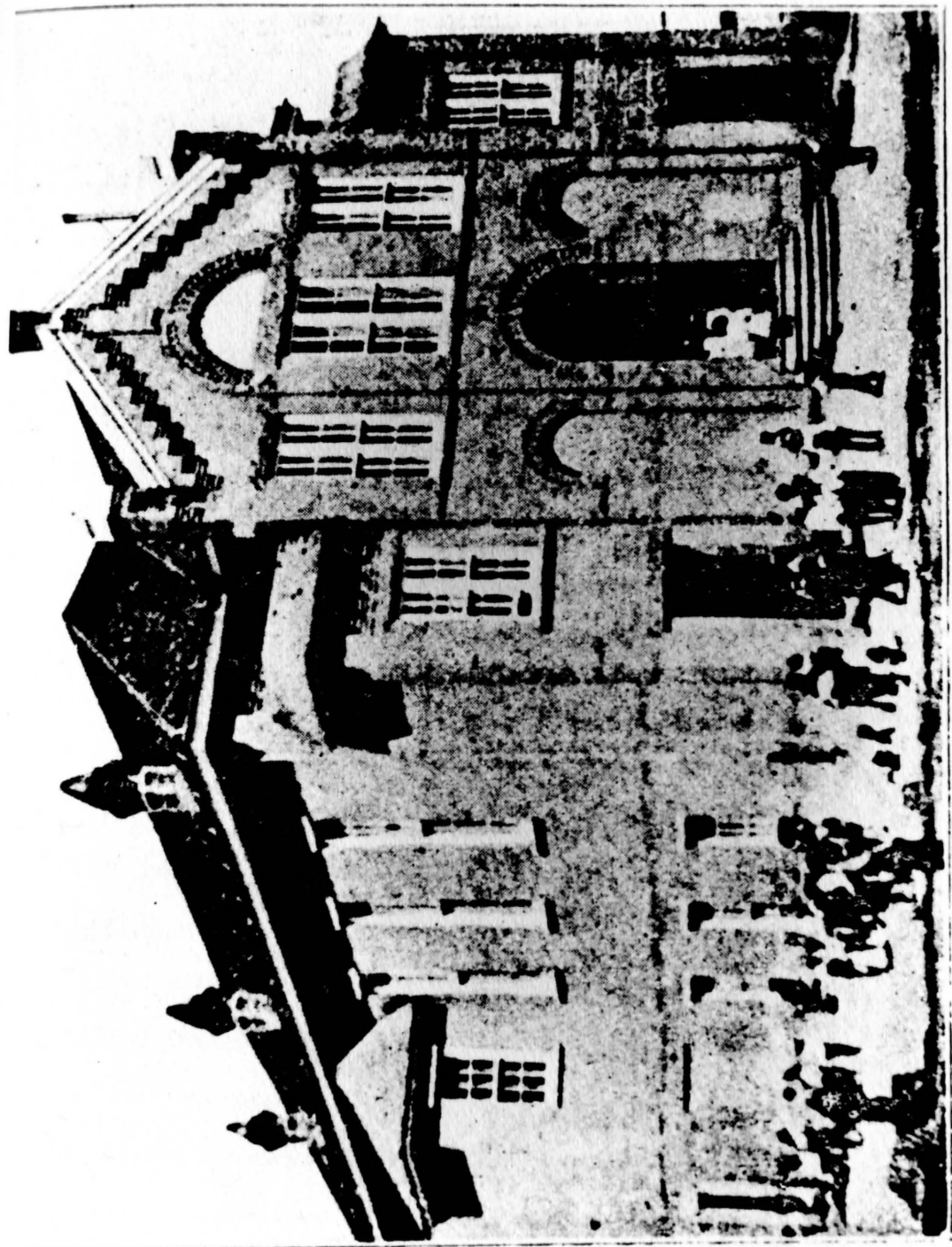
The state committee, in reviewing the communities vying for the school, noted Cedar City's advantages and disadvantages. On the negative side of the ledger they listed the fact that the Academy Hill was not in the heart of the town but instead was situated in the fields on the outskirts of the community (the same argument was levied against the Fort Cameron location). Also there existed a fear that Cedar City might develop into an iron manufacturing town and the industry pollute the air with smoke. On the positive side was Cedar City's excellent educational record with regard to the Parowan Stake Academy, its central location in Southern Utah, and perhaps the most important, the absence of a saloon (which no other town competing could claim). In any event the committee designated Cedar City over the other communities, agreeing to the proposal as stated in the Jones-Woodbury draft.<sup>2</sup>

The community was notified in late May of the committee's action, which gave it only three months to complete the Ward Hall and make it ready for the first school year. The local school committee then assumed the task of finishing the construction of the building, the foundations of which had already been laid and a foot of the brick placed in position. The materials to finish the building were already at hand, and the committee hurriedly put men to work in a feverish

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1. William R. Palmer, op cit.

2. Ibid.



Ward Hall, First Home of the B. N. S.

pace to finish the structure. By September the Ward Hall lacked but a cornice of completion and the school was opened.<sup>1</sup>

### The challenge

The task that Cedar City had accepted was massive indeed. To construct a \$35,000.00 building and donate fifteen acres of land for its campus was a monumental accomplishment for a community of only 1,500 population, with an adult and youthful male population of approximately 375.<sup>2</sup> The town's population was largely agrarian, and farm conditions were hardly prosperous. Cedar City's total business volume for an entire year only slightly exceeded the sum necessary to build the structure. In addition the town's building materials had diminished to the near vanishing point because of the construction of the Ward Hall.

The townspeople, however, felt that with the state committee's awarding the Normal School to Cedar City, and with the Ward Hall completed for its use as classrooms, the school was secure for the first year and that the town might return to normal once again.

### Conclusion

Cedar City had grasped vigorously at the straw the state held out for the establishment of a branch Normal School in their community, and were successful in out-bidding the other Southern Utah contenders. Displaying considerable optimism, they had deeded to the state choice property on the edge of town and in the heart of the community, and had pledged the construction of a thirty-five thousand dollar edifice. One wonders if they would have been so anxious for the school had they

1. Rhoda Wood, op cit., p. 1
2. Ibid.

known of the hardships they would have to endure over the years to retain the school in Cedar City. Nevertheless, they had acted with dispatch and had secured the Normal School--and along with it had agreed to accomplish what would seem the impossible.

## THE FIRST YEAR CRISIS

### A minor disturbance

The first weeks of school in 1897 occurred without incident, and the Cedar populous began to breathe easier after the hectic days of getting the college allocated to Cedar City and the building of the Ward Hall. These care-free days extended through October and on into November, when a minor disturbance occurred.

When school had opened in the Ward Hall, the building was as yet unfinished, lacking the cornice. The faculty had ignored the wind whistling under the eaves when the weather was balmy, and the workmen had forgotten that the building was not completed. In November a blizzard arrived. The faculty and students came to school one morning to find their desks, books, and apparatus covered with snow. Principal Bennion dismissed the school and hurried to the homes of a number of community leaders. The storm had not subsided before the workmen were making the Ward Hall weatherproof.<sup>1</sup>

### The major crisis

In December a new crisis, of major proportions, presented itself, threatening to close down the school at the end of its first year. The teachers' payrolls had been submitted to the state in the latter part of December. The Attorney General had ruled that school was being held in Cedar City illegally since the Ward Hall was not on property that had been accepted by the state, and that Cedar City was, therefore, not complying with the law. The state

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1. Dr. Howard R. Driggs, "With Quiet Courage," The Instructor, May, 1953.

would not pay the teachers' salaries. Also he ruled that if the building were not constructed on the Academy Hill within the bi-annum the bill authorizing the school would become void. Either the school was to be constructed by September of 1898 or the Branch Normal School would be lost.<sup>1</sup>

#### Organizing to meet the crisis

On the first of January a mass meeting was held to explain the problems to the people. Some citizens were loud in their denunciation of the state for the imposition of such impossible conditions, but others contented that the law must be obeyed. The town leaders proposed that Cedar City guarantee the payment of the teachers' salaries, and that even though it was in the middle of winter, citizens go into the mountains to get lumber to construct the new building. Necessary committees were appointed to accomplish these tasks.<sup>2</sup>

To secure money for the payment of the teachers' salaries, a committee traveled to Salt Lake City. At the Zion's Savings Bank this committee proposed that, in order to secure the money, a promissory note be signed by as many Cedar City citizens as the bank deemed necessary. The bank, however, insisted that it would make the loan only upon these conditions: that three Cedar City men whom it would select mortgage their homes, thus relieving the bank of the responsibility for the final collection. Henry Leigh, Lehi W. Bullock, and David Bullock were the men selected by the

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1. William R. Palmer, op cit.

2. Ibid.

bank, and these three men promptly mortgaged their homes. The money was then turned over to the state, and the state finally issued the teachers' salaries.<sup>1</sup> The first phase had been successfully completed.

The second plan was not to be so speedily solved. Thomas Jed Jones, John Parry, and Francis Webster were appointed to the building committee. John Parry had already played an important role in the Legislature getting the original bill amended to include consideration of Iron County in the establishment of a site for the Normal School. He was now to join Thomas Jones and Francis Webster in another phase of the struggle for the college. Feeling desperate, the three committee members asked for help and Thomas S. Bladen and William Dover were chosen to assist them. To these five men the town pledged all their public and private resources; the committee was forced to dip into both very generously. The decision they made, and the public response to it, stands out as one of the finest examples of sacrifice for education in America.<sup>2</sup>

Since a majority of the building materials in Cedar City had been used in the construction of the Ward Hall, the committee found itself faced with the task of sending men into the mountains in the middle of the winter to fell logs for lumber.

On January 5, 1898, a group of eleven men, the first of a long line of Cedar City citizens to face the bitter winter weather of

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1. In the second state legislature appropriation was made to reimburse the three men for the mortgages on their homes. William R. Palmer, op. cit.

2. Ibid.



Cedar Mountain, left Cedar City. After numerous difficulties they were able to cut the logs necessary to supply the wood for the new building. The lumbering expedition was not completed until July 1.<sup>1</sup>

#### Meeting the crisis at home

The building was not just made of wood, and many other materials had to be gathered also. In addition those on the mountain had to be fed, and food must be gathered to send to them. Those remaining in the valley responded to the challenge.

The committee never accepted "no" for an answer. Thomas Jedediah Jones served as chairman of the building committee, and to Francis Webster fell the job of rounding up supplies and soliciting personnel. Mr. Webster's perseverance and humor won for him the affection of the populace, and their complete cooperation. A number of incidents portray the flavor of one of Cedar City's most colorful pioneers. R. W. Bullock told in later years how Mr. Webster had sent a letter up to the pioneers on the mountain shortly after they had returned to the mill for the second time. The note read: "Now next time a big frost comes, don't give up so easy; stick to your work and you'll never regret it." Not long after this he and Jed Jones made their trip in a small pleasure sleigh to lend encouragement. Mr. Webster was heard to remark, "They really did have a big frost didn't they?"<sup>2</sup>

Jethro Palmer recalled this incident:

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1. See Appendix E.

2. R. W. Bullock to Rhoda Wood, Rhoda Wood, The Founders Speak, p. 16.

Francis Webster came into the harness shop sometime in January, 1898, to say to me, "Jethro, I want all the horse blankets you have or can get. With teams working in the cold high in the mountains, they must have blankets."

I answered him, "The horse blanket season is pretty well done, but you can get what we have. I didn't intend to order more and don't think I could get them if I did."

"Well, you can make some can't you?" he asked. I told him I had no material but if I had some I could try. He went away and soon came back with a big chunk of heavy canvas...

"Canvas is not enough," I told him. "Good blankets have to be lined." Well, an hour or so later he came with the lining in the form of several extra-heavy bed blankets.

With the project completed, Mr. Webster took them after having informed Mr. Palmer that it had been a donation job, and that the Lord would surely bless him for his efforts.<sup>1</sup>

The organization that was made to supply the foodstuffs was amazing in the least. The town was allotted quotas by streets, each street having a contact man who would procure the necessary requirements. On certain days of the week the contact man would be handed a list of foodstuffs to be gathered from his district. He would then visit each of the homes on his street until all of the items were obtained.<sup>2</sup> The supplies were taken to the home of Mary Cortlett on Main Street where they were receipted and sent to the workers on the mountain. In this way ample supplies of cheese, butter, honey, jams, sacks of sugar, halves of por, quarters of beef, beans, rice, raisins, baked bread, cookies, clothing, woolen underwear, mittens, overalls, shirts, jumpers, hay and grain were

1. Ibid., p. 29.

2. Sarah Nelson to Rhoda Wood, Rhoda Wood, The Founders Speak, p. 46.

obtained.<sup>1</sup>

The Cedar City Dramatic Company put on several plays and sponsored Joseph Cosslett's choir and glee club, proceeds from which went into the building fund.<sup>2</sup>

The Cedar City lumber brought from the mountain was green and unseasoned, and thus the committee had to find all the available lumber in the community that could be used so that the building should not be delayed.<sup>3</sup>

Bricks for the building were made as soon as weather permitted. Workmen, hardy and muscular, scooped up hands full of mud and pressed them into molds. The molds were then taken into the yard, where they were emptied. Then they were baked and stacked for future use. A crude mill was used to mix the mud. Spoilage was heavy due to sudden showers and frosts.<sup>4</sup> That this superhuman effort was comparable to those sacrifices made on the mountain is apparent, and only the hardest of men were able to keep up with the job. Over 250,000 bricks were made, many of the men putting twelve and fourteen hours a day on

1. John Perry to Rhoda Wood, Ibid., p. 21.

2. John Perry to Rhoda Wood, Ibid., p. 38.

3. William R. Palmer writes: "...The siding was taken off one man's barn. Another man had lumber assembled the year before to build an addition to his home. He had delayed the building to make sure the lumber was well seasoned. One day a team drove into the lot and the driver said, 'The committee needs this lumber and I have come for it.' There was no argument. The owner helped load the boards on the wagon. Then the driver said, 'Jed Jones says you have some very choice finishing lumber put away to make your coffin. He especially needs that lumber also.' And so Richard Palmer's coffin, along with his kitchen, went into the first college building." Alumni Booklet.

4. William R. Palmer, op cit.

the project. Some of the men ate meals confined to sow-belly (salt Bacon), well cooked, and bread, seasoned with sorghum. They drank water from a stream colored red with the dirt brought by the spring thaws.<sup>1</sup>

### Construction of the first building

Throughout the summer the construction of the building progressed. The rocks for the foundation, corners and lintels were obtained at a quarry in Dry Canyon, and hauled to Academy Hill. The beautiful white stone forming the big arch over the front of the door was obtained on the south side of the Red Hill near Cedar City.<sup>2</sup>

A cornerstone laying ceremony was held in March and the entire population turned out.

A foundation was built four feet thick, and above it were nine tiers of stone reaching to the top of the first row of windows. An entrance two stories tall was made of white stone, and above the arch a large tablet, outlined in stone, was painted to read, "Southern Branch of the State Normal, Established 1897."

The walls of the structure proceeded upward also, while the partitions on the inside were constructed. A tremendous windstorm threatened to collapse the entire south wall three days before it was finished, and workmen, noticing the wall swaying visably, hurriedly buttressed it against the wind's force.<sup>3</sup> Finally the roof and floors were completed, the building having been erected with few mishaps.

1. Alex H. Rollo to Rhoda Wood, op. cit., p. 43.

2. Herbert Adams to Rhoda Wood, Rhoda Wood, op. cit., p. 10.

3. Rube Walker to Rhoda Wood, op. cit., p. 35.



Laying of the Corner Stone of the Library Building March, 1898.

The architect of the building discovered that a heating plant for the school had inadvertently been left out of the plans, and insisted that Cedar City include it in the building. Since this phase would have been purchased by cash, the committee felt it an undo hardship, and appealed to the Attorney General, who ruled against them. Mrs. Catherine G. Bell offered her stock in the Cedar Sheep Association and the Cedar City Co-op Store, others followed suit, and with such securities the heating plant was purchased.<sup>1</sup>

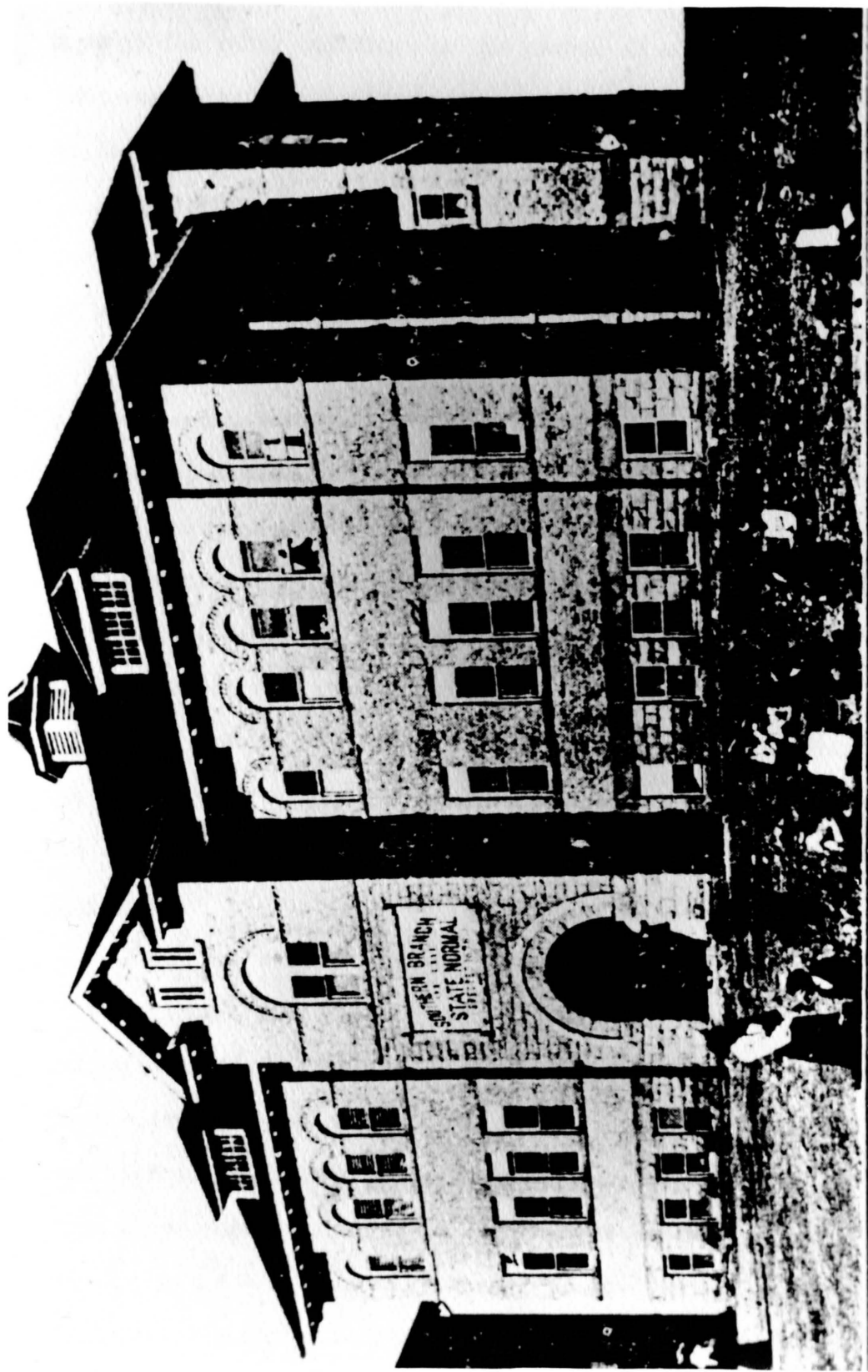
Another sacrifice, similar in nature, was made by fifty-nine stockholders of the old Cooperative Cattle Company. This group donated the capital stock of the company to the B. N. S. who sold a large ranch at Enoch for \$5,500.00, the proceeds going into the building fund. The state legislature later appropriated \$17,000.00 to help repay Cedar City for her struggles.<sup>2</sup>

In September of 1898, the Branch Normal School moved from the Ward Hall to the "Old Main" as the building was later affectionately titled. The hardships which the citizens had endured had now culminated in the form of timber, rocks, and brick. Besides serving as a sanctuary for education, the building remains as mute testimony of the spirit of the pioneers who were determined that Cedar City was to become a center of education and culture in Southern Utah. The building has always served as a tie between the administration and the citizens of the town, who regard the building possessively, and thus feel that the college itself is their possession and responsibility.

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1. William R. Palmer, Alumni Booklet.

2. Ibid.



Library Building

None of the other buildings on the campus or anywhere in Cedar City that were erected prior or after the Old Main command such affection as the first college building.

The total cost of the structure was \$35,000.00, a staggering sum for a community of only seven hundred and fifty adult citizens,<sup>1</sup> none of whom were wealthy in any sense.

The building was equipped with a large chapel for religious programs and assemblies. A library and reading room was complete with books, magazines, journals, and newspapers. A museum was started that was adequately to represent the natural history of Southern Utah. The biological laboratory was provided with "compound microscopes, assessor instruments, and chemical reagents." A physical laboratory was included, and a lathe and tools were at hand.

Shade trees were placed on the campus and baseball, basketball, football, and croquet facilities were provided. The athletic field was an oval track, situated where the staff houses now stand.

### Conclusion

Of all the events that have transpired during the College of Southern Utah's history, the most romantic was the journey into the mountains in the middle of winter to gather the timber to construct the first building. The community of Cedar City had met its greatest test with flying colors, and the College of Southern Utah had been given a heritage that few educational institutions possess. It might readily be the most dramatic founding of any school in America. The first school building had been literally torn from icy crags and molded

1. Golden Jubilee Year Souvenir, Program, p. 4.



by the hands of over a hundred men into a building which represents many things to many people. It is a symbol of faith in common men, of fortitude, and of unparalleled sacrifice for education. The Old Main has breathed courage into later administrations, and has evolved through the years into a temple of higher learning, hallowed by time and revered by those who have entered her portals to seek learning.

THE BRANCH NORMAL SCHOOL PERIOD,  
1897-1913

Principals and policy

The sixteen year period during which the Cedar City School was under the administration of the University of Utah was marked by a significant growth in enrollment, physical facilities, and status. Milton Bennion, the first principal, remained at the college three years, leaving to do graduate work. The second principal, J. Reuben Clark Jr., served only one academic year, at the conclusion of which Nathan T. Porter was appointed as the administrator of the school. In 1904 George W. Decker, a member of the faculty since the first year, was appointed principal, and remained in that position until the college was transferred to the Utah State Agricultural College in 1913.<sup>1</sup>

A rigid standard of social conduct was imposed upon the students from the first year by Principal Bennion and was maintained by the three principals who followed him. Complete abstinence was required from tobacco, alcohol in any form, profanity, and indecent dress. The ruling was not only imposed on students and faculty, but the townspeople also had to abide by the rules of the institution if they wanted to attend school functions or use the Normal school facilities.<sup>2</sup>

"The Rules of Conduct" as they were called, did not just pertain

1. Parley Dalley, Alumni Booklet, Passim.
2. Ordinances of the Branch Normal School City, p. 1-3.

to school hours, but had to be observed at all times. If a member of the town smoked he was barred from admission to any college activity. Bitterness was raised by the rigid imposition of the code upon the townspeople, and especially among those who had contributed towards the construction of the first building and then were denied entrance into the building because of their smoking or drinking habits.<sup>1</sup>

An example of the extent to which the code was imposed was a stern lecture given by the principal during one of the first ten-thirty o'clock assembly half-hours. The time was spent severely criticizing a group of young ladies who had made the mistake of taking off their long-handled underwear and substituting in winter time the sleeveless low necked underwear; some of the girls had even been brazen enough to wear lace-yoked dresses to parties without showing any underwear at all.<sup>2</sup>

Because of the imposition of such rules, the Branch Normal School gradually developed a reputation that rivaled, and often eclipsed, those of the Mormon Church Academies. When competition between the Normal School in Cedar City and the Academies in St. George and Beaver evolved in the early 1900's, the reputation proved valuable indeed.<sup>3</sup>

#### Physical expansion

Enrollment at the school had risen to an even 200 by the

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1. Rhoda M. Wood, The Founders Speak, p. 46.

2. Idem.

3. Idem.

school year 1900-1901,<sup>1</sup> and reached 250 by the academic year 1902-1903.<sup>2</sup> Since the Main, as the first building constructed was called, was the sole building on the campus, classes were large and cramped. It grew apparent that the Normal School's physical facilities had to expand to meet the growing student enrollment.

When the Legislature of 1903 meet, pressures were brought to bear for an appropriation of seventy-five thousand dollars, twenty-five thousand dollars of which were to insure the construction of another building as large as the Main, and doubling the value of the physical plant.<sup>3</sup>

The newest addition, to be known as the Science Building, was to resemble closely the Main Building in appearance. The three story structure was to contain rooms to house all the laboratories now located in the Main Building. Chapel was to be held in the large assembly room on the top floor, which would also serve as music center for the instrumental department. The Domestic Science Department was moved from the converted house which had served as its headquarters to rooms in the basement of the Science Building. The new addition brought needed relief to a school that had been crowded in one building.<sup>4</sup>

Since the Manual Training department had also been crowded and inadequately housed, measures were taken to remedy the situation. Using students of the Manual Training classes for workmen, thus

1. Catalog of the Branch Normal School, 1901-1902, p. 24.
2. Catalog of the Branch Normal School, 1903-1904, p. 43.
3. Catalog of the Branch Norman School, 1905-1906, p. 7.
4. Catalog of the Branch Normal School, 1907-1908, Passim.

eliminating the cost of hiring workers and also giving the students practical experience, a temporary frame structure near the north side of the Main was built. Into this building were moved the benches, lathes, scroll saws, forges, and other tools for work in wood and metals. This structure was used to house the department until the need for a more permanent structure was apparent.<sup>1</sup>

In 1905 the Legislature appropriated five thousand dollars for a new boiler house. The brick building was erected during the summer of 1906, and was to serve as the heating plant for the college for many years. In the same Legislature an appropriation for six hundred dollars was made to secure water for the school grounds.<sup>2</sup>

In 1907 the athletic field was moved from its old site west of the Main Building to new grounds that had just been purchased east of the college buildings. The old oval track had been extremely steep and was totally unsuitable.<sup>3</sup> The grounds were laid out and planned after the Stadium at the St. Louis Exposition.<sup>4</sup>

The Legislature of 1907 appropriated ten thousand dollars for a shop which was built during 1908. The temporary structure north of the Main was then abandoned and the new building was given over to shop work.<sup>5</sup> The upper story of the brick building was used as a gymnasium, and eventually was converted to rooms for a girl's dormitory. The two story structure was modeled after the other

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1. Parley Dalley, op. cit.

2. Catalog of the Branch Normal School, 1907-1908, p. 8.

3. Verbal testimony of Parley Dalley to the present writer, Jan. 1954.

4. Catalog..., idem.

5. Ibid., p. 9.



Shop and Gymnasium

buildings on the campus.<sup>1</sup>

An extensive landscape program was undertaken in 1904 and carried on during the later administration. The hill was covered with creek boulders which had to be blasted out with powder and caps. Lacking funds with which the powder should be purchased, William Flannigan, school custodian, used his own money in order to complete the job. The crushed rock was then hauled to the north side to make a circling road while others were used to fill in the deep washed field ditch across the north side. The high spots were leveled off into a swale running north and south at the foot of the hill on the east side, and fertile soil was hauled to make the outdoor grassy amphitheater in front of the main buildings. Trees and shrubs were taken from the mountains and hills near Cedar City and replanted on college hill. Ditches were made and small plots of grass were planted to see which variety would grow the best on the hill. Eventually a beautiful campus began to take shape.<sup>2</sup>

During the school year 1908-1909 electric power was introduced to the college buildings, replacing the acetylene gas lighting which had been piped from a small brick building in back of the main structures. The earliest lighting had been by kerosene lamps.<sup>3</sup>

#### Student government

One of the outstanding features of the early days of the Branch Normal School was the system of student government. Modeled after

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1. Parley Dalley, Alumni Booklet.
  2. William Flannigan to Rhoda Wood, quoted in Rhoda Wood, The Founders Speak, p. 28.
  3. Verbal testimony of Parley Dalley to the present writer, January, 1954.





the governments of cities of the first class in Utah, elections were held twice a year at which time a new slate of officers were designated. The mayor, recorder, treasurer, councilmen, magistrate and judges were elected and all other officers were appointed. The "Normal City" government was divided into three departments: executive, legislative, and judicial.<sup>1</sup>

The mayor was the head of the executive department. He presided over all public meetings and had general supervision over all city officers, and it was his duty to see that all laws were enforced. As a legislative functionary he presided over the city council and had the power to vote.<sup>2</sup>

The school city was divided into four precincts. Two councilmen were elected from each precinct; these eight councilmen and the mayor constituted the legislative body. It was their duty to look after the general welfare of the student body, and to enact such laws as would insure the students the greatest freedom.<sup>3</sup>

The judicial department consisted of a committing magistrate, two district judges, and eleven police. The committee magistrate was elected from the city at large, and had jurisdiction over all offenders of the law. The district judges decided all points of law and tried all cases that were not decided in the magistrate's court. It was the duty of the policemen to keep order, and to bring all offenders of the law to the courts of justice. Cases

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1. Catalog of the Branch Normal School, 1905-1906, p. 11.

2. The Student, 4: 8, April 1913.

3. Idem.

were tried during the morning chapel periods.<sup>1</sup> Students could be fined for loitering, defacing school property, participating in sports while school was in session (other than athletic classes), stealing, gambling, using tobacco, defiling the buildings, talking in the library, drinking, tearing down signs, and other offenses.

The student Mayor appointed seven members to a Board of Public Works, whose official duty was to formulate plans for various projects throughout the school. The Board of Public Health was composed of three members also appointed by the major, and directed the welfare of the students of the city.<sup>2</sup>

### Curriculum

Students enrolling at the college the first year studied algebra, arithmetic, English, music, drawing, reading, United States history and civics, and physical culture. The school was divided into two terms, and an entrance examination was required before admittance was allowed. The examination covered arithmetic, English grammar, composition, physiology, geography, United States history, reading, and spelling. The examination could be eliminated if the student would show their certificate of graduation from a common school.<sup>3</sup>

The Normal School received one hundred students free of charge in pursuance of the act of the first State Legislature which stated:

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1. Ordinances of the Branch Normal School City, p. 1-4.

2. Ibid., p. 22.

3. Ibid., p. 29-30.

...Fifty appointments to such scholarships may be provided annually, each appointment to be for the term of two years; Provided that students may be re-appointed to scholarships... Holders of normal scholarships shall be required to declare their intention to complete the prescribed course of normal instruction, and after graduation to teach in the public schools of the States; and in the event of such students discontinuing their studies at the University before graduation, they shall be required to pay to the University the amount of registration or entrance fees required of other students for a corresponding term of attendance...<sup>1</sup>

For students who had not completed common school, a preparatory course was offered consisting of grammar, arithmetic, reading, United States history, physiology, hygiene, geography, writing and spelling.<sup>2</sup>

The entire four years' course as listed in the early catalogs was as follows:<sup>3</sup>

First year:	First Half	Second Half
Algebra a . . . . .	2	3
Arithmetic . . . . .	3	2
English a . . . . .	4	4
Music . . . . .	2	2
Drawing a . . . . .	2	2
Reading a . . . . .	2	2
United States History and Civics . . . . .	3	3
Physical Culture . . . . .		
Second year:		
Algebra b . . . . .	2	2
Botany, Elementary . . . . .		3
English b . . . . .	3	3
Geometry, Plane . . . . .	3	3
Manual Training . . . . .	2	2
Physical Geography . . . . .	2	2
Physiology . . . . .	2	2
Zoology, Elementary . . . . .	3	

1. Ibid., p. 22.

2. Ibid., p. 29-30.

3. Catalog of the Branch Normal School, 1899-1900, p. 25-26.

first half    second half

## Third year:

Mineralogy, Elementary . . . . .		3
Geology, Elementary . . . . .	2	2
Chemistry . . . . .	5	
English c . . . . .	2	2
Physics, Elementary . . . . .	4	4
General History . . . . .	3	3
Physiology b . . . . .	2	2

## Fourth year:

Educational Psychology . . . . .		4
English a . . . . .	2	2
Pedagogy 2 . . . . .	4	4
Training . . . . .	4	4
Drawing b . . . . .	1	1
History of Education . . . . .	2	
Manufal Training . . . . .	1	1
Reading b . . . . .	2	2
School accounts . . . . .	2	
Physical culture . . . . .		

The figures refer to the number of recitations per week in the respective subjects.

Beginning with the academic year 1903-1904 language courses in German and Latin were offered. The German classes took the student through the elementary phases into a course devoted to German prose and drama. Latin was offered in a three year progression series, climaxed the third with extensive study of the orations of Cicero and Sallust's "Calitine" as well as a study of conditional sentences.<sup>1</sup>

A business course was added in 1902 consisting of classes in stenography, typewriting and commercial law, in addition to the two courses in bookkeeping. Students were urged to enroll in the stenography course which introduced the Gregg system of shorthand.<sup>2</sup>

1. Catalog of the Branch Normal School, 1903-1904. p. 27-29.
2. Catalog of the Branch Normal School, 1902-1903. p. 24-25.

The Domestic Arts and Science departments also expanded and included hand sewing, fancy work, drafting and garment making, foods and household economics.<sup>1</sup>

Physical education for both men and women was concerned primarily with gymnastics in the winter months and outdoor sports in the fall and spring. Posture was stressed in the ladies' classes, which also permitted women to participate in tennis, basketball, and golf, and free gymnastics modeled after the German, French, and Swedish styles. The male athletic uniform consisted of dark trousers with a modified tee-shirt, and tennis shoes. Females wore a divided skirt, loose waist and shoes.<sup>2</sup>

In addition to the normal course preparation, a four year kindergarten course for the preparation of teachers for that school area was added, being almost identical with the normal course. The professional subjects of the third and fourth years had to be obtained at the University of Utah. Preparatory courses to the Collegiate Department of the University and to the School of Mines were offered, along with the sub-preparatory course.<sup>3</sup>

By 1907 the curriculum had added business arithmetic, oral expression, music theory, piano, mandolin and guitar, orchestra, band, voice culture, Spanish, French, commercial geography, and commercial arithmetic. Elementary mineralogy and lithology had been dropped from the course of study.<sup>4</sup>

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1. Ibid., p. 22-23.

2. Ibid., p. 24.

3. The Student, 4:8, June, 1913.

4. Catalog of the Branch Normal School, 1907-1908, p. 24-34.

From 1907 to 1913 the curriculum was modified and changed according to the talents of the teachers available. Gradually courses in addition to the Normal classes were added, until in 1913 when the school was transferred to the Utah State Agricultural College the Branch Normal School offered in addition to the four year Normal course, a four year domestic science and domestic arts course, a four year agricultural course, a three year business course, and three years of music.<sup>1</sup>

The most significant change in the curriculum occurred in the fall of 1910. Up to that time the school had offered only three years of high school training, and in that year the fourth year was first taught at the Cedar City school. This eliminated the additional year of schooling at the University of Utah, and paved the way for the first group to graduate with a certificate from the Branch Normal School in 1911.<sup>2</sup>

### Conclusion

The Branch Normal School period covered the academic years from 1897 to 1913, and was significant for its growth in statue, enrollment, and physical facilities. Primarily intended to educate youths to become teachers, the school had a great influence on the Southern Utah area. The really rigid standard of performance which was expected from its students in both academic and social conduct helped prepare the school for the storms to come.

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1. The Student, 4:8, June, 1913.

2. Parley Dalley, Alumni Booklet, Passim.

## TRANSFER TO THE UTAH AGRICULTURAL COLLEGE

Competition

The Branch Normal School was not alone in the educational field in Southern Utah. There had been established at Beaver, fifty-three miles north of Cedar City, the Murdock Academy, a high school maintained by the Latter-Day Saints Church. St. George, fifty-four miles to the south, could also boast of a high school supported by the dominant church of the area. These two institutions had been established after Beaver and St. George realized the importance to a community of having a local high school and influenced the church to establish the schools.<sup>1</sup>

As the competition developed among the three institutions, the school girded for the battle. The days of no competition were gone and the institution passed into a period when the very preservation of the school was threatened. The Cedar City citizens, anxious that their school remain in their community, cut rents and boarding rates to entice more students. But the field was obviously too small to support three institutions and time was on the side of the two church schools.<sup>2</sup>

The Branch Normal School was vulnerable to the attacks being made upon her by the state's educators. She was the only high school being maintained by the state at state expense, all other high schools being financed by the county or the Church. Her enroll-

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1. William R. Palmer, Alumni Booklet, Passim.

2. Ibid.

ment had remained about the same for a number of years instead of the steady increase that had characterized her early growth. With each succeeding session of the State Legislature it became harder to obtain money to maintain the school with charges and counter-charges often being made.<sup>1</sup>

Cedar City, led by her two law-makers, Wilford Day and Henry W. Lunt, realized that the only hope for the continuance of the school was elevation to a collegiate status. Since it was obvious that the state would not grant monies for the establishment of another state college, the Legislators felt that a plan which would achieve this aim and yet bypass direct action by the Legislature must be formulated. The University of Utah could grant college courses to the Branch Normal School but was determined that the school remain a high school. The two men then looked to the Utah Agricultural College in Logan, where they hoped their plans might be realized.<sup>2</sup>

The two Legislators, ardent agriculture supporters, saw in the Logan College the courses they hoped might be taught in the Cedar City school. They felt that since Iron County was an agricultural region the school should offer courses designed to benefit the farmers. While they realized the importance of Normal training, they believed that agricultural training was paramount. Since the feelings of both men were well known to the educators at the Branch Normal School, many of whom were content to allow the institution to

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1. Ibid.

2. Ibid.



remain a teacher training school, apprehension about the future of the school arose.<sup>1</sup>

On January 1, 1913, the Alumni Association invited Mr. Lunt and Mr. Day to assist them in conducting the chapel exercises. The move was made to acquaint the Legislators with the school. In the assembly Principal Decker spoke for a short time upon the policy of the Branch Normal and its spreading influence, stating further that the school had been very conservative in its demands upon the Legislature. As an omen of action to come, Senator Lunt and Representative Day in short speeches declared themselves to be firm friends and supporters of the Branch Normal, and that they would work for the advancement and honest needs of the school. They further declared that they would like to see the Agricultural and Domestic Science departments strengthened, "for the needs of our country demand more interest in husbandry, more boys to become producers, while every girl should receive all the instructions that the school is giving in Domestic Art." Thus it was that the Legislators publicly announced their conviction that agriculture should be stressed at the Branch Normal School.<sup>2</sup>

#### Passage of the bill

Representative Day presented to the 1913 Legislature a bill which would transfer the Branch Normal School to the Agricultural College and give it collegiate rank. The bill threw up a hornet's nest of opposition both in the Legislature and in Cedar City. In the March issue

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1. Ibid.

2. The Student, 4:6, February, 1913.

of the Normal school paper a student wrote:

In the Day bill it is proposed to change the Branch Normal to a Branch of the Agricultural College. The question is: — is it right for us to do this? And by right we mean that which serves us best. Then will it serve us best to make this change?

First let us consider what we have now. With the exception of the training school we have the complete Normal course. And in connection with this course we have an elementary course in agriculture.

Two years ago the State Legislature passed a law prohibiting (sic) providing that we should teach a full course in elementary agriculture. This course has been commenced nicely and is being extended just as rapidly as students are qualified for these extensions.

The instigators of the present bill did not seem to understand that there was no necessity of teaching the advanced subjects in agriculture until some students had prepared themselves for it by first taking the more elementary subjects.

The state Agricultural College at Logan has been giving us its heartiest support and encouragement.

The state Agricultural College at Logan has been giving its support but the people of Cedar City and surrounding towns are laboring under false impressions, because they have been told by the instigators of this movement, that the present course will be kept here, and the agricultural course will simply be added to it.

If the people will read section 2087 of the Compiled Laws of Utah,<sup>1</sup> they will find that this statement is false because it is directly contrary to the laws of the state for such a condition to exist. They may also get information from the "School Laws of Utah."

It is advisable for all people concerned to investigate this matter and not make the change blindly at least.

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1. Refers to the law which prohibited the college from offering courses in liberal arts, pedagogy, the profession of law or medicine, or engineering, except agricultural engineering. The law has since been changed.

Another expression for which the same people are responsible is: We must make this change or our school would be turned into a county high school, which the county would have to support.

The reasons given for this statement are: First, this school is too expensive for the state to support. Second, the surrounding counties are jealous of Iron County for having a Normal School supported by the state when they cannot have a similar institution.

The validity of this statement is also questionable. Let us investigate the first reason.

The bill stated that we shall have the same appropriation if rate per cent to support the agricultural school. So the expense problem is going to be entirely done away with by the state giving the same amount of money, but we use it to learn how to feed hogs instead of making public school teachers for the purpose of educating our children.

The second trouble is disposed of in much the same way.

The jealousy of the surrounding counties is going to be appeased by the state using the money that they would pay for taxes to feed the hogs and cultivate the lands of Iron County instead of using it to produce teachers for the purpose of educating the children of the surrounding as well as those of Iron County.

Then judging by the past we must say that by changing our school we are jumping from the frying pan into the fire.

Now let us see what our students are doing for us and the surrounding counties at present.

Ninety per cent of the graduates of the B. N. S. become public school teachers and ninety percent of that ninety percent make a success of that work. And regardless of the number of school teachers produced by our school, we now have to import a great number of school teachers annually. Then when we cut off the supply of teachers we will have to import many more than we do now, and pay the cash which we will have earned by feeding hogs to get someone else to teach our own children, or else let the youth of our land go uneducated...

Now as we are informed, this undesired change is sure going to take place. When the fond dreams of the "practical"

dairy men and farmers are realized and this country is "flowing with milk and buttermilk" and grain is blooming 'neath our feet let us all turn our minds to the happy past and think of the dear old B. N. S.<sup>1</sup>

In the State Legislature the debating went on until finally Representative Day's bill was passed. Cedar City was relieved that the school had been preserved but was concerned over what the change might mean to the school. The bill passed read as follows:

The Branch of the State Normal School heretofore established and conducted at Cedar City, in the county of Iron, is hereby constituted a branch of the Agricultural College of Utah, and the state shall maintain the same under the management, control, and direction of the board of trustees of the Agricultural College of Utah, which may offer only such courses of study therein as are permitted by law to be given in the said Agricultural College.<sup>2</sup>

### Transfer

On March 22, 1913, President John A. Widtsoe of the Utah State Agricultural College arrived at the Cedar City campus to look over the facilities and to confer with the students and teachers. The next morning he explained to the students in a special chapel the courses that would probably be taught at the college the next year. Senator Lunt and Representative Day also addressed the group.<sup>3</sup>

On April 19, 1913, the Agricultural College board of trustees met in the Old Main building at Logan. At that time a statement of the estimated income of the college from July 1, 1913, to June 30, 1914 was listed at \$22,850.00. President Widtsoe was instructed to

1. R. S. Wilkinson, "Do We Want to Change the B.N.S. to a B.A.C." The Student. 4: 1, March, 1913.
2. Compiled Laws of the State of Utah, 1917. p. 1051.
3. The Student, 4:11, April, 1913.

proceed with the organization of the Faculty and the course of study of the Branch Agricultural College.<sup>1</sup>

On April 21 Roy Homer, prospective principal of the Branch Agricultural College, arrived in Cedar City to investigate the school he had been asked to head. Principal Homer had been offered a salary of \$2,400.00 a year, the rest of the faculty having wages that ranged from six hundred dollars to twelve hundred dollars.<sup>2</sup>

When school opened in the Fall of 1913, the new Branch Agricultural College had been provided with eighty acres of brush land in Cedar Valley that was fenced to make it rabbit-proof during the first year. The land had been given to the college by the citizens of Cedar City. In addition to the eighty acres, thirty acres of the most expensive land in the valley adjoining the campus proper was purchased and paid for by donations of the people of Cedar City. The price was near two hundred dollars per acre, and the total price was sixty thousand dollars. Jersey and Holstein cows, horses, chickens and incubators were given to the new college.<sup>3</sup>

As the time advanced into spring, 1914, a day was set aside to have the valley farm grubbed and plowed. The hundred-eighty men turned out with plows and teams and worked on the farm one complete day. The school itself was excused for three days that the farm might be placed in readiness for the summer growing

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1. Minutes of the Board of Trustees, April 19, 1913.

2. Minutes of the Board of Trustees, September 16, 1913.

3. William R. Palmer, Alumni Booklet.

months.<sup>1</sup>

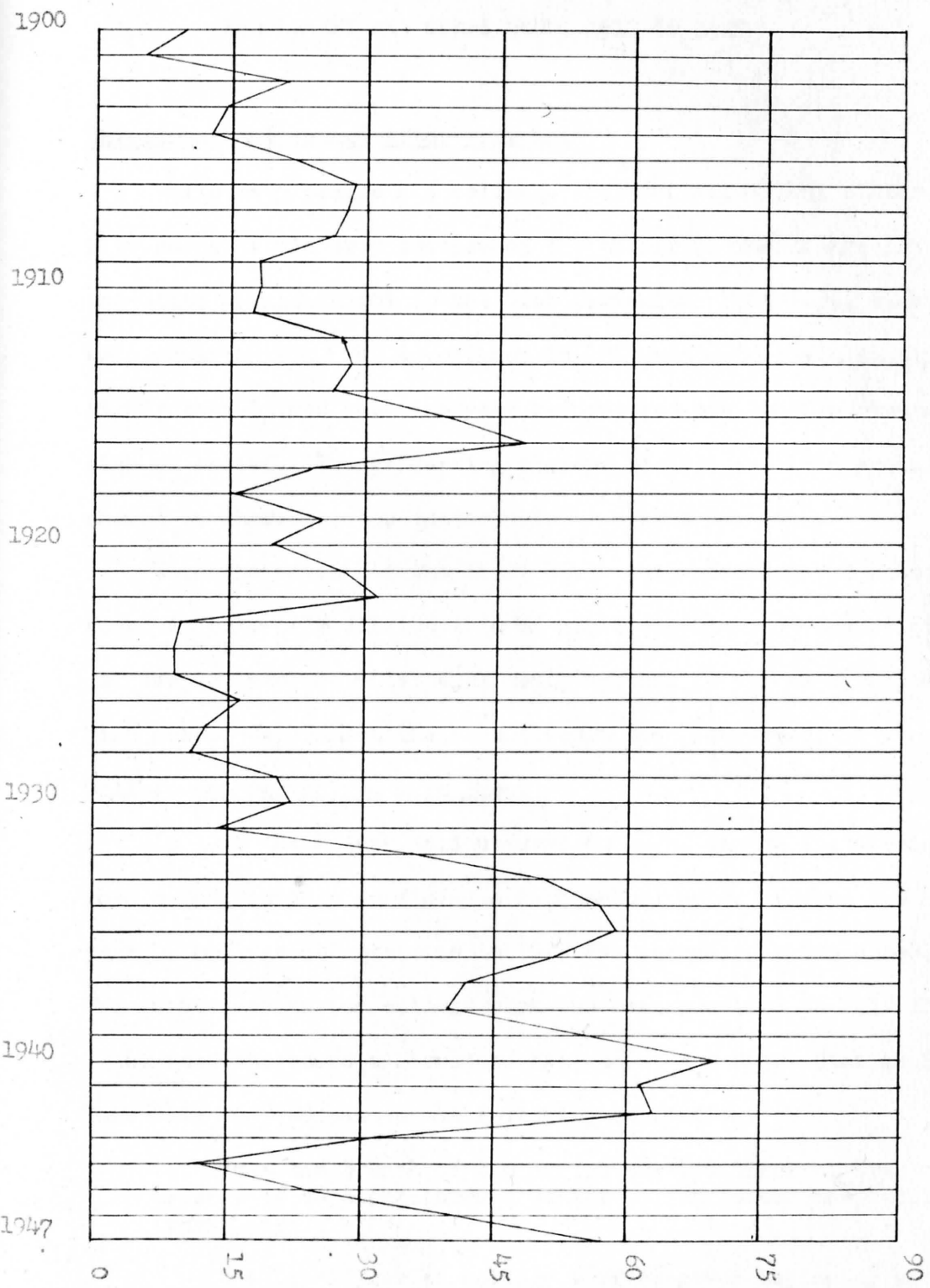
On February 28 of the same year the board of trustees had authorized the school to spend one thousand dollars to get the farm under way.<sup>2</sup>

#### Conclusions

The transfer to the Utah Agricultural College was made with confusion and misunderstandings, but remains as one of the most far reaching of all the decisions made at the Southern Utah school. The populace of Cedar City again rose to meet the demands of the school and contributed money and lands. The way had been cleared to by-pass the Legislature for future growth, and the school was given a far more substantial foundation.

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1. The Agricola, Vol. 1, 1914.
  2. Minutes...February 28, 1914.

NUMBER OF GRADUATES



## ENROLLMENT AND CURRICULUM, 1913 TO 1947

### Enrollment Maintained after training

While many people had believed that the enrollment at the Cedar City school would drop because of the change in administration from the State Normal School to the Utah Agricultural College, such fears were unwarranted. The enrollment in 1913 was actually slightly higher than it had been the year before, and many people breathed a sigh of relief. The graduating classes of 1915 and 1916 again showed an increase, the latter being a record year.<sup>1</sup>

With the advent of the First World War, however, the school found it extremely difficult to maintain enrollment. Conscription cut deeply into the male enrollment, and had it not been for the high school department the school would have foundered.

### College courses helped enrollment

In 1916 the Branch Agricultural College, as the institution was then named, here-to confined to high school work, offered the first year of college courses, and in 1917 the second year was added. The authorization for college work had been provided on July 10, 1916, when the board of trustees had met at the Hotel Utah in Salt Lake City and had passed the following resolution:

That the Branch of the Agricultural College of Utah at Cedar City be constituted a Junior College under the following provisions:

The first year of college work be given beginning with the

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1. See Appendix B.



year 1916-1917, the second year of college work to be given beginning with the year 1917-1918, the first year of high school work (the ninth grade) be eliminated beginning with the year 1917-1918 and the second year of high school work (tenth grade) be eliminated beginning with the year 1918-1919, providing that the tenth grade be retained for a longer period of time if the different important localities from which the students are drawn have not incorporated the tenth grade into the courses of study of the local schools. It is understood that the tenth grade is to be retained as long as, in the judgment of the President of the College, such work is necessary and desirable...<sup>1</sup>

The graduating class of May, 1923, contained the first students to obtain their diplomas from the junior college division.<sup>2</sup>

In 1936-37 the board of trustees authorized the addition of Senior Division courses in agronomy, animal husbandry, and agricultural economics. This enabled the students in agriculture to obtain a B. S. degree in these departments with only one year of additional work at the Utah State Agricultural College in Logan. A provision had thus been made that again helped increase the school enrollment.<sup>3</sup>

#### High school classes eliminated

For a period of twenty-eight years after the transfer to the Utah Agricultural College, the school continued to hold high school classes, eliminating first the ninth and later the tenth grade of high school work. In 1941 all high school courses were discontinued, the Iron County School District assuming the burden. Prior to that

1. Minutes of the Board of Trustees, July 10, 1916.

2. Parley Dalley, Alumni Booklet, Passim.

3. Catalog of the Branch Agricultural College, 1936-1937, p. 9.

time the county Board of Education had contracted with the Agricultural College trustees for the education of Cedar City's secondary school children.<sup>1</sup>

The decision to separate the secondary school from the college was difficult to make. Nearly all of the junior colleges in Utah maintained high schools, thus insuring adequate enrollment to justify the continuance of the schools. Most of the junior colleges still rely on the secondary schools to maintain their enrollments. The decision came at the end of a long period of growth in enrollment that had begun in the days of depression, and had been continuous during some of the United States' darkest economic days. That the college's expansion in enrollment paralleled the administration of Henry Oberhansley is significant. While proselytizing of students had been undertaken during previous administrations the program was accelerated by Director Oberhansley.

The decision to separate the two divisions of secondary and higher education was made prior to World War II, and was completed in the fall before the Japanese attack on Pearl Harbor. It is doubtful that such a far-reaching decision would have been made had the administration known that war was imminent. The continuous growth had instilled a confidence in future enrollments of the institution and the trustees and Director Oberhansley felt that as long as high school classes remained the college would be thwarted in expansion. Cedar

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1. Catalog of the Branch Agricultural College, 1942-1943, p. 14.

City's citizens were also dissatisfied with the activities program being held for the high school at the college, and felt that only by the separation of the two would the high school students have a satisfactory extra-curricular program.

With a feeling that a bright future for the college had been ensured, now that the high school was being housed in a building entirely separate from the college, the academic year 1941-1942 began. With the declaration of the Second World War on December 8, 1941, the administration was plunged into great anxiety concerning the enrollment. Indeed, many were prophesying the death of the institution. They had grounds for being worried.

#### Maintaining enrollment during the second World War.

The school had been able to weather the first World War and the lean years of the twenties because the high school students were being educated within the school. The year 1941 saw no such reservoir of youths fall back upon. The school had always had a huge majority of male students, and could scarcely afford to lose them to the war effort.

Thus it was that when the war came the college began groping for some way to maintain enrollment. Luckily Walter K. Granger, a former mayor of Cedar City and a past member of the Utah State Agricultural College trustees, where he had been chairman of the Branch Agricultural College committee, was at that time a member of the United States House of Representatives. Mr. Granger, a Democrat, had had a hard time maintaining majorities in elections in Cedar

City, the Republican stronghold of Southern Utah. Nevertheless, his interest in the Cedar City college prompted him to explore the possibilities for the establishment of an Air Corps College Training Detachment there.

Representative Granger found that he had a number of "selling points" for the establishment of the program at the College of Southern Utah. On February 23, 1940, the board of trustees had authorized the establishment of a unit for pilot training. They had accelerated the program in order to beat Dixie Junior College in St. George, arch rival of the College of Southern Utah in both athletics and proselytizing of students, who had also applied for the training program. The Branch Agricultural College was awarded the unit.<sup>1</sup> By 1943 the college had produced 125 pilots.<sup>2</sup>

Because of Representative Granger's groundwork, the 316th Army Air Corps Training Detachment was established at the Cedar City college, and on March 5, 1943, the first 300 Pre-Flight Aviation students arrived in Cedar City. The students took a stiff, five-month Military Indocrination academic course. While in Cedar City, the aviation students enrolled in the following academic courses: mathematics, physics, history, geography, English, medical aid and civil aeronautics and regulations. During the last month the students were given ten hours of flying in a 75 H.P. aircraft. After the Pre-Flight training in Cedar City, the students were

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1. Minutes of the Board of Trustees, February 23, 1940.

2. Catalog of the Branch Agricultural College, 1943-1944, p. 13.

transferred to California, where they were classified as navigators, bombardiers, or pursuit pilots. The men were housed in the El Escalante Hotel and the Utah Parks Company East Garage.<sup>1</sup>

When the program closed June 30, 1944, 2276 cadets had been given training. In commendation of the school's role in the war effort, General M. F. Scanlon of the Army Air Forces Western Flying Training Command wrote Director Oberhansley:

It has been a most satisfying experience to me, personally, to witness the outstanding service you have rendered our Air Arm. I desire that you and your faculty claim your just share of credit for the present success of our combat air forces.<sup>2</sup>

The college also offered War Production courses. They were intended to produce skilled workmen for war industries.<sup>3</sup>

Thus it was that the crisis of enrollment was met and the college maintained its existence through the Second World War despite the discontinuance of high school classes.

When veterans began to return to school in 1945, college enrollment rose rapidly and began to set new records. A new era of growth and expansion had been ushered in.

#### Curriculum changes through the years

While enrollment changed little during the transition stages from a Normal school to an agricultural institution, the curriculum underwent a radical transformation. Just as emphasis was naturally

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1. Catalog of the Branch Agricultural College, 1944-45. pp. 16-17.

2. Ibid., p. 13.

3. Ibid.

placed on education during the Branch Normal School period, so were agriculture and home economics stressed in the new curriculum of the Branch Agricultural College. It is interesting to note that while attendance was compulsory in many classes, the new fields did not require attendance in order to graduate from the institution. The enrollment in agriculture and home economics doubled, however, due mainly to the guidance of the faculty.<sup>1</sup>

For ten years the curriculum underwent minor and major changes until by 1923 a stable and somewhat permanent course of study had evolved. A great similiarity existed between the courses of the Branch Normal School and the courses of the Branch Agricultural College as far as high school classes were concerned. Stenography, typewriting, bookkeeping, and accounting were offered in the business field; public speaking, debate, English, composition, and oral expression dominated the English group, governments, citizenship, and American history were taught in the social science field; tool making, woodwork, mechanical drawing, and forging constituted the high school courses in mechanical arts; physics, geometry, physiography, and courses in physical education were taught. In agriculture and domestic science, where the emphasis had been placed, agronomy, animal husbandry, dairying, and farm accounting were taught, along with home nursing, hygiene for girls, sewing, dietetics, dress making, millinery, and needlework.<sup>2</sup>

1. Catalog of the Branch Agricultural College, 1913-1914. Passim.
2. Catalog of the Branch Agricultural College, 1923-1924. Passim.

As college courses were added to the curriculum, care was taken to have all classes conform to those taught at the mother institution in Logan. While the first years' offerings were restricted, a course grew in which agriculture was dominant. Nine classes dealing with agronomy, irrigation and drainage, and animal husbandry were offered by 1923, and night classes in domestic science had been opened.<sup>1</sup>

Normal training returned to the Branch Agriculture College curriculum, with students studying for a two year period after which they were able to obtain a professional primary or grammar grade diploma.

In 1936 the state requirements for teachers was raised to three years of Normal training. Since the Branch Agricultural College was confined to two years of junior college work, the students were forced to attend another school which offered the third year program before a certificate could be offered. As requirements were raised throughout the years, education assumed a minor role in the school's curriculum.

By 1947 the college was offering classes in economics, vocational-industrial education, basic arts and sciences, business, social sciences, and education.

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1. Ibid.

conclusion

The transition from a normal school to an agricultural college was done with considerable skill and ease. The enrollment was maintained and emphasis was given to agricultural and home economics courses. Normal training was revived early in the Branch Agricultural college period. In 1941 all high school classes were eliminated and the school offered only college courses. With the outbreak of World War I in December of 1941, the college met another crisis. In order to maintain her enrollment through the dark war years she was able to inaugurate a program to offer pre-flight training to army air corps cadets. The period following the war was one of expansion.



## PHYSICAL EXPANSION, 1913 TO 1947

The new gymnasium

For a period of fourteen years following the transfer to Utah Agricultural College no major building was constructed on the Cedar City campus. Then in 1927 a gymnasium building was constructed north of the Library Building where the old shop had been located. The gym had been authorized by the Legislature of 1927, who had appropriated thirty thousand dollars for its erection. After the architect had drawn the plans for the new building and bids had been received, the low bid was by Alston and Hoggan construction firm and was for \$59,777.00, nearly double the state appropriation. The trustees authorized the plan to proceed providing the State Board of Examiners grant the deficit.<sup>1</sup> The architects, Cannon and Fetzer, were asked to eliminate some of the unnecessary items, and the Board of Examiners stated they would grant six thousand dollars, if the Alumni Association would match the figure.<sup>2</sup>

In the end, however, the Alumni paid six thousand dollars, and a loan was underwritten by a number of Southern Utah citizens for another twenty-five thousand dollars. Together with the appropriation of thirty-thousand dollars, less an interest of \$280.00, the total cost of the structure reached \$60,720.00.<sup>3</sup>

1. Minutes of the Board of Trustees, June 4, 1927.

2. Ibid., August 26, 1927.

3. Ibid.

### The stadium

Again, with the aid of the Alumni, the stadium was improved. In 1929, during the administration of J. Howard Maughan, the track and football field was completed. During the period of the Branch Normal School the track had been moved from its old location to the site west of the Science Building. The track was at this time made to run north and south instead of the east and west location it had held previously. With a team and scraper the field was leveled. Bleachers were built on the west slope and cement walls were constructed around the track. Grass was planted on the football field and trees and shrubs were added to the slope.<sup>1</sup>

### The Mechanic Arts Building

In the winter of 1930 the old shop building, the upper floor of which was being used as a girl's dormitory, was destroyed by fire. The building had long been a fire hazard, and as early as 1926, the college trustees had recognized the need for a new gymnasium to replace the shop's second story which had housed the indoor athletic department since the early 1900's.<sup>2</sup> On March 22, 1930, the trustees accepted \$25,650.00 allowed by the insurance companies for the fire.<sup>3</sup> An architect soon drafted plans for a long, one story structure which would provide far superior shop facilities than the old shop had provided. On July 1, 1931, the bids were considered. Hyrum Kunz submitted the low bid of \$20,342.88, and he was awarded the contract.<sup>4</sup>

1. Verbal testimony of Parley Dalley to writer, January 1954.
2. Minutes of the Board of Trustees, February 23, 1926.
3. Minutes of the Board of Trustees, May 21, 1926.
4. Minutes of the Board of Trustees, July 1, 1931.

### The Director's cottage

Other than the Library building, no structure on the campus has as interesting a history as the Director's cottage. Early in his administration, Roy Homer began urging that a home for the principal be placed upon the campus proper. In the meeting of the college trustees on May 3, 1919, he submitted the following written suggestion:

...Under present conditions the campus is a night time and vacation time rendezvous and playground for children and idle grownups. Burned matches, cigarette stubs, etc., are to be found about the buildings. Windows and glass floors are often broken, and the buildings are broken into at not infrequent intervals. Young men (and often young women) of the town often resort to the deserted campus to play cards or other gambling games, and it is probable that indecent and immoral acts are performed under these conditions.<sup>1</sup>

Director Homer pointed out that it would be cheaper to pay interest on a loan with which to construct a home than to continue paying rent.<sup>2</sup>

Throughout the years various plans for the construction of the cottage was considered, some even authorized, and later rejected for some reason or another. Finally during the years 1933-1934, the Mechanical Arts Department of the school constructed a cottage southeast of the Science Building and facing the eastern hills. Since that time a number of other homes have been constructed by the students and sold for profits.<sup>3</sup>

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1. Minutes of the Board of Trustees, May 3, 1919.

2. Ibid.

3. Parley Dalley, Alumni Booklet, Passim.

### Other buildings

In 1938 a small brick building was erected between the stadium and the main buildings. The structure housed for a time the college creamery and was finally converted into the center for the agriculture department. The original bidder defaulted and new bids were received before the building was finally constructed.<sup>1</sup>

In 1937 dormitories for the men and women of the school were built largely with funds obtained through the national government's Works Progress Administration. The structures, both frame buildings, were intended to house forty-eight students. A major addition to the women's dormitory later increased its facilities greatly.<sup>2</sup>

In 1947 a Commons building was erected behind the Director's cottage facing west and in a U shape. The building was constructed to house the bookstore, student council offices, yearbook and newspaper offices, fountain room, cafeteria, and a lounge and recreational center.<sup>3</sup>

### Landscaping and farm improvements

The landscaping of the campus proceeded throughout the various administrations. Initial plans were made, however, during the years Roy Homer was Director. Under the direction of Emil Hansen, landscape architect from the Utah State Agricultural College, the plans for the beautification of the campus were begun and actual planting took place. Many of the older trees were removed and new

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1. Minutes of the Board of Trustees, April 18, 1933.

2. Catalog of the Branch Agricultural College, 1947-1948, p. 14.

3. Ibid., p. 13.

ones selected to replace them. Rocks and boulders were hauled off the campus, and new sidewalks were laid.<sup>1</sup>

Under the direction of the Dean of the School of Agriculture at the Utah State Agricultural College, Dr. Franklin S. Harris, experimental work in crops, soils, and irrigation were instituted. An experimental sheep herd evolved into one of the largest in the United States.<sup>2</sup>

Through funds acquired during the cadet war training program the college was able to purchase two thousand acres of mountain land which helped increase its forest and range studies. Housed upon the beautiful ranch was a building which served as a meeting place for a number of faculty and student gatherings.<sup>3</sup>

### Conclusions

The campus of the College of Southern Utah showed material gains during the period covered in this chapter, perhaps the most important of which was the addition of the gymnasium. Facilities for accomodating students received great emphasis. A huge majority of the buildings were financed without any state aid whatever, and in a number of cases the citizens of Cedar City again under-wrote bonds to construct the buildings.

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1. Parley Dalley, Alumni Booket, Passim.

2. Bulletin of the Branch Agricultural College, 1949, Passim.

3. Ibid.

## STUDENT ACTIVITIES, 1913 TO 1947

Student government

The student government constitution adopted in 1913 after the transfer to the Utah Agricultural College was based largely on the old Branch Normal School government. The Mayor and his council were retained, and elections were still held twice a year. "The Branch Agricultural College City," as the government was called, retained the three departments, executive, judicial, and legislative, and formulated parties which sponsored candidates for the various elective posts. The candidates then ran upon the platform adopted by their party, and if elected were bound to carry out the proposals. An example of a typical platform follows:

## The Loyalist Party Platform

We, the Loyalist Party, will uphold the laws and ordinances of the B. A. C. City and pledge ourselves to enforce the following articles:

Article 1. We will begin on a yearbook at once and carry it to a complete finish.

Article 2. We will gather decorations and stage scenery for plays.

Article 3. We will make a collection of songs and cheers and print copies enough for all students.

Article 4. We will organize a Dramatics Club and promote interest in dramatics...<sup>1</sup>

The Commission form of government was inaugurated in 1924

1. The Agricola, 1920., p. 60.

replacing the city administration but retaining the police force. The governing council, all of whom were elected officials, was composed of the Chief Commissioner and the Commissioners of Finance, Publicity, Treasury, Athletics, Publications, Dramatics and Debating, and Records. The Police Department, entirely separated from the student government, was composed of three judges, a clerk, and the Chief of Police.<sup>1</sup>

In the spring of 1926, the Executive plan of government was adopted by the student body in a special election. Elections, held twice a year in the fall and winter, were now held only in the spring when a new set of officers for the coming year were elected. The student body officers were now composed of a president, vice president, secretary, and commissioners of publications and discipline. Representatives from all the classes were included on the policy making council, along with managers of special activities. This form of government has been retained in various forms since that year.<sup>2</sup>

#### Student publications

"The Student," a combined campus newspaper, literary magazine, and yearbook, was established during the later part of the Branch Normal period and was carried over into the Branch Agricultural College. Published monthly, the newspaper was bound in heavy stock paper and received considerable interest from the students. With passing years the publication evolved into a weekly newspaper distributed

1. The Agricola, 1925, p. 67.
2. The Agricola, 1927, p. 29.

usually on Thursday.<sup>1</sup> By 1936 the name of the paper had been changed to "The Bacian," a name it has retained to the present (1947).

"The Agricola," college yearbook, was first published in 1914. For the first few years the publication was distributed annually, but in later years was printed every two years. In 1925, after a lapse of five years during which no yearbooks were printed, the publication was resumed spelling its name now "The Agricola." Beginning in 1930 the publication was again issued annually.

A literary magazine, known under numerous names, has also been published at various time.

#### Social organizations

The first social organization was introduced in 1923 when the Phi Alpha Beta sorority was given a charter. The year following Vi Venda was organized, and three years later adopted the Greek letters of Xi Lambda Tau for a name. The two organizations existed as the only secret societies on the campus until 1928 when Nu Omega Rho sorority was chartered, and the first fraternity, Chi Theta Iota, was organized. In 1931 Phi Sigma Xi was born, and by 1936 had added Phi Kappa Delta and Sigma Chi Rho (latter changed to Sigma Kappa Rho) to the fraternal organizations.

The period prior to the Second World War was a stormy time for secret societies, the mortality rate being high. Members were usually recruited from the high school, but officers were confined to those enrolled in college classes. In 1939 restricted membership

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1. The Agricola, 1925, p. 69.



was withdrawn and anybody who would like to join was admitted. The plan met with failure and restricted membership was adopted.<sup>1</sup>

Only Phi Alpha Beta sorority of all the Greek organizations was able to maintain existence during the Second World War. In 1945 Xi Lambda Tau, Chi Theta Iota, Phi Sigma Xi, and Sigma Kappa Rho reappeared on the campus and a large number of new social organizations were added, including Iota Iota, Gamma Psi Upsilon, Tau Epsilon, and Zeta Nu fraternities, and Pi Rho Omega sorority.

### Music, dramatics, and athletics

The importance of music within the student activity program of the Branch Normal School was carried over into the Branch Agricultural College. Early productions of many light operettas and musical comedies included "The Fire Prince," "Bo'sn's Bride," and "The Musical Cocktail," among many. In 1924 Professor William H. Manning joined the vocal music department and by 1947 had produced ten grand operas with nearly one hundred performances. In addition he had directed fifteen light operas and twenty-nine presentations of Handel's "Messiah." The most outstanding single achievement was made in December of 1928 when Grand Opera Week was presented. On each succeeding night the College presented a different opera including "Bohemian Girl," "Il Trovatore," "La Traviata," "Martha," and "Cavalleria Rusticana." Other grand operas presented over the years include "Rigoletto" and "Carmen."<sup>2</sup>

Instrumental music also played an important role in student affairs. In addition to accompanying operas and operettas, the band

1. The Agricola, 1925, p. 69.

2. The Agricola, 1949, p. 48.

and orchestra each year presented a concert. A dance band was also maintained for many years providing the music for matinee and evening dances. Professor Roy L. Halverson, who came to the school in 1928, expanded the instrumental department considerably and formed a team with Professor Manning in the production of the operas.

The dramatics of the school was confined largely in early years to the annual school play and debates, but the department gradually gained in strength. The debate meets often generated as much rivalry as many of the athletic contests.

Some early plays presented by students of the college included "Sweet Lavendar," "Little Shot," "New Fires," "Ol' Missy's Boy," "Jazz and Minuet," "The Goose Hangs High," "Seventh Heaven," "The Queen's Husband," "The Importance of Being Earnest," "As you Like It," and "Twelfth Night."

Later years saw such performances as "The Eve of St. Mark," "Chalk Dust," "Spring Dance," and "The Youngest."

The period between 1910 and 1920 was often referred to as the "Golden Era of Athletics" as far as the Branch Agricultural College was concerned. The college swept to two state championships during this period and was a contender for the crown annually. The games were played in hard-fought contests, often more endurance duals. Contests were usually held in the Ward Hall before enthusiastic crowds. Football did not make an appearance before the late twenties. Track contests were held with Murdock Academy and Dixie College. In 1941 the college concerned itself with only collegiate activities and therefore high school athletics was done away with.

### Organizations

Early organizations included Peruke Club, a dramatic organization, an Agriculture Club, Forum Club, Dance Club, Pep Club, Home Economics Club, International Relations Club, and numerous county and city clubs. None of the clubs were lasting in nature with the exception of the Agriculture and Home Economics Clubs which have been maintained through the years with many changes in name and organization. The Peruke Club was active for many years fostering dramatic interest and presenting plays of their own. Lambda Delta Sigma, a religious organization of the Church of Jesus Christ of Latter-Day Saints, was organized on the campus during the war years to help compensate for the lack of social organizations.

Inter-collegiate Knights, a national service organization for men, and Spurs, a service organization for women, were organized in 1945.

### Conclusions

Throughout the history of the College of Southern Utah an extensive extra-curricular activities program has been fostered. Significant contributions have been made in the fields of music, dramatics and athletics. Emulating larger colleges and universities, the college has established a system of Greek organizations. A complex system of social and service organizations has evolved, molded by past events and strengthened by the passing years.

## SUMMARY AND CONCLUSIONS

The College of Southern Utah was founded in 1897, when the first state Legislature authorized the establishment of a branch of the Normal School in Cedar City. The school existed as a branch of the University of Utah until 1913, when a bill was passed that transferred the school to the Utah Agricultural College. For its first fifteen years the institution was known as the Branch Normal School. For the remainder of the period covered in this thesis the school was called the Branch Agricultural College. Beginning with the school year 1953-54, the school acquired the name of College of Southern Utah, branch of Utah State Agricultural College.

During the period of the Branch Normal School, the institution trained students to become teachers. The curriculum, therefore, was concerned with education courses and classes designed to give a broad, general background. During this period the library and science buildings were constructed, and a shop was built. Strict observance of the college standards was required of students and visitors alike.

When the school was transferred to the Utah Agricultural College, the curriculum was changed to emphasize agriculture and home economics. Higher fields of science, language, music and art were held in conjunction with industrial training. The school was made a junior college in 1916. Professional rank and standing was

assigned to members of the college staff and courses were made to parallel those offered at the Utah Agricultural College. In 1936 senior division classes in agriculture was added.

The gymnasium was built in 1927, and the stadium in 1929. An industrial arts building was erected to replace the shop which was destroyed by fire in 1930. The agricultural building, the men and women's dormitories, the Director's cottage, and the student commons building were also built after the transfer to the Utah Agricultural College was made.

In 1941 all high school classes were discontinued, and in 1943 to 1944 a pre-flight training program for members of the army air corps helped maintain the school through the war years.

The enrollment of the school has grown steadily with the normal lags during the two war years. During the depression of the thirties the fears for the school enrollment proved unfounded, as larger numbers of students than ever before enrolled.

The community of Cedar City has given the school ample support. The populace donated the original campus and in 1897 mobilized to construct the library building. In 1913 the school's patrons again responded to college demands by providing the necessary acreage for the college farm.

An adequate extra-curricular activities program has been maintained throughout the history of the school, and has evolved into a program that resembles on a smaller scale the larger institutions.

The school has played an important role in fulfilling Southern

Utah's need for higher education by drawing students from most of the Southern Utah communities.

**APPENDIX**

## APPENDIX A

A CHRONOLOGY OF SIGNIFICANT EVENTS IN COLLEGE OF SOUTHERN  
UTAH HISTORY FROM 1897 TO 1947

- 1897 March, founding bill for Branch Normal School passed  
 March 21, mass meeting held in Cedar City appoints committees  
 May 8, petition and offer of Cedar City sent to commission  
 May 10, proposal to the state sent to commission  
 May 19, telegraph announces selection of Cedar City as site for  
 Branch Normal School  
 summer, Ward Hall building progresses  
 September, Branch Normal School opens, Bennion appointed principal
- 1898 December, Attorney General rules maintenance of school illegal  
 January, mass meeting called to consider crisis  
 January 5, men begin trip into mountain to get timber  
 spring, cornerstone laid for Main building  
 summer, Main building construction progresses  
 September, school opens in Main building
- 1900 June 1, first graduating class  
 September, J. Reuben Clark appointed acting principal
- 1901 September, Nathan T. Porter appointed principal
- 1903 March, Legislature appropriates money for Science Building
- 1904 September, George W. Decker appointed principal
- 1905 March, boiler house appropriated
- 1907 March, shop building appropriated  
 spring, track moved to new grounds
- 1910 July 10, board of trustees authorize junior college work  
 fall, fourth year Normal training added to curriculum
- 1913 March, Branch Normal School transferred to Utah Agricultural  
 College; name changed to Branch Agricultural College  
 September, Roy Homer takes over as principal  
 spring, new college farm plowed and grubbed
- 1918 winter, severe influenza epidemic closes school for short period
- 1921 September, P. V. Cardon takes over as director  
 September, creamery established



- 1922 J. Howard Maughan appointed director
- 1923 May, first graduating class from junior college division
- 1927 March, legislature appropriates portion of money for gymnasium  
September 21, contract let on gymnasium
- 1929 September, Henry Oberhansley assumes duties of director
- 1930 Winter, shop-dormitory building burns
- 1931 July 1, contract awarded on Mechanic Arts building
- 1933 September, work begins on Director's cottage  
spring, Agriculture Building constructed
- 1936 September, first Senior Division courses in agriculture offered
- 1937 spring, Men's Dormitory constructed
- 1939 spring, Women's Dormitory constructed
- 1941 September, high school courses discontinued
- 1943 March 5, first pre-flight aviation students for College Training  
Setachment arrives
- 1944 June 30, College Training Detachment officially closed
- 1945 September, H. Wayne Driggs assumes duties as director
- 1947 fall, Commons building constructed  
May 15, Golden Jubilee Week celebration begins

## APPENDIX B

## FACULTY, 1897 TO 1947

(As listed in catalogs available)

- Anderson, Oscar A., Music, Bookkeeping. 1899-1905.  
 Ashby, Clifford A. B. Science, Mathematics, English. 1910-1913.  
 Ashcroft, Theron, B. S. Physics, Engineering. 1939-1947.  
 Ballantyne, Mary S. P. E., Commerce. 1929-1931.  
 Barlow, Naomi, B. S. Foods. 1937-1940.  
 Barton, J. Wesley. Psychology, Education. 1909-1913.  
 Bastow, Mary Lovina, B. S. Art, English. 1929-1947.  
 Belnap, Roswell, C., A. B. German, English. 1909-1912.  
 Bell, T. Donald, B. S., M. S., Ph. D. Animal Husbandry. 1944-1947.  
 Bennion, Ione S., B. A. English, Speech. 1943-1944.  
 Berry, Betty, T., J. D., Ph. D. Mathematics. 1943-1944.  
 Bissell, Harold, B. S., M. S. Geography, Geology. 1943-1944.  
 Bennion, Claire, M. S. Household Science. 1923-1924.  
 Bennion, Milton, B. S. Psychology, History. 1897-1900.  
 Bennion, Wayne L., M. B. A. Business. 1936-1941.  
 Berryessa, Walter S. Bandmaster. 1925-1926.  
 Betz, Adah H. Art, Geography. 1910-1913.  
 Bowers, Mildred, M. A. Foods. 1939-1940.  
 Bowman, Amy. Primary Supervisor. 1917-1919.  
 Braithwaite, F. C., B. S. Art, Registrar. 1918-1921.  
 Brinton, Alice, A. B. Physical Education. 1937-1938.  
 Broadhead, Naomi, B. S. Home Economics. 1929-1930.  
 Brockbank, Hazel, A. B. Education. 1925-1929.  
 Brown, Jean, M. A. English, History. 1912-1914.  
 Burgess, E. H., Mathematics. 1903-1904.  
 Buys, Eva. Physical Education. 1919-1921.  
 Cannon, Allen, M. A. English. 1929-1938.  
 Carlson, Venice, B. S. Physical Education. 1935-1939.  
 Chadwick, Vera, B. S. Librarian. 1939-1940.  
 Chamberlain, Royal. Physical Education. 1926-1927.  
 Chamberlain, Virginia. 1931-1932.  
 Christensen, John S., B. S. Physical Education. 1914-1926.  
 Christensen, John V., M. S. Agriculture. 1941-1943.  
 Clayton, Christine, B., B. S. Domestic Science. 1919-1922.  
 Coburn, John L., B. S. Financial Secretary. 1917-1924.  
 Cook, Wayne C., M. S. Range Management. 1944-1945.  
 Cooley, Charles B., A. B. Mechanic Arts. 1930-1947.  
 Cooley, Hazen. Secretary-Treasurer. 1929-1947.  
 Coughlin, Mary, M. S. Languages. 1936-1939.  
 Cox, Jean. Domestic Science. 1916-1917.  
 Cox, R. Reid. Physics. 1943-1944.  
 Croft, George A., B. S. Mechanic Arts. 1919-1930.  
 Dalley, Leland, M. A. College Farms. 1932-1933.

Dalley, Orien E. Violin. 1925-1927.  
 Dalley, Parley, M. S. Natural Sciences. 1909-1947.  
 Day, Rex F., M. S. Agricultural Economics. 1941-1943.  
 Decker, Clyde M., B. S. Auto Mechanics. 1939-1940.  
 Decker, George W., B. Pd. Librarian, Mathematics, Science. 1897-1913.  
 Decker, Myrtle, A. B. Physical Education, English. 1910-1916.  
 Dixon, Aileen, A. B. English. 1926-1927.  
 Done, M. L. Band. 1930-1932.  
 Donnohue, Miss. Physical Education, Art. 1907-1908.  
 Drake, Charles B., M. A. Language. 1935-1936.  
 Driggs, Howard R. English, Registrar. 1897-1905.  
 Driggs, H. Wayne, Ph. D. Education. 1945-1947.  
 Eastwood, Maude F. Domestic Science, Art. 1902-1908.  
 Eggerton, Esther, B. S. English, Physical Education. 1927-1929.  
 Ericksen, C. Aileen, M. S. Clothing and Textiles. 1944-1945.  
 Esplin, Alma, B. S. Agronomy. 1916-1918.  
 Esplin, Lottie H., M. A. English, Language. 1921-1926.  
 Evans, Elna. French. 1918-1919.  
 Farnworth, Clara. Librarian. 1924-1927.  
 Fenton, Francis. Education. 1923-1925.  
 Fife, Arthur, B. S. Basic Science and Engineering. 1923-1936.  
 Finlinson, Burns L., M. S. Social Science. 1935-1947.  
 Finlinson, Walker. Dairy Manager. 1935-1937.  
 Fletcher, Forrest, B. S. Physical Education. 1912-1913.  
 Foster, John M. Physical Science. 1907-1908.  
 Fox, F. Y. English. 1906-1907.  
 Frazer, Mabel. Art. 1918-1919.  
 Frederick, H. J., D.V.M. Veterinary Clinic. 1914-1919.  
 Frisby, H. LeRoy. Music. 1917-1920.  
 Fullmer, Frank, B. S. Physical Education. 1943-1944.  
 Gardner, Robert S., B. S. Shop, Mathematics. 1912-1919.  
 Gedes, Joseph, M. A. History, Economics. 1919-1920.  
 Gledhill, Preston R., M.A. English, Speech. 1944-1946.  
 Gudmundsen, Maria A. English, Modern Language. 1923-1926.  
 Gunderson, Howard, M. A. Mechanic Arts. 1931-1935.  
 Halverson, Roy L. B. S. Music, English. 1928-1947.  
 Hanchett, Hughes, B. S. Chemistry, Mathematics. 1943-1944.  
 Hansen, Elias, B. S. History, Algebra. 1904-1908.  
 Hansen, Gwendolyn, B. S. Registrar, Commerce. 1937-1942.  
 Hansen, Ralph A. Violin. 1924-1925.  
 Hardy, Eugene F. Auto Mechanics. 1941-1947.  
 Hatch, Sumner, B. S. Agriculture. 1935-1938.  
 Hawkes, Grace S., B. S. Foods. 1941-1942.  
 Hayward, Ira N., B. S. Speech, English. 1927-1936.  
 Henderson, Harold, Typewriting. 1923-1924.  
 Hendricks, King, M. A. History, English. 1923-1935.  
 Higbee, Thurman, War Production. 1943-1944.  
 Hirst, John E. Business. 1906-1907.  
 Hoffman, D. T. Dairy Manufacturing. 1921-1922.  
 Hunsaker, Hyrum B., M. A. Physical Education. 1935-1936.  
 Hussong, Herbert L., A. M. Latin, Mathematics. 1908-1909.

- Hutteball, Sarah. Domestic Art. 1914-1915.
- Ison, Del Roy, M. S. Physics. Mathematics. 1943-1944.
- Ivins, Stanley, B. S. Agriculture. 1919-1920.
- Ivory, Boyd A. M. S. Agriculture. 1942-1943.
- Jackson, Afton, B. S. Textiles. 1942-1943.
- Jacobson, Eunice, B. S. Physical Education, English. 1918-1919.
- Janson, Gilbert L., M. A., Commerce, Registrar. 1914-1936.
- Jennings, Lydia, M. A. Home Economics. 1935-1937.
- Jeppsen, E. C., B. S. Vocational-Industrial Education. 1936-1938.
- Johnson, H. Peyton. Music. 1918-1920.
- Johnson, Reha, B. S. Home Economics. 1933-1935.
- Jones, Randall L. Woodwork, Mechanic Arts. 1913-1916.
- Jones, Willard. German. 1903-1904.
- Kilburn, Golden. Scoutcraft Advisor. 1924-1926.
- Knott, Frances Elva, M. A. Home Economics. 1935-1940.
- Knudson, N. William. Vocal Music. 1915-1917.
- Larsen, Everett H., B. S. Physics, Engineering. 1936-1939.
- Larsen, Emily. Music. 1906-1907.
- LeBaron, George L. B. S. Physics, Radio. 1946-1947.
- Leigh, Amy J., B. S. Domestic Science. 1913-1914.
- Leigh, Rufus, D. D. S. Biological Science. 1913-1915.
- Lesley, Lewis B., Ph. D. History. 1943-1944.
- Lewis, Claude H. Mathematics. 1899-1904. Psychology, Education, 1917-1922.
- Lindquist, Ray, B. S. Athletic Coach. 1946-1947.
- Linford, Howard, B. S. Physical Education. 1928-1940.
- Liston, Lee, B. S. Athletic Coach. 1942-1945.
- Lloyd, Erma, B. S. Physical Education, Commerce. 1931-1935.
- Loosi, John K., M. S. Agriculture. 1933-1935.
- Lunt, George H., A. B. History. 1914-1924.
- Lyman, Ray, B. S. Sheep Husbandry. 1924-1931.
- Maybe, Charles R. History, Mathematics. 1904-1906.
- McBride, Cora G., B. S. Household Arts. 1923-1925.
- McCarthy, Norman. Music. 1921-1924.
- Macfarlane, Menzies J. Natural Science. 1907-1911.
- Manning, William H. B. S. Music. 1924-1947.
- Matheson, Scott L., L. I. B. Social Science. 1931-1935.
- Maughn, Murry, B. S. Athletic Coach. 1946-1947.
- Marshman, John T., A. B. English. 1905-1906.
- Maycock, Rena B. Domestic Science. 1917-1919.
- Miller, Mary H., B. Pd. Domestic Art. 1905-1906.
- Milne, Ernest, B. S. Physical Education. 1913-1914.
- Mohr, Ernest, B. S. Physical Education. 1913-1914.
- Morgan, Edward A. English. 1907-1910.
- Morris, Arthur J., B. S. Animal Husbandry. 1923-1932.
- Moser, John H. Art. 1917-1918.
- Mouritsen, Leah, B. S. Secretarial Science. 1936-1939.
- Naegle, Mabel. Physical Education, Art. 1909-1910 1913-1914.
- Nelson, Donald K., B. S. Librarian. 1942-1947.
- Nelson, Irvin T., B. S. Agronomy. 1923-1926.
- Nichols, Marion. Music. 1919-1920.

- Nisson, C. W., B. S. Commerce. 1917-1918.  
 Oborn, Ernest F., Piano. 1924-1929.  
 Olsen, Donald, A. B. Music. 1938-1939.  
 Olsen, Floris S., B. S. Home Economics. 1946-1947.  
 Olson, Lee M. Physics. 1935-1936.  
 Palmer, Zoe R., B. S. Social Science. 1924-1940.  
 Parks, Hazel, B. S. Home Economics. 1945-1947.  
 Parry, Caroline. Librarian, Art. 1914-1915.  
 Parry, Gronway, B. S. Animal Husbandry. 1915-1916.  
 Pendleton, John H., B. S. Woodwork, Mathematics. 1916-1924.  
 Perry, Almeda. Librarian, Domestic Science. 1915-1916.  
 Peters, Laura E., B. S. Woodwork, Mathematics. 1916-1924.  
 Peterson, Edwin L. History, Physical Education. 1937-1947.  
 Peterson, Marene, B. S. Physical Education. 1938-1939.  
 Peterson, Matilda. Primary Supervisor. 1919-1921.  
 Pettigrew, Annie E. Librarian. 1918-1924.  
 Petty, Lois LaVeve, B. S. Physical Education, Dance. 1939-1947.  
 Plummer, Harry, M. A. English. 1943-1947.  
 Du Poncet, Edwin, Ph. D. Languages. 1906-1908.  
 Porter, Thomas H. Mechanic Arts. 1927-1928.  
 Powell, Inez, B. S. Domestic Science. 1909-1911.  
 Ramsey, Allen, B. S. Mathematics. 1938-1940.  
 Redford, Grant, M. A. English. 1936-1943.  
 Ridges, A. J., Jr., B. S. Mathematics. 1899-1900.  
 Riddle, Clarence E. Bookkeeping. 1923-24; 1926-1927.  
 Rigby, Eldre. Manager of Farms. 1937-1947.  
 Robb, James. Business. 1909-1913.  
 Robinson, Willis, M. S. Mathematics. 1943-1944.  
 Rollins, Dell J., M. S. Agriculture. 1938-1940.  
 Roylance, Kenneth. Music. 1917-1918.  
 Sargent, David L., M. S. Agriculture, Biology. 1920-1947.  
 Sharp, David Jr., B. S. Animal Husbandry. 1913-1919.  
 Silver, E. A., B. S. Mathematics. 1904-1905.  
 Smith, R. V., B. S. Natural Science. 1905-1907.  
 Snyder, Theron, B. S. Physical Education. 1943-1944.  
 Spencer, Annie E. Physical Education, Art. 1897-1905.  
 Steele, Jesse O. War Production. 1943-1944.  
 Steffenson, K. K. Manual Training, Mathematics, Physical Education.  
 1905-1907.  
 Stevens, D. Garn. Dairy. 1930-1935.  
 Stout, Wendell S., A. B. Education. 1923-1930.  
 Swindle, Karma P., B. S. Home Economics. 1946-1947.  
 Thomas, Wendell S., A. B. Education. 1923-1930.  
 Thompson, Rose, B. S. Domestic Science. 1924-1933.  
 Tinsley, Marie. Librarian. 1935-1939.  
 Tippets, Twain, M. A. English, Speech. 1946-1947.  
 Tipton, John H. Physics, Manual Training. 1898-1901.  
 Tollestrup, Albert. Music. 1905-1917.  
 Tucker, Grace, M. A. Foods, Nutrition. 1944-1945.

Tydings, R. Nelson, B. S. Athletic Coach. 1942-1944.  
Urie, John M. Physical Education. 1943-1944.  
Urie, Mary, Domestic Arts. 1920-1922.  
Van Cott, Frank A., M. S. Piano. 1939-1942.  
Van Zandt, J. G., Ph. D., Geography. 1943-1944.  
Ward, William T. Physics, Chemistry. 1903-1905.  
Warnick, Effie, B. S. Domestic Science. 1914-1915.  
Webb, James E. Mathematics, Commerce. 1904-1906.  
West, Hazel, A. B. Supervisor in Methods. 1929-1931.  
West, Ray B., Jr., M. S., English. 1937-1941.  
West, James. Music. 1921-1922.  
Whatcott, Elihu. Dairy Manufacturing. 1938-1944.  
Whitehead, George, D.V.M., Veterinary Science. 1913-1914.  
Whiting, Margaret, A. B. Art. 1921-1922.  
Wight, Lillian, B. S. Domestic Science. 1925-1930.  
Walters, F. LeRoy, B. S. Auto Mechanics. 1943-1944.  
Wiggs, Virginia, B. S. Secretarial Science. 1942-1944.  
Whittaker, Ada. Domestic Art. 1921-1922.  
Wilkinson, Harold H. Physical Education. 1911-1913.  
Williams, Margaret, B. S. Education. 1931-1937.  
Woodard, Ruby. English. 1923-1924.  
Woodhouse, Clara, A. B. English, Music. 1938-1939.  
Woodbury, John S. Shop, Mathematics. 1907-1911.  
Woodbury, John. Secretary. 1921-1928.  
Wooley, Ione. Art. 1926-1927.  
Wooley, William G., B. S. Agronomy. 1917-1918.  
Wright, Ianthus, B. S. Agriculture. 1936-1944.  
Wrigley, Robert L., B. S. Shop. Agriculture. 1911-1917.  
Young, John A., M. A. History. Physical Education. 1923-1930.

## APPENDIX C

## LIST OF GRADUATES, 1900 TO 1947

1900

Ella Berry Leigh, Amelia Dalley Green, Julius Sylvester Dalley, Solon J. Foster, Emma Gardner Abbott, Randall L. Jones, Lillie Leigh Jones, Kate Palmer, Alice Redd Rich, Joseph T. Wilkinson, Jr.

1901

Allie Berry Adams, Ada Bryant Leigh, Willard E. Corry, John M. Foster, Viola Redd Snow.

1902

Juliette Adams Holt, Ida Bracken, Ernest H. Burgess, Erastus B. Dalley, Orpha Decker, Josephine B. Moench, Rosina G. Snow, John Samuel Hanks, Minnie Hansen Harris, Edith Alice Gibson, George O. Holt, Abish J. Corry, Amy Leigh Jones, Mary Leigh Bartoch, Dr. M. J. MacFarlane, Elizabeth Ann Parry Hoyt, Middle May Roundy, Mary Stapley Kay, Frank A. Thornley, Sadie Jones Thornley, Tillie Gardner, Robert S. Gardner.

1903

Ana Adams, Bess Angell Reese, Richard J. Bryant, Eugene M. Decker, Willard Gardner, Ella Hulet Lawrence, Lavena S. L. Heaton, Henry Jones, Sylvester Jones, David Leigh, Ras. J. Milne, Susanna Perry Olsen, William Redd, Robert P. Woodbury.

1904

Ethel Ashdown Perry, Jean Brown Foncesbeck, James Cottam, Dr. Wilford C. Cox, Esther L. Dalley Winters, Tillie Heyborne Higbee, Mattie Booth, Dr. Rufus Leigh, Cora Lemmon Mortensen, Sarah Middleton Wixom, Bertha Perry, Dr. R. A. Thorley.

1905

Irene Canfield Mitchell, Zina Higbee Bryant, Sadie Hulet Lowe, Albena Hyatt Gurr, Rose Jepson Knowlton, Deslie Lowe Anderson, Mable Naegle Dalley, Esther Parker Robb, Josephine Seamon Majors, Mary M. Urie, Henrietta Jones Hintze, Albert Anderson, John M. Bladen, Parley Dalley, Clarence E. Jones, Seth M. Jones, George Hunter Lunt, John G. Pace, Junius Taylor, Wesley Taylor, John U. Webster, Rupert E. Lee Wixom, Jennie Corry Lunt.

1906

Morgan Edwards, Myrtle D. Janson, Charles Hafen, Herbert Haight, Pearl Higbee Lence, Minie Hulet Hammel, Sarah Inlay Grant, Ethel James P. Jacobsen, Lucy Jepson Barnum, Ann J. Gardner, Samuel O. Lowe, Nettie Lunt, Hattie Mackelprang Stephenson, Kate Middleton Byerregard, Willard O. Nisson, Maggie Owens Edwards, Minnie Pace, Caroline K. Perry, Charles B. Petty, Dr. Frank H. Petty, Laurel H. Porter, Olive Porter, Frederick Reber, D. H. Robinson, David H. Sandline, Warren H. Taylor, Clement H. Tebbs, John Wittwer, Mae Wood Armstrong.

1907

Anna Anderson, Betsy Benson Haycock, Dr. J. W. Bergstrom, Belle Branch Pace, Ireen Branch, Amy Carroll, Jennie Coslett Hunter, Dewey Fransworth Thorley, Dwight Fullmer, Eleanor Guymon Bruin, Arthur Hafen, Mary Haight Poulson, Charles Hanzen, Willard Hayward, James A. Henrie, Hyrum Ipson, Ina Leigh Gardner, Nellie Maarsden Durham, Clara McAllister Shields, Elsa Nelson Mendenhall, Nora Page Ireland, Abner Perry, Jesse S. Robinson, Martin Robison, Martin D. Rice, Ethel Stones Robb, Frank Sylvester, Frank Williamson.

1908

Wilford Clark, John Dalley, Katie Dalley McAllister, Emily Esplin Adair, John H. Fife, Vidar Ford, Henry Graff, Laura Hansen Carson, LeRoy Heap, Jed Henrie, Robert Heyborne, Mossie B. Hussong, Mamie Jones Ballantyne, Minnie Laub Orton, George W. Perry, Lizzie Robb Curr, Lizzie Smith, Bessie Schurtz, Edith Stevens, Lionel Stout, D. D. D. Tebbs, Elizabeth H. Urie Stephenson, Reese J. Williams, Josephine Wittwer, Dena Williams Williamson, Rena Sargent Dalley.

1909

John W. Bentley, William O. Bentley, Dr. Earl Betenson, Vivian B. Decker, Guy Hafen, Lillian Higbee Macfarlane, Estella Jacobson McArthur, Shirley Knapp, Caroline Leigh Collins, Carrie Leigh, Della Perry Gower, Edna Parry Bushby, Alfred Stucki, Matilda Stucki, Richard Tweedie, Tillie Windsor, Hazel Dalley Granger.

1910

Margaret Melling Stubbs, John Fletcher, Gwendolyn Higbee Matheson, Myron F. Higbee, Parley Ipson, Jessie Jennings Gibson, Ruby Leigh Gamerson, Ray Lunt, E. H. Macfarlane, Luella Mickelson, Caesar Myers, Donald Schmutz, Claude Sey, Nevada Watson Driggs, Janie Wilkinson, Clara Williamson Stott, Leon Windsor.



1911

Randolph Andrus, Ronald J. Dalley, Hyrum Jones, Effie Jones Hooper, Ruby Naegle Eames, Mary Bergstrom, Cora Jones Stucki, Irene Jones Andrus, Webster Leigh, Emma Lambson Nelson, Harmon Gubler, Gladys McConnell, Raymond Cutler, Warner Mitchell, Janet Rollo, Donald Schmutz.

1912

Winifred Corry, Thelia Church, Sherman Cooper, Fred Fawcett, Jed Fawcett, Albert Fordham, Hugh Fox, Dr. Delos Hyatt, H. Val Hafen, LeRoy Heap, Wallace Lunt, Winnifred Leigh Lunt, Laura Little Pickett, Emily Melling Lamorcaux, Seymour Y. McAllister, Dr. Irving McQuarrie, Israel Neilson, Ellis Pickett, Vira Perkins McQuarrie, Lida Slack Fletcher, Florence Spilsbury Higbee, Laverna Taylor Englestead, Maruc Tega, Elizabeth Adams Erickson, William Slack, Samuel Stewart, Riley Williams.

1913

Byron Ahlstrom, Floss Anderson Decker, Erastus Bryant, Ivan Decker, Arthur Fife, A. Varney Griffin, Orson Haight, Eliza Haight Jones, Dr. George W. Hanks, Blanche Hicks Mace, Lafayette Jolley, Methella King Griffin, Fannie Klieman Lyman, Eva Hunt Matheson, Anna Prince Redd, Bertha Robinson, Emily Sandberg, Leonard Slack, Fannie Smith Robb, Edwin Stucki, Jena Urie Duncan, Alice Webster, Annette Webster Betensen, Francell Williams Neilson, Stephen R. Wilkinson, Blanche Wood, Isobel Jackson Papworth, Elvin F. Harris.

1914

Earl Clark, Thomas Schow, Eula Barton Jacobson, LaPreal N. Bulloch, Rudolph Church, Iva Haight Langworth, Gordon Hunter, Estella Jones Grimshaw, Lehi M. Jones, Ada Lee, Walter Lunt, Irene Mackelprang Johnson, Evelyn McBride, Euphrania Nelson Benson, Laurette Perry, Alva Robinson Dixon, Dr. Willard S. Sargent, Emma Daugherty Smith, Pratt Tollestrup, Joseph C. Smith, Mary Urie, Ruth Williams Whitworth, Genevieve Ford Hamilton, Anna Belle Schmutz Rencher, Ray Lunt, Carl Topham.

1915

Ray Lyman, Earl Urie, Rhoda Bryant Carter, Della Bulloch Jolley, Ramona Clark Fife, Lula Corry Cannon, Lola Findlay Swapp, Cora Hulet Dalley, Anna Jennings, Cora Perry Jensen, Afton Watson Hunt, Hortense Woodbury Canfield, Zelma Lunt Jones, Alvin Brooksby, James R. Cooper, Ora May Dalley, Otto Dalley, Bessie Esplin Brooksby, Cora Esplin, Chamberlain, Ivy May Gardner Jensen, Mary Hicks, Alma Jacobson, Erastus L. Jones, Wilson N. Lunt, Verda Lyman Adams, Harold Mitchell, Josephine

Myers Thomas, Roice B. Nelson, Vera Pace Parry, Lorena Roberts, Ray Robinson, Laverna Slack, Marvin Terry, Lester Thorley, Milton Urie, Eugene Woodbury, Eula B. Jacobsen.

### 1916

Clyde R. Bunker, Rulson S. Dalley, Lawrence Esplin, Fernleigh Gardner, Lorenzo Griffin, Edgar C. Lones, Victor Iverson, Orion R. Jones, Nelson Marsden, Moroni J. Urie, Parson U. Webster, Leonard Bowen, Vera Bringhurst Wilkinson, Leland Dalley, Stanley Dalley, Bert Farnsworth, Clair Gardner, Wilford Griffin, Lamont Hunter, Leona Jones Stones, Bonner Lambson, Arthur Lee, Mae Lunt, Ed. G. Matheson, Scott M. Matheson, Annie Middleton McDonough, Durham Morris, Alton Neilson, Dora Perry Jensen, Dr. Edgar H. Petty, Charles Pratt, Verda B. Wilkinson, Kumen Williams, Lucille Adams, Della Corry Olsen, Elizabeth Hamblin Leigh, Ruth Higbee Seegmiller, Myrle Kelsey Haycock, Thelma Knell Kammerman, Martha Langford Jones, Caroline Nelson Westover, Vida Prince Moore, Wanda Tollestrup, Dora Urie Williams, John S. Hamilton, Virgil Tollestrup, Marion Wooley, Walter Hansen.

### 1917

Lura Elder Brown, Blanche Jones Houchen, Oneta King Shurtz, Corris Lunt Ashton, Marcella Matheson Jackson, Anna Nelson Haws, Joseph Armstrong, Claude Haws, George Leigh, Leon Leigh, Ralph B. Sanford, Aldridge Thorley, Loring Whittaker, Vergene Simkins, Genevieve Thronton, Flossie Gardner Johnson, Wilford Leigh, William Roche, Cassidy Root, Loren Schurtz, Dorris Sorenson, Raymond S. Thomas, Ruth Webster, Wells Williams.

### 1918

Elna Froyd Wilde, Jetta Leigh Lewis, Evelyn Palmer Webster, Thelma Perry McKean, Irene Thorley Ranker, Ada Whittaker Thorley, Gwen Williams Allen, Rulon Knell, Glen King, Moroni Perry, Charles R. Hunter, Morgan Rollo, Dr. LaMar Graff, Evan Bayles, Carl Carpenter.

### 1919

Golden Haight, Lloyd D. White, Lucy Esplin Jones, Loreen Haight Eliss, Van Dyne Jones Bishop, Naomi Perry Mackelprang, Flora Seegmiller Perry, Ralph C. Adams, Kumen Gardner, Emron Jones, Marvin Jones, Avey Ryan, Martha Urie Braithwaite, Nellie Brown, Ila Clark Barton, Karmine Dalley, Carlos Fife, David W. Francis, Bernella G. Jones, Una Gilles, Gladys Hicks, Mildred Lewis Hinckley, Rhoda Palmer Webster, Effie Robinson, Mona Urie Anderson.

### 1920

John G. Fogliana, William L. Jones, Katherine Brown Tomlinson, Belle Jones Webster, Salome Smith Hunter, Virgie White, Lamont Higbee

Verda Esplin, Inez Woodbury Lombardi, Thelma Brown Lewis, Edwin Dahlstrom, Jose Geddes Nelson, Isabelle Janson, Lucille Kunz White, Florence Merrill, Ruth Nelson Anderson, Eldon L. Schmutz, George C. Schmutz, Lucille Thorley, Wilford U. Webster.

1921

Irene Chamberlain Palmer, Alberta Day Morris, Annie Chamberlain Esplin, Jane Lewis, Vera Macfarlane Gee, McNone Nelson Perry, Alice Palmer, Elizabeth Smith Nelson, Irvin Eyre, Grant R. Hunter, Elroy Jones, Golden Roundy, Henry Webster, Rulson S. Wood, Karl Gardner, Waldo Higbee, Leo Palmer, Leland Perry, Aida Tollestrup, Beth Wilkinson West, Claire Woodard, Clara Bulloch Roberts, Vee Lambson, Isabelle Luke Rust, Iona Lunt Harrington, Jennie Middleton Winterrose, King Stevenson, Grant Parry.

1922

Orion E. Dalley, Oscar Hulet, Bernard Isom, Alice Allen Taylor, Mae Bauer Benson, Thelma Gardner Ashdown, Ann Langford Leigh, Lucile Rogerson Smith, Tennessee Spendlove Richards, Ellen Ashdown Simkins, Lillian Smith Clark, Ora Thornton, Gwen Webster, Elvira E. Culmsee Nanton, Carlton F. Culmsee, Laurel Decker Tingen, Thelma Esplin Jones, Lucile Gardner Williams, Leon Hall, Rulon A. Jones, Roy Lundgren, Mary Palmer Barnard, Elene Smith Jensen, Irissa Dover Nelson, Milo Corry, Cleo Dix, Lorenzo Luke, Harriet Bunting, Scott Dunham, Lena Esplin Woodbury, Mirian Hunter Lyle.

1923

Ruth Cox Lanley, Scott Dunham, Karl Gardner, Nobel Jouran, Mary Orton Topham, Leo Palmer, Taylor Parkinson, Wanda Tollestrup, Rulon S. Wood.

1924

Thelma Brown Lewis, Laverne B. Durham, Annie Gale, Mary Muir Dunham, McNone Nelson Perry, Ruby W. Sandberg, Agnes Wilson, Fern Froyd.

1925

Mrs. M. A. Brown, Letha Graff Prestwich, Alice Higbee Clifton, Merle Pace, Alice Palmer, Ruth Walker, William H. Wood, Claire V. Woodard.

1926

Gale Clark Jordan, Myra Dalton, Arvilla Day Orton, Hilbert O. Eyre, Elva Heaton, Arvilla Higbee Day, Guyla Jensen Rickson, Rulon A. Jones, LaVera Leigh Burke, Ray Littlefield, Huldah Mitchell Hulet, Pearl Pace Williams, Robert K. Palmer, Alice Perry Cannon, Alfred L. Riddle, Mary Williams.

1927

John R. Adams, LaVon Cram Blackburn, Rae Decker Dix, Charles Griffin, Kate Isom, Rita Lloyd Rowley, Lydia Matheson Harter, William I, Palmer, Thurman Pryor, Caddie Rollo, Vilate Sorensen Esplin, Virgie White, Cathie Williams Childs.

1928

Arvilla Bauer, Bernice Carter, Ann Esplin Thompson, Wayne Hinton, Helen Leigh, Louis Palmer, Bruce F. Parker, Dorris S. Peterson, Eliza Pugh, Lola Roberts, Howard Thompson.

1929

Laprele Barnson Mertz, Lillian Carter, Vie Carter, Virginia Corry Palmer, Hilda Foy, Clarence Gillins, Elva Hall, Rex E. Harrison, Lillis Jones Larson, Roberta Leigh Pryor, Clella Luke, Bessie Morris Rollo, LeRoy Morris, Zona Pendleton Topham, Zella Robinson, Nellie Simkins, Wayne Thompson, Lynn Wood Teel, Alden W. Woodhouse, June Wright Bardwell.

1930

James G. Beedle, Luvera Covington, Elliot Eatough, Thora Esplin Roundy, Mildred Farnsworth Tullis, Rex Green, Arthur W. Gregory, Ashby Hardy, Thresa Henrie Wade, Anthony J. Isom, Katherine Jones, Ruth Leigh Bentley, Rex Lloyd, Rachel Petty Lunt, Myda D. Robinson Osborne, Alta Simkins, Zola Dover Smith, John Parschall Terry, Mae Thompson Fairbanks, Oral J. Wilkinson, George Wittwer, Vertis Wood.

1931

Grace Adams Tanner, Lillian Adams Grimshaw, Metta Bastian Mortenson, Menzies Clark, Bertha P. Dalton, LaVerne Gentry Stock, Laverna Heaton, Leila Larson Whatcott, Roma Higbee Ekin, Wanda Luke, Leslie Lytle, Wayne Lytle, Wallace W. Osborne, Alice B. Thomas.

1932

Ellis Armstrong, Beatrice Adams, Harvey Adams, Lillian Anderson Christensen, William R. Bradshaw, Mary Dalley, Demming, Winnell Dalley, Florence Decker Corry, Warren Dean, Dixie Foster, Joseph C. Foy, Dr. J. Scott Gardner, Farrel R. Gudmundson, Howard P. Hanks, Roma Jarvis Knight, James B. Lindsay, William Mace, Ray Oberhandley, Maxine Pace Mickelson, Una Peterson, Norma Petty, Grave Robinson Gardner, Alice S. Smith, Dave Sherratt, Claude Smith, Helen Stones, Wesley L. Thomas, Hosea Walker, Glenna M. Ward, A. Elihu Whatcott, E. Floyd Whicker, Alice Williams, Hope Worthen, Gertrude J. Wood Gudmundson.

1933

J. Smith Adair, Sylvia Adams Bryant, Nellie Melba Spendlove, Vermont Ashdown, Emma Bastian, Laura Pearl Bentley Mortenson, Cleo Bishop, H. Want Bryant, Ruth Clark Maughn, William Kent Corry, Ambrose Dalton, Walter Kirk Daly, George Blaine Dobson, G. Walter Eatough, Walter L. Ekins, Frederick Foster, Sage Gardener Ziemer, Max A. Gardner, Ivan A. Griffin, Ethel Curr Mathews, LaVerl W. Curr, Melvin M. Hill, Arthur Eugene Hardy, Clara Haycock, Garland Hollingshead, Fern Imlay, Gerold E. Jackson, Max G. Jepson, F. LeGrande Magleby, Edward G. Matheson, Donald Mathews, Marjorie Mitchell, Afton Oberhansley Curr, Eugene Palmer, Lillian Patterson Thornock, Florence Penleton Adams, Reed C. Petty, Burdell Porter, D. Gwen Sampson, Owen K. Sanders, Norma Ray Schneider, Bertha Seamon Stromberg, Verda K. Sherratt Misel, A. Earl Slaughter, Eldon O. Smith Vilate Smith, Lloyd Stevens, Armita Urie Webb, Winifred Rosenberg, Ann Wallace.

1934

Paul M. Adams, LaVand W. Bauer, Ruby Belliston, Ina Beth Bennett Romney, Blaine M. Benson, Maxine Berry, Roscoe G. Booth, Bert H. Carpenter, Elma Corry Beckstrand, Max S. Dalley, Wallace Russell Dean, John Benson Egan, Sherman G. Eyre, Rowland Fife, Blanche Findley, Sytha Findlay, Noda O. Finlinson, David Monroe Foster, Elva Gibson Nelson, J. Merlin Hanson, Norma Hanson, Clark B. Hardy, Gwen Heaton, Orville Isom, Della Jackson Johnson, Lillian Jarvis Chatterley, Florence Jones Peterson, Claudia Joseph Forsythe, Howard K. Lay, Henry H. Leigh, S. William Leigh, Douglas Liston, Beth Lowe, Miriam Lowe, Dr. Wayland Macfarlane, Jack Elliot Moyle, Della Corry Olson, Lasca Osborne, Mariam Pendleton Lister, Alma George Peterson, J. Rex Robinson, Kirstine Seaman Wilkinson, J. Steele Shipp, Marian Sherratt Hahne, Orma Shields Wood, Belle Smith, Edna Smith, Evelyn Jane Smith Sevy, Edith Stevens Callister, Dela Stewart Arthur, Harriet Thorley, Max Webb, Angus White, Virginia Wilcocks Bauer, Frank F. Williamson, Florence Woodhouse, LaVell Wright.

1935

Woodrow Adams, J. Elmer Banks, Madge Bates, Austin Benson, Hildreth Benson, Scott Brown, Morris Buhanan, Clifton L. Chattley, George Hugh Chestnut, John W. Christensen, Elwood J. Corry, Beth T. Cox, Mary Cox Buhanan, Paul Cox, Daniel Crawford, J. Frank Dalley, R. Rext Dalley, Grace Dover Smith, Charles O. Evans, Mack Fenton, Keith D. Foster, Norma Foster Dent, Dallas Greener, J. Boyd Gurr, Marie Hall Liston, LaPriel Hanson Palmer, Alta Haycock Porter, Elbert Heaton, Mazel K. Johnson, Rosabelle Jones Finlinson, Donald Anderson Knight, Zelma Leigh, Verdin Liston, Art Vernon Maxwell, Rulon J. Mendenhall, Clark L. Orton, Byron Alton Oviatt, LaPriel

Petersen, Ray L. Peterson, Acil B. Petty, Mary Platt, Ruth Prusse, Leo Reeve, James Robb, Elinor Robinson Roberts, Fawn Rowley Poulson, Don C. Shurtz, Dorothy Smith Macfarlane, Kenneth Smith, Marcus Sorensen, Thomas Dudley Spencer, Ada Pearl Stevens, Winifred Walker, Roland M. Warner, Lex Percy Wilkinson, Lois Williams, Merna Williams, Ardice Wittwer Williamson, Glenna Wood.

### 1936

Eldon Watson Adams, Nathan Cameron Adams, J. Ivan Anderson, Mark K. Anderson, Joe W. Atkin, Hilma Beatty, Wayne S. Buhanan, Kathryn Bulloch, Kenneth A. Bunker, M. Karl Burgess, Austin Pryor, Dalley, Mary DeLong, Arthur M. Dix, Thele George, Horace J. Gunn, Abigail Gurr Parry, Ila Gurr Sherratt, Hughes Byron Hanche, Marshall Hollingshead, Roscoe C. Hunter, Kathleen Joseph Clark, Ona Jones, Margaret Kopp, Gerald Mae Kopp, Bernar A. Langston, Audrey Wilford Lawrence, Ann Lunt Jones, Dick Lunt, V. R. Magleby, Clifford Lee Mangrum, Irene Marsden Hyatt, Gerald L. Mathews, Ellen Elizabeth Morgan, Kathryn M. Murdock, Lewis Olds, Sheldon L. Olds, Richard I. Palmer, Robert W. Patterson, Chester Petty, Utahah Petty, Emily Price Rees, Zelma Robb Glass, J. Price Ronnow, Lothair H. Rowley, Earl Soendlove, Kay Taft, Clinton Tanner, Kirk Turner, Ruby Ward Whicker, Lynn Whitaker, Don White.

### 1937

D. Milton Albrect, Maiben B. Ashby, Eldon Ashdown, Wayne H. Banks, Shelby M. Beltley, L. LaMar Bennett, Porter A. Clark, Marjorie Ada Dalley, Leah Dalley Jones, Darwin Dalley, Harold Edwards, Patrick H. Fenton, Elizabeth Finlinson, Leo Lyman Finlinson, Annie Jo Fife, L. Robert Gardner, Jorn Claude Haws, John Kenneth Hopkins, Delbert J. Higgins, G. Reuel Janson, Shirley Jones Marchant, Margaret Jones, Keith Reynold Nelson, Verdell Knight, Richard H. Leigh, Jean Macfarlane, Alan P. Macfarlane, Fette R. McConnell, Atha Merryweather, Voyle Munson, Howard Nelson, Jack Nelson, Earl W. Neilson, Burns V. Parker, Roberta Platt, D. Lefoy Sargent, Chase Shurtz, Elton Stratton, Bernice Thompson, Phyllis Thorley Eberhard, Beth Turner, Jay C. Willis

### 1938

Joseph B. Anderson, Louise Anderson, Carl Ashby, William Fred Banks, Fendle M. Bennett, Francis W. Betenson, Diane Booth, Julia Louise Bybee, Melvin D. Christensen, Dee G. Cowan, Betty Dalley, Julius Finlinson, Theron Finlinson, Odessa Ford, Devona Hamilton, T. James Haycock, Ila Jackson, Ivan M. Johnson, Clive Jolley, Ethel King, James Roger Kotter, Irene B. Leigh, Margaret Leigh, Robert Macfarlane, Thomas Alton Mathews, Virginia Mortenson, Chase A. Murdock, Erna Marie Nelson, Victor C. Oberhansley, George M. Pexton, Lottie M. Poulson Dalley, Erna S. Roberts, Victor R. Robinson, Mary Elizabeth Sargent, Elwood J. Stephens, Louise Stucki, Sheldon J. Stucki, Van A. Wiley, Rymal G. Williams, Evans Woodbury.

### 1939

George Armstrong, Nina Ashby, Jay Banks, Robert Parker, Lucille

Barlow Murdock, Gordon V. Barney, Norma Bentley, Roma Bentley, Gertrude Childs, Parley James Dalley, Clyde H. Dixon, Kathryn Dotson, Martha Fitzgerald, Howard K. Foster, John M. Foster, Jr., Helen Gardner, Harold R. George, Norda Gibson, Mary Lou Hart Hall, Gordon L. Heaton, Frederick Imhof, June Johnson, Marvis Jane Johnson, Hannah Jordan, Joyce Judd Watson, Nana Kenney Roberts, Raymond Kimball, Genevieve Kopp, Carmen Leigh, Doris Leigh, Lois W. Lowman Nelson, Elois L. Wayment, Helen Lunt, Lynn Lunt, Lucille Macfarlane, S. Harrod Major, William R. Manning, Louise Mitchell, Calvin O. Nielsen, Rodney Palmer, Leora Petty, Harold J. Pfister, Ralph Browning Platt, Clair H. Porter, Virginia Porter, Florence Prince, Ione Higbee Redford, Nina Rigby, Lucille Riggs, Ben Easton Sampson, Dean P. Sargent, Glade Stephenson, Homer N. Stephenson, Mack S. Taft, Esther Watson.

### 1940

Maurine Adams, Phyllis Adams, Garr Ashby, Edna F. Ashdown, Annie Ruth Banks, Jay Beck, Kay Benson, R. Lynn Benson, Grant Bethers, Paula T. Blust, Clyde W. Bryant, Roe Buchanan, McRae N. Bulloch, Lillian Bunker, Donald E. Cartwright, Anthon Bernon Christensen, Roy Cooper, Chester D. Cripps, Carmen Croft, Sarah Davenport, Evan Dobson, Richard Dover, Robert E. Duggan, Maine Esplin, Dorothy Fife, Burns R. Finlinson, Jay N. Fisher, Lawrence Keith Gates, C. Price Haight, Elsie Bernice Hanson, Kenneth R. Hanson, Iris Heaton, Hilda Holyoak, Ruth Holyoak, James Hoyle, Jr., Austin M. Jones, Joseph R. Lambert, Eula Lawrence, Anna Leigh, Henry Hamblin Leigh, Irene Lyman, Louise R. Manning, Dasil George Mathews, Lura McConnell, Ruth McDonough, Grant Nelson Mendenhall, Ivy Mae Mortenson, G. Bengt Nelson, Bety Nixon, Hazel Parks, Claudia Pendleton Foster, Martin Val Rich, Gyle E. Ridole, Ruth Robinson, H. Grant Seamon, Reed S. Seamon, Winston H. Seegmiller, Milton Sevy, Kenneth T. Slack, Ashton Smith, Barbara Smith, Clyde Smith, Thora Stapley, Morene Stratton, James C. Thompson, Roy Parry Urie, Fred Wasden, Ray Watters, David S. Williams, Jr., Thad Williams.

### 1941

Owen Allred, Rela Armstrong, Edna Ashby, Delma Ione Barney, Lamont L. Bennett, Leah Bills, Boyd Black, Mark J. Bradshaw, Mirth Bulloch, Carmen Carpenter, Ernest Arzell Case, Paul W. Christensen, Sheldon Clark, Marie Cox, James Edwin Dalley, James Victor Davis, Jr., Ruth Margaret Delapp, Gail Duncan, Grant M. Esplin, Shirley Graff, Karrol Haight, Mary Helen Hanks, Jack W. Herring, Jack H. Hicks, Verl H. Hilton, Harvard R. Hinton, Audrey Houchen, Lenord E. Hulet, Fred T. Hunt, Winona Hunter Cowan, Kenneth G. Hutchings, Helen Jensen, Milton R. Jolley, Henrietta Jones, Erastus Q. Jones, Donald C. Lamoreaux, Ravenna Leigh, Jack G. Lowman, Paul R. Lunt, Max N. Lunt, Kenneth B. Lyman, R. Menzies Macfarlane, C. Verne McClelland, Sherrill L. Mellor, McKay Nelson, Yorke S. Nelson, Donna Pace, Forrest C. Parry,

Ruth B. Ribinson, Derrill C. Ronnow, Evelyn Slack, Venar Smith, Louise Spencer, Ruth Spendlove, Arlo H. Stewart, Wayne E. Stewart, Iva Lou Thompson, Hurschell G. Urie, J. Milton Urie, Ronda Virginia Walker, Jed William Wasden Woodbury.

### 1942

Clemont Bauer Adams, Ida Allen, Victor D. Allred, Mowana Anderson, Wallace Armstrong, Audrey Ballard, June D. Barron, Mildred E. Belisle, Roene Bigler, Alfred G. Biedermann, Dorothy B. Bradshaw, J. Garth Chatterly, Deon Childs, Joyce Christensen, Ruth Clark, Beth Corry, Max G. Cowan, Lenna Cox, Louise Dalley, Mary Louise Ewing, Mary June Fidel, Marian Graff, Paul Grimshaw, Mary Leone Haight, Nevada Haight, Geneal Hallows, Robert Hanseen, Conrad V. Hatch, Lucy Valeria Heaton, Lucy Hess, William Wesley Higbee, William H. Holyoak, Scott P. Larson, Alma C. Lawrence, Gorge K. Lewis, Thirza Little, Sarah U. Luke, Addie Lund, Melvin A. Lyman, Elizabeth R. Manning, Carlyle Marsden, Audrey McConnell, Afton Merryweather, Duard Millett, Hugh A. Mortenson, Gordon T. Neilson, Mary Irene Parker, Mayo Rich, Lyle W. Robb, Leon D. Robinson, Leland Joy Roper, Ross W. Sargent, Gordon A. Smith, Eva Stucki, Shirl L. Stucki, Robert J. Thorley, Alvin L. Tidlund, Berniece Turner, Beulah Webb, James Lowell Whitaker, Dorothy Williamson, George T. Whittaker.

### 1943

John F. Anderson, Anna Jean Armstrong, Bertha Ashby, Beth Ashman, Iris Beatty, Shirl Evans, Gwen Cooley, Iva Dalley, Bruce Decker, Thomas H. Fullmer, Ray H. Gleave, Max F. Hamilton, Larue Hanseen, Warren G. Hardy, Margaret Hoyle, Betty Lou Jones, Marolyn Jones, Ilene Lawrence, Lois Hunter Luke, Florian Matheson, Clara Jean Nelson, Homer G. Ogden, Elva Oldroyd, Ella Jean Parkinson, Angus L. Parsons, Lloyd Jones Pryor, Carol Lynn Sargent, Norma Schmutz, Alice Mae White, Lafaun Williams, Garn Ray Woodall.

### 1944

Edythe Adams, Mary Albertson, Katie Barlocker, Virginia Beasley, Bonnie Lou Dalley, Fern Dalley, Dorothy Hulet, Evaleen Hulet, Marian Leigh, Thalia Riggs, Alice Roberts, Bethal Sylvester, Morgan White.

### 1945

Evenlyn Beatty, Marian Bennion, Ava Bishop, LaRita Bybee, Marybell Fenton, Louise Heaton, Gloria Jackson, Elizabeth T. Johnson, Mary Lu Joseph, Veda Ellen Kenney, Elaine B. Leigh, James E. Robinson, Robert A. Rowley, Barbara Stephenson, Melba Stephenson, Mildred Stephenson, Bonita Stevens, Julia Stevens, Shirley Stevens, Floris G. Taylor, Barbara Williams, Mary Mae Winters, Renee Wood.



1946

Albert Adams, Joyce Brown, Mario B. Bussio, Frank L. Cooley, Kent B. Dover, Garth W. Esplin, Vodis Mae Fidel, Dorothy Gardner, Audrey Jean Haight, Ralph Dalton Henderson, Maxine Hirsch, Dorian Janson, Donald J. Jefferies, Ruth B. Jolley, Evelyn Kunz, Gustov O. Larson, Francis B. Leigh, Maxine Lund, Marie Lyman, Donna Major, Howard R. Mathews, Muriel Mathews, Albert L. Mickelson, Onda Miller, Georgia K. Mitchell, Ruth Oldroyd, Erma Paice, Byron C. Peacock, Beth Prestwich, Zina Radford, Elma Rose Sargent, Dawn Ann Seaman, Adele Sevy, Bettie Lou Spendlove, J. Percy Stott, Antoinette Sullivan, Patricia Toolson, Carol Urie, Vie White, Jack W. Woodbury, Donna Mae Wright, Mary Jane Urie.

1947

Wallace B. Adams, Gerald W. Ashworth, Vernon S. Balair, Colleen May Bowcutt, Claron W. Bradshaw, Rodney A. Brown, Lois Burrows, Gilbert R. Caldwell, Melvin Corry, Carl Roberts Croft, Howard N. Dalley, Mary Isbell Dalley, Doris Esplin, Van C. Esplin, Donald B. Ford, Shirley M. Foster, Arthur W. Gardner, Frank L. Heywood, Arthur L. Higbee, B. Ardene Hinton, Ivin V. Hinton, Rex J. Hulet, Stanley R. Hunt, Shalla Hyatt, Melvin DeLoy Iverson, George A. Jeffs, E. V. Johnson, Clarence Jones, Joan Jones, York F. Jones, Lamar I. Lund, Robert Lunt, Kyle Riggs, John P. Manning, Lael Merryweather, Rae Nixon, Helen W. O'Connor, Robert E. O'Connor, Janice M. Prothero, Maxine Roberts, Dale Roberts, Reed R. Rosenberg, Woodard Sandberg, Clayton C. Sherman, Mary Ludean Smith, Cleon H. Spencer, Ruth Stephenson, Jay G. Thorley, Barbara Urie, Lois Urie, Verlynn Wallace, Delma J. Webb, Antone J. Webster, Cleon Wilcox Wilcken, Ruth Virginia Winget, Bonnie Ruth Wittwer, Lois Young.

## APPENDIX D

## REVISED ORDINANCES

Of the Branch Normal School, as Amended  
and Approved April 30, 1907

## DEFINITION

In this city, an offense is an act defined or referred to by any city ordinance as punishable.

## ORDINANCE I.

Loitering.

Any student lingering carelessly in or about the school buildings while classes are in session, or during chapel exercises, shall be guilty of an offense, and upon conviction thereof shall be punished by reprimand or disfranchisement at the discretion of the court.

## ORDINANCE II.

Defacing School Property.

Any student who defaces school property is guilty of an offense. Said student, if he pleads guilty, shall be exonerated by making full restitution, if the case goes to trial and the defendant is proved guilty, he shall be subject to reprimand or disfranchisement at the discretion of the court; and shall be required to make full restitution.

## ORDINANCE III.

Sports.

Any student or students engaging in any sports or athletic practices within the limits of this School City, between the hours of 8:30 and 12 a.m., and 1:00 and 4:00 p.m., shall be guilty of an offense; except such students as are pursuing the regular field exercises under the class program, and upon conviction shall be punished by reprimand at the discretion of the court, unless said student or students shall have had special permission from the principal.

## ORDINANCE IV.

Individual Property.

Any student who shall wilfully use or take the property of any

other student without the latter's consent shall be guilty of an offense, and upon conviction shall be punished by reprimand or disfranchisement at the discretion of the court; and shall be required to make restitution.

#### ORDINANCE V.

##### Gambling.

Students found gambling within the City Limits shall be guilty of an offense; and upon conviction therefore shall be punished by disfranchisement or expulsion, at the discretion of the court.

#### ORDINANCE VI.

##### Tobacco.

Any student who uses tobacco within the limits of the School City is guilty of an offense and upon conviction shall be punished by reprimand or disfranchisement at the discretion of the court.

#### ORDINANCE VII.

##### Notices.

Anyone, except instructors and City Officers, who shall place a notice or statement in or on the School Buildings, or within the City limits, except on the students' bulletin board, shall be guilty of an offense; and upon conviction shall be punished by reprimand at the discretion of the court.

#### ORDINANCE VIII.

##### Defiling the Buildings.

Any student spitting on the floor, or in any other way defiling the buildings, is guilty of an offense and upon conviction shall be punished by reprimand at the discretion of the court.

#### ORDINANCE IX.

##### Recitation Rooms.

Any student who remains in any recitation room, except when in class, without the consent of an instructor or chief of police, is guilty of an offense and upon conviction shall be punished by reprimand at the discretion of the court.

## ORDINANCE X.

## Apparatus.

Anyone who uses the apparatus of the laboratory or working rooms shall be required to return it to its proper place; and if it is damaged more than such use requires in careful manipulation, shall be guilty of an offense; and upon conviction shall be punished by reprimand at the discretion of the court, and shall be required to make restitution.

## ORDINANCE XI.

## Library.

Students communicating orally in the library at any time it is open for students' use, except with the librarian or an instructor, while greeting visiting friends, or when conducting them about, are guilty of an offense, and upon conviction shall be punished by reprimand or expulsion from the library at the discretion of the court.

## ORDINANCE XII.

## Library Books.

Sec. 1. Any person taking a book or magazine from the library without the consent of the librarian, or an instructor, or without signing for it, is guilty of an offense; and upon conviction shall be punished by reprimand or expulsion from the library at the discretion of the court.

Sec. 2. Anyone who does not return library books, magazines, etc., to their proper places on the shelves after using them in the library is guilty of an offense; and upon conviction shall be punished by reprimand at the discretion of the court.

Sec. 3. Any student who takes a book or magazine from the library shall return it to the librarian's desk by 8:30 o'clock a.m., the following day on all school days; and by 10 o'clock a.m. on Saturdays and no student shall remove it from the librarian's desk without permission from the librarian, until the book is checked.

Sec. 4. Any student taking a book contrary to this ordinance is guilty of an offense and upon conviction shall be punished by reprimand or shall be prohibited from taking a book from the library, for a time to be, at the discretion of the court.

Sec. 5. Any student taking a book or magazine from the library before 4 o'clock on Saturdays, without special permission from the librarian or instructor, is guilty of an offense and upon conviction shall be punished by reprimand or expulsion from the library at the discretion of the court.

## ORDINANCE XIII.

Relating to the Conduct of Visitors.

Any person not a citizen of the Branch Normal School City, who violates the laws of said city, except when communicating in the library, is guilty of an offense; and the officers of said city shall have authority to put such person off the grounds of the City or the premises of the Normal school.

ORDINANCE XIV.

Intoxication.

Any person under the influence of intoxicating liquor within the limits of this city shall be guilty of an offense; and if he is a student, upon conviction shall be punished by reprimand or disfranchisement or both at the discretion of the court.

ORDINANCE XV.

Board of Public Works.

The Mayor shall appoint a Board of Public Works, consisting of seven members. This Board is to be approved by the Council. They shall remain in office during one school term.

ORDINANCE XVI.

Board of Public Health.

The Mayor shall appoint a Board of Public Health consisting of three members. This Board shall remain in office during one school term.

ORDINANCE XVII.

Notices.

Anyone who interferes with any notices written or posted within the City limits, unless authorized by the principal, without the consent of the writer, is guilty of an offense; and upon conviction, shall be punished by reprimand or disfranchisement at the discretion of the court.

ORDINANCE XVIII.

Conduct.

Anyone who behaves in a boisterous or unruly manner in or about the school building shall be guilty of an offense; and upon conviction, shall be punished by reprimand or disfranchisement at the discretion of the court.

## ORDINANCE XIX.

## Remaining About the Buildings.

Any student who remains outside the buildings or on the campus while classes are in session or during chapel exercises for the purpose of studying or conversing, and without permission from an instructor or a police officer, is guilty of an offense, and upon conviction shall be punished by reprimand at the discretion of the court.

## ORDINANCE XX.

## Impeachment.

Any elected or appointed officer of this City who neglects or fails to perform to the best of his ability the duties of his office is guilty of an offense; and upon conviction shall be punished by removal from office.

## ORDINANCE XXI.

## Trial by Jury: Jury Defined.

Sec. 1. A jury is a body of persons temporarily selected from the citizens of the Branch Normal School and sworn to try and determine by verdict a question of fact.

## Number of Jurors:

Sec. 2. The jury shall consist of four persons, or of any number fewer than four, on which the parties may agree in open court.

## Who Competent as Jurors.

Sec. 3. A person shall be competent to act as a juror who is a citizen of the Branch Normal School City.

## Who Incompetent.

Sec. 4. A person shall not be competent to act as a juror who has been convicted of any public offense within six months of the time of pending trial.

## Summoning of Jurors.

Sec. 5. When Jurors are required in the district court the number required by law upon the order of the judge must be summoned by a peace officer of the jurisdiction.

Sec. 5. When Jurors are required in the district court the number required by law upon the order of the judge must be summoned by a peace officer of the jurisdiction.

Qualifications.

Sec. 6. Such jurors must be summoned from the citizens of the Branch Normal School City; they shall be competent to serve as jurors and not exempt from such service. This summons may be oral; it shall state time and place of holding court.

Jury Waived Unless Demanded:

Sec. 7. A trial by jury shall be deemed to be waived unless a jury is demanded by either party.

ORDINANCE XXII.

When Trial to Begin.

Sec. 1. Upon plea other than a plea of guilty, unless a jury is demanded, or a change of venue is granted, the court must proceed to try the case.

Change of Place of Trial. Grounds: Affidavit.

Sec. 2. A change of place of trial may be had at any time before the trial commences. When a defendant files an affidavit in writing, stating that he has reason to believe that he cannot have a fair and impartial trial by reason of the bias or prejudice of such judge, the action must be transferred to the judge of another judicial district.

But One Change Allowed.

Sec. 3. The place of trial shall not be changed more than once.

Procedure of Change: When Ordered:

Sec. 4. When a change in place of trial is ordered the judge must forthwith attach to the original papers a certified copy of his docket entries in the action and deliver the same to an officer who must execute the order without delay by taking the papers so received. Upon receipt thereof the judge to whom the action is referred must proceed in the same manner as if the action had commenced in his court.

Postponement of Trial for Cause.

Sec. 5. Before the commencement of a trial either party may, upon good cause shown, have a reasonable postponement.

### Grounds of Demurrer to Complaint.

Sec. 6. The defendant may demur to the complaint when it appears upon the face; 1st: that the place, person and property are not defined distinctly enough to enable the defendant to understand the character of the offense complained of; and, to answer the complaint. 2nd; that the facts stated do not constitute a public offense.

### Demurrer Sustained. New Complaint or Charge.

Sec. 7. If the demurrer be sustained a new complaint must be filed within such time, now exceeding one day, as the magistrate may name. If such new complaint be not filed the defendant must be discharged.

### Trial in Defendant's Absence Forbidden.

Sec. 8. The trial must not proceed in the absence of the defendant, unless he voluntarily absents himself with full knowledge that the trial is being held.

### Instructions That May Be Decided By Court.

Sec. 9. The court must decide all questions of law which may arise during the trial, but may give no charge with respect to matters of fact.

### Jury must Decide or Retire. Oath of Office.

Sec. 10. After hearing the proofs and allegations, the jury may decide in court or retire for consideration. If they do not immediately agree, an officer must be sworn to the following effect: "You do swear that you will keep this jury together in some quiet convenient place; that you will not permit any person to speak to them, nor speak to them yourself, unless by orders of the court, or to ask them if they have agreed upon the verdict; and that you will return them into court when they shall have agreed or when ordered by the court."

### Verdict Delivered in Public: Entry of.

Sec. 11. When the jury shall have agreed upon the verdict, they must deliver it publicly in court and it must then be entered upon the minutes.

### Verdict of One or More Defendants.

Sec. 12. When several defendants shall be tried together if the jury cannot agree as to the verdict as to all, they may render verdict as to those in regard to whom they do agree, on which a judgment must be entered accordingly, and the case as to the rest may be tried by another jury.



## ORDINANCE XXIII.

## General Neglect (Definition).

Sec. 1. Repeated unnecessary absence from class, or frequent failure to prepare lessons assigned, or general indifference toward the word of the recitation any or all of these, shall be held defined, or construed as general neglect.

Sec. 2. Any student guilty of general neglect as defined in Section 1 of this ordinance shall be guilty of an offense, and upon conviction shall be punished by reprimand or disfranchisement, or expulsion, at the discretion of the court.

## ORDINANCE XXIV.

Any student, except a city officer in his legal capacity, who commits an act which injures in any way the interests of the school or the rights and privileges of any student shall be considered as having subverted the interests of the school and the rights and privileges of the students and for such subversion shall be guilty of an offense and upon conviction shall be punished by reprimand or disfranchisement at the discretion of the court.

## ORDINANCE XXV.

Any Student remaining in the dressing room longer than five minutes during any class hour, shall be guilty of an offense and upon conviction shall be punished by reprimand or disfranchisement at the discretion of the court. Provided that this ordinance shall not be construed to permit a student to remain in the room for two consecutive periods of five minutes each.

## APPENDIX E

## THE FOUNDING OF A SCHOOL

From the Historical Material  
and the Recollections of Randle W. Lunt

In March, 1897 the state legislature of Utah passed a bill declaring that an institution of "higher learning" should be established somewhere in southern Utah, the place to be designated by a committee appointed for the purpose of investigating all proposed sites. This institution was to become a branch of the State University, and would be the only such branch in the state. Naturally all southern communities were bidding for it including Beaver, St. George, Richfield, Parowan, and Cedar City. The committee appointed to make the selection was composed of Dr. Carl G. Maesar, Dr. John R. Park, and Dr. James E. Talmadge.

When, in May of that year, Cedar City was finally selected and the problem of housing arose, it was concluded that it would be permissible to use the new Ward Hall, then under construction by the Mormon Church, for the first school year, provided the citizenry would promise to have a suitable building ready by the opening of the second year, September 1898. Hence, the institution known as the Branch Normal School opened its first year in the Ward Hall, formerly located where the present armory now stands.

During Holiday time of that first school year, Thomas Jedidish Jones, chairman of the local school committee, called a mass meeting of the people of Cedar City to explain how time was growing short for

beginning construction of a new school building if it was to be finished by the following September as had been promised. Reminding them that if such a building was not completed on the specified date they would lose the new school, which was proving to be invaluable to the small communities in this region. He stood before the group to say:

"Boys, we are confronted with a real problem. The ground has been purchased by the community, as you know, and donated to the state. The bricks have been kilned, but we cannot begin building without lumber; we cannot get lumber unless we go into the mountains for it, and I realize as well as everyone of you do what it means to venture into these mountains in the dead of winter. Nevertheless, we must ask for volunteers from this group to work their way through to Jenson's saw mill and procure the lumber we need. Are you willing?"

There was hurried murmuring through the crowd. There were voices that said it couldn't be done, but there were those who said it could be tried.

Valiantly, on the morning of January 5th, 1898, at eleven o'clock a little band of hardy, determined men set out to brave the perilous mountain area. Committee members saw them off and bade them Godspeed.

This committee composed of Mr. Jones, chairman, Frances Webster, John Parry, Thomas S. Bladen, and William H. Dover, had for months been untiring in their efforts to establish and retain the school for Cedar City. Now they were forced to call on others for assistance

in work they could not achieve unaided.

It is true that hundreds of men on the frontiers of the west had made and were still making such perilous journeys into the wilderness for some cause, but one wonders if ever there had been such a precedence in the cause of education.

As the little train moved eastward toward the red hills, now white in their winter blanket of snow, one might count only five outfits, one sleigh and four wagons; horses numbered twenty-one or four to each pair of men, and an extra saddle horse of the guide. The wagons were stripped running-gears with a pole on each outfit onto which were strapped "grub-boxes" and hay for the horses. Carrying enough hay and grain for twenty-one horses was no small problem in itself.

The men were travelling in pairs as follows:

Cornelius G. Bladen, Silvan Simkins; Lorenzo Adams and George Taylor; John C. Webster, and James A. Bryant; James Hunter and John H. Perry; Daniel D. Perkins, and Randle W. Lunt, and Heber G. Jensen, on the owners of the mill, who was to act as guide.

The company camped the first night out in Maple Canyon, at a point about ten miles from Cedar City, where they elected Mr. Bladen, Captain of the company and he performed that duty during the entire journey.

The following day they reached "Old Settin"—original site of the sawmill. This was to be one of the permanent camp sites during the whole winter's job of getting out lumber. Here were left old sleds and cabins that would provide adequate shelter. The largest

cabin even boasted a huge fireplace which was no less than luxurious to men used to sleeping on the ground beside a flickering campfire.

Progress had been slow that second day with the snow two or three feet deep. On the third day out the snow was three feet deep, but there were few drifts for which the men expressed great gratitude. They made their way just over "Lightning Hill" that night, which is at the intersection of the present road down Parowan Canyon. Upon reaching this spot they determined to tramp a trail into the ravine below where they knew a stream of water ran, this in an effort to water their horses there rather than to go through the arduous process of melting snow for them. Resultantly, they walked through snow shoulder deep, pushing it back with their hands until after beating, pushing, and tramping their way to the creek bed, they could look back through a narrow trail along which they would lead the horses single file to water.

It had been a trying experience to reach "Lightning Hill," through the deep snow and that night the men gratefully scraped the snow down a few inches, laid their mattresses of hay (which on the morrow would be fed to their horses) and unrolled their bedding to lie down to merciful sleep after the long day.

The following day, noting the depth of the snow, the little party decided to leave one wagon at the top of the hill so they might have four extra horses to help break the road across to the timberline. Stretching before them was the broad plain known as "The Mammoth."

Yawning out before their right was a strangely formed

amphitheatre of bright-hued bluffs. They did not then know it would one day be famed as "Cedar Breaks" and that travelers from across the world would come to worship the beauty of its flame colored bluffs. They glanced at it, saw its majestic cliffs wearing robes of snowdrift on their shoulders, and the great white robes of the white pines on its rim bending with the weight of the snow, but they did not consider it further. They had little time for saluting nature's beauty. They were grimly bent on achieving a certain goal before nightfall.

Finding it almost impossible to break a trail through the heavy drifts across "The Mammoth," they set upon a plan to drive the loose horses single file ahead of the rest, and so discovered an easier route. By noon they had reached their destination having traveled more distance than on any previous day's journey.

On the morning of January 9, after spending their first night at the sawmill, they arose to find a steady, quiet snowstorm pouring relentlessly down in flakes, so large it appeared as if they were looking out into a well of great white sheets flapping rhythmically to earth.

The trail they had painstakingly made was completely obliterated. They stood helplessly by watching it vanish. For naught they had made open the trails the other companies planned to follow; undaunted these sons of pioneers and pioneers planned to re-open the trail. At the end of the day they had traversed only five miles. It appeared hopeless. Drawing their wagons and the sleigh into the sheltering pines they once more dug holes in the snow for their beds, cooked

their homely meal over the campfires and crept between quilts to sleep until dawn.

Morning found them waking under thick blankets of snow despite the shelter of the pines. Crawling out from their primitive shelters, they found the wagons buried in snow. Captain Bladen at once called a council of the company to decide whether they should go on with the task or quit. A few expressed unwillingness to continue but the majority agreed to a new plan, that they must return to town and get sleighs enough to carry on the work, since the heavy snows had made it impracticable to use wagons. Consequently they left the wagons buried in the snow and packing their bedding and food upon the twenty-one horses, the company began its return march, hoping to reach "Old Settin" again that night. The clearing where they left their wagons was dubbed "The Wagons" and remains known as such among the older members of the community to this day.

At this point in the story, tribute must be paid to one of the greatest characters that ventured on the journey---an old sorrel horse. Men who later told of his patience, intelligence and strength have fondly called him "the savior of the expedition." It was on this return trip to "Old Settin" that they first realized how priceless he was; he was the greatest trail-blazer of all. Strong, and quiet, he would go steadily into the drifts, push and strain against the white barriers, through himself into them again and again until they gave way. Here he would pause for rest, sitting down on his haunches as a dog does, and after heaving his sides in long, deep breaths, he would get up and begin all over again. "Without old Sorrel, I doubt if the lumber would ever have been brought from those mountains," one of the men said in explaining how "Old Sorrel," gave courage

and leadership to the other horses. The men soon learned not to depend on the high spirited horses when bucking a snow drift. Without fail these were the ones to give up. The job of "getting through" was always achieved by the plodders, the quiet level-headed animals that pushed and rested, and then began over again.

Upon reaching "Old Settin" at dusk the evening of January 10, the men were overjoyed to meet another company sent up from Cedar City, with fresh supplies. In the second company were Byron Carrigan, Uriah Leigh, Spencer Covert, and Bob Will Bulloch. Survivors still recall how happy these two groups were upon meeting that stormy night and recounting their experiences of the past few days.

The following day it was decided to leave four men at "Old Settin" for the purpose of tramping the road back to the sawmill and keeping it packed hard. These four were Cornelius C. Bladen, Lorenzo Adams, (owner of Old Sorrel), James A. Bryant, and Spencer Covert. Needless to say, Old Sorrel was their light and hope for the trail-blazing and trail-breaking job ahead of them.

The remaining men returned to Cedar City and at once began lining up workers to make bob sleds to take back to the mountains. This organization was supervised by Randle W. Lunt; George Urie, local blacksmith, worked night and day to get the sleighs completed. Within three days they were finished, and on the 14th of January Mr. Lunt and party went back with the first sleighs and found the road well packed as far as "Lightning Hill."

Work now began in earnest. For greater convenience the bob-sleighs were cut in half and wagon tongs placed in each. One end of



the lumber was allowed to drag which aided in keeping the road packed. By cutting the bob sleighs in half, there were more sleighs for use which greatly facilitated the work.

The men were divided into groups, some cut logs, some were sawers, some planned logs into lumber, and others hauled the lumber from the mill. The haulers would take their load from the mill to "Old Settin" which was the half way point, a full days journey. Here they would camp overnight and resume their trip the next morning going a distance of 5 miles to the "top of the cedars," another station. At this place the loads would be transferred from sleigh to wagons which hauled the lumber on to Cedar City.

During all this perilous work not a man became ill. Accidents among the horses were nearly as rare. About the end of the month of January they experienced the first accident when one of the horses suddenly died. At the time two of the school committee members, Mr. Jones and Mr. Webster, had driven up the mountains to lend cheer and encouragement to the workers. They at once offered one of their teams to go on with the work and remained with the men while Randle Lund was dispatched to Cedar City for more horses. With a touch of humor, Mr. Lunt related his experiences on this lonesome ride. He rode bareback all the way to Cedar City with only a tie rope for a bridle, and worse still, on an animal which in keeping with its high spirited nature, would die down at every snow drift. Leaving "Old Settin" at ten o'clock in the morning, it was eleven o'clock that night when he reached Cedar City.

Early next morning he busied himself securing horses from

various loyal citizens. Mr. Robert Bullock gave a horse to replace the one that died. Uriah T. Jones gave one to replace the team-mate of the two stranded committee-men.

Everywhere when good fellows get together there must be something to laugh at.<sup>1</sup> And these men found much merriment in each other's company during the long weeks spent together in the mountains. Laughingly they tell of the strange pictures they made bundled as they were in every known item of heavy clothing. Everybody wore mitts instead of gloves. You could keep your fingers closer together which kept them warmer. To protect their legs from the biting winds they tied rows of gunny sacks about them from the waist down. These sacks came filled with grain for the horses, but as fast as they were emptied they became wearing apparel for hard working men. It must have been a ridiculous yet brave picture seeing these men tramping through the snow in their ingenious garbs, icicles hanging from their mustaches, icicles that matched those frozen on the noses of their steaming horses.

At every night they made their own fun—lots of it as they gathered in the mill house for supper. Many a good squaw wrestle was on the evening's program, and many jokes were told and songs sung as they passed the short hours away before they crawled into their bunks.

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1. One of the favorite stories told concerned Jim Hunter. He had been ill for many months but had participated on the mountain excursion never-the-less. One night after a hard day's work, he returned to the cabin and was offered a drink of whiskey by Lorenzo Adams. Mr. Adams had loaded the bottle with cayenne pepper, and one swallow doubled his hapless victim. After hours had passed in which the very crew feared Mr. Hunter was to die, his natural color returned and he recovered. The mountaineers claim he never had another sick day after that event.

About the first of February food supplies ran so low the men at the sawmill had only dried peaches to eat. Mr. Bladen offered to go to town for supplies and Lorenzo Adams volunteered to go with him.

On February 6 the fiercest of blizzards swept this region and continued for two days. Mr. Lunt and D. D. Sherratt were assigned the duty of keeping the road open. They had a single bob sleigh with lumber dragging to pack the road. There had been many days when such blizzards from the North were disturbing and caused the roads to give way under the weight of the horses. Such condition was called "rotten road." On this night the roads were not only rotten but the snow was falling fast. It soon became impossible to see. Lunt and Sherratt were forced to abandon their sleighs, tie their bedding onto the horses and trust the animals to find their way along the trail.

Suddenly they met Bladen and Richard Bryant who were making their way back with the supplies. Their load consisted of hay and grain for the horses. Following them were Lorenzo Adams and Orson Taylor with foodstuff for the men. The latter two had not caught up with Bladen and Bryant. The four sat up all night around a campfire waiting for dawn.

The fire they built was due partly to luck. They whittled a dry-goods box into shreds, added bits of hay, dug under the snow for bits of wood and struck a dozen matches in the raging blizzard. The last stump of a match worked the miracle and started the fire that saved

1. Rob Burns Sherratt related, "The next summer after the snow was gone, I went back. The marks of the single trees on the close timbers were six and eight feet up the tree trunks, showing how high that packed road bed of snow had been in the winter." Rhoda Wood, The Founders Speak, p. 37.

them from the cold. They named the little clearing where they spent the night, "Bryant's Hotel," honoring Mr. Bryant who was being initiated into Winter Lumbering. "Bryant's Hotel" is still pointed out to the mountain traveler.

In the early morning light they could see, hanging in the forks of a tree a loaf of bread which had been tossed there many days before, but starving though they were, the frozen loaf was not eatable.

Being anxious about Adams and Tyler, they started back along the trail in search of them. They came to an abandoned sleigh perched atop a snow covered hummel. There were strange movements in the snow nearby. Drawing closer they saw a horse partially buried under the snow, making feeble efforts to rise. They began digging to release the horse with gunny sacks in an effort to revive him. Mr. Adams and Mr. Tyler soon appeared to explain that at that point in the road, the previous night the horse had given up and laid down in the snow and no amount of persuasion could arouse him. They were forced to leave him and retreat back to "Old Settin." With them this morning was Samuel Heyborne who had come to give his assistance. At last the seven men raised the horse out of the eight foot hole into which he had sunk. They saved his life.

One can fancy the joy with which they were again welcomed at the sawmill by hungry men who had been so long on a diet of dried peaches. Come March and the roads were beginning to be nearly impassable due to the spring thaws. By the end of the month it was necessary to stop hauling lumber down the "top of the cedars." The drivers took the long route through Panguitch and Bear Valley. In April their work

ended for awhile. Early In July they used their wagons on the old route, making the remaining "Lumbering" a simple task when compared with the same job in the winter.

The school building was finished according to agreement, and so ends the tale of an achievement in education by men who never attended that school; some of them had not had the opportunity to attend any school. Hardy, rough spoken, courageous men, men of the type without whom the frontiers of the west would have never been conquered.

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