CHAPTER XIII

THE BIRTH OF THE STATE NORMAL SCHOOL; ITS UNWELCOME ADVENT, THE VICISSITUDES OF ITS EARLY INFANCY, and LATER ITS CORDIAL WELCOME.

(First by Allegory.)

The State Normal School was an unwanted child. The Mother, Colorado, already had three higher educational daughters besides a various progeny of smaller children, altogether as many as she felt able to support. True this new one might be different from the others; might even be helpful in bringing up the smaller ones, by teaching teachers how to teach; but even so, a new one should not be considered at all; Colorado was young herself, as a full-fledged state barely thirteen years old in 1889. She had not been well received into the great family of states because of her smallness and her poverty, (see latter part of Chapter I) and she felt she must make good her own standing before bringing in any more of a family. So, when the State Normal School came into existence against the best judgment of the mother there was but one thing to do under the circumstances and this she did without compunction—she left the unwanted child, without even swaddling clothes, on the door-step of her foster parents, Greeley and Weld County.

But the foster parents accepted the little waif willingly, though not without a full realization of the responsibility; and, seeing in her great promise for the future, they nourished and sustained her through her abandoned infancy, loved and encouraged her until, as they had foreseen, she began to blossom out in beauty of form and loveliness of character that bid fair to equal, if not surpass, her most brilliant sisters.

Now these same brilliant sister, be it confessed, at first made her no more welcome than did the mother; in fact it was largely because of their loud acclaim that there was not enough money in the family pocketbook to divide with another without sacrifice to themselves that had influenced the mother to reject the new comer. But after the foster parents had adopted her and carried her safely through her early infancy, then they, as well as the

mother, became interested; in fact they "beat the mother to it" in making friendly overtures; they were present with sisterly enthusiasm when the foster parents laid the corner stone for the first school room, extending now the right hand of fellowship and a cordial welcome into the family.

Then Mother Colorado herself began to take notice; she sent presents for which both child and foster parents were grateful, and, as time went on grew more and more fond of the promising child, and proud of her, and began supporting her in a manner befitting her splendid abilities; and now, in this year of Our Lord, 1938, never loses an opportunity to show her off to visitors and tell of her wonderful talents and achievements.

Here the allegory ends, and the story as told in terms of legislation begins:

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AUTHENTICITY OF THE STORY.

First, however, it must be stated that this Chapter is a condensation of the complete history as given in the book, "Forty Years of Teachers' College" by Albert F. Carter, for years the College librarian, in collaboration with Elizabeth Kendel, Associate Professor of Secondary Mathematics. No more able and well-informed team could have been selected for this important work, their early association with the College and their personal familiarity with every step of its progress constituting an ample guarantee of accuracy.

It is not to be denied that the whole History of the College loses by condensation, every one of its four hundred pages being replete with historical happenings that do not lend themselves well to that process; but no other is possible to the space that may here be allotted, and the seeker for more exhaustive information is most respectfully referred to the book itself. This statement obviates the necessity for footnotes giving authorities.

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THE STORY IN TERMS OF LEGISLATION.

How and When the Name Changed

This Institution, now one of the foremost in the state, was

not always known by its present name, the State College of Education. On its birth in 1890 it was christened the State Normal School, and this name it bore until it was twenty-one years old, when, in 1911, a bill was introduced in the legislature by Hon. Alma V. Laferty changing the name to the Colorado State Teachers' College. This name it bore until 1935 when, because of its continued growth and enlarged powers for the granting of higher degrees, the name was again changed to fit its changing character, this time becoming the Colorado State College of Education.

WHY THE CHANGE OF NAME.

This point was more clearly elaborated by John Henry Shaw, Director of Journalism in the College in a Radio broadcast over KFKA when he stated that every change in name marked an evolutionary progress in the College. First The State Normal School was the right name because the need of the times was for teachers prepared to teach the comparatively rudimentary principles of higher education.

Twentyone years later when the character and scope of the institution had enlarged and amplified to the point where it was reaching out into other lines and equipping its students for teachers far beyond the first requirments, and where it had changed the original two year course to a four year course and began conferring the Bachelor of Arts degree, the name changed to that of The State Teachers' College.

Later when a fifth year was added with the conference of the Master of Arts degree and also that of the Doctor of Philosophy, the College, while still specializing in the preparation of teachers, had gone beyond first requirements and was now entitled to the general name of College of Education. What it may be next will depend upon the advancement of education. The last word in names cannot be spoken until the last word in progress has been pronounced.

EARLY HISTORY.

The early history of this College is inextricably interwoven with that of early Weld county, Greeley and Union Colony. It

is a story of the heroism, determination and far vision of the pioneers of that day; and it could have fitted into no other period so well.

It is not too much to say that from the founding of Greeley in 1870 it was a college town, in embrio, it is true, but none the less surely. The colonists who founded Greeley were an educated people, who came with a purpose and builded for the future. Had it been otherwise, starting from a desert plain of prairie-dog holes, sage brush, drifting sands and high hot winds they could not, twenty years later, have founded a college with only the co-operation of the county, itself new, almost wholly unassisted by the state. It was toward the end of that twenty year period that county and town did their most effective work, because it was then that their own developing school system demanded it.

In 1882 came Professor and Mrs. A. B. Copeland, a couple whose lives had been shaped to an educational career and who had already served for several years as instructors in colleges of their own home state of New York. After six years as superintendent of the Greeley Schools Professor Copeland, in whose mind a plan for an institution of higher learning for the county had long been forming, suggested the possibility to some of the most progressive and influential citizens of Greeley, among whom was Albert E. Gipson, president of the school board. Mr. Gipson proved to be a sympathetic listener and from that time on an ardent supporter of the plan. This was in 1888.

The first step toward the State College of Education that now is was taken when those two men called an informal meeting of the people of Greeley to hear the suggestion.

This meeting was held in the old City Hall and the plan that was outlined immediately enlisted the enthusiastic support of all present. A second meeting was called soon thereafter to meet at the county court house. This meeting took on all the formalities of a real organization. Benjamin H. Eaton presided; every phase of the plan was discussed and a committee consisting of A. E. Gipson, A. B. Copeland and David Boyd was appointed to confer with Senator James W. McCreary in reference to the

drafting of a bill to be submitted to the legislature providing for such a school, to be known as The State Normal and situated in Weld county, in or near the town of Greeley.

Senator McCreary was found to be whole heartedly in sympathy with the plan and the bill was drafted. In 1938, in view of the many magnificent buildings that grace the college campus and whose composite whole constitute the State College of Education, it may be of interest, not only to the people of Weld and Greeley but also to the hundreds of men and women who form the great student body, to turn backward the wheels of time for a moment and watch the fortunes of that bill as it picks its precarious way among the jagged rocks that beset its pathway through legislative halls.

It was known as Senate Bill No. 104, and Senator McCreary was its "father". He was in good earnest and determined to see it through. Senator McCreary was not only tactful and diplomatic but he also knew well the arts and pitfalls of legislation, and his determination to put that bill through was not without a full realization of the criticism and misunderstanding that would probably be his portion. And criticism came, bitter and unrelenting. and misunderstanding; but through it all he held firmly to his purpose, knowing that the final outcome must bring exoneration.

The bill was called up again and again for action, but each time its sponsor noticed that it was too evenly divided to insure success; so, by one means and another known only to the resourceful legislator, Senator McCreary maneuvered delay until at last all means at his command had been exhausted and the bill was up for action. He was at the end of his string; the final vote was coming, it could be held off no longer; if it could have been delayed even one more day an absentee whom he knew to be friendly to the bill would have returned and the situation might have been saved; but he could not have that one day; the roll call began; the vote was on.

Neck and neck ran the friends and foes of the bill; it was a tense moment; now the foes were in the lead; down the alphabet droned the voice of the calling clerk and the name of "Mc-

Creary" was called. And then it happened. Friends and foes alike turned and fixed their eyes upon the voter and blank amazement marked every face as the senator called out in loud and sonorous tones, a lusty and unmistakable "NO."

What could it mean? The faces of his friends took on chagrin and disappointment; of his foes exultation; but none understood. Senator McCreary had voted *against* his own bill; the bill he had introduced and sponsored with such deep *apparent* sincerity. Was it treachery? his friends asked; had he been bought off by the opposition? Had he, a Greeley man, lost all sense of loyalty to his own town and county? Had he betrayed his friends, and the great Cause, *for a bribe?* What else could it mean? For twenty-four hours these questions rankled in the hearts of his friends and even puzzled his foes; and then—all understood.

As soon as Senator McCreary's vote was registered he suddenly left the chamber and hid himself away from both friends and foes, a circumstance that added confirmation to suspected betrayal. But on the following day he was in his place and then came the revelation that set him right with friends and brought confusion and defeat to his foes. He arose and said:

"Having voted with the majority on senate bill No. 104 yesterday I am now entitled by parliamentry usage to *move a reconsideration.*"

The motion was promptly seconded by the friendly absentee who had returned, and before the opposition could marshall forces to meet this unexpected move the motion carried and the vote was on. And this time when the voice of the clerk called the name of "McCreary" it was a sonorous and a echoing "YES" that rang through the hall, drowning out the "NO" of yesterday. The vote of the absentee had already assured the victory and the next moment the clerk declared the bill carried.

That tactical victory on the part of Senator McCreary marked the first great overcoming of obstacles and led to the fine College on the campus today. Should not the name of McCreary find a niche of honor somewhere in that splendid edifice?

WHAT HAPPENED NEXT.

Senate bill 104 had carried, but was not yet out of the woods; it had cleared the Senate but a thorny pathway still lay ahead of it in the House. First, out of the special committee of five in whose hands the bill was placed, three brought in an unfavorable report, the gist of which follows:

First a State Normal School was unnecessary, the State University Normal Department already covering the ground. Second, the three higher educational institutions already in existence should be strengthened rather than others created. Third, in view of the very straitened financial condition of the state treasury it would be most unwise to burden it with another institution unless absolutely necessary. Fourth, for the present more of the state money should be expended for common schools than for colleges and Normal schools. And fifth, the three higher institutions of the state were quite ample for the needs of the present. This report was signed by E. W. Hurlbut of Central City, R. L. Wooton of Trinidad and J. C. Harris of Denver.

HOW THE MINORITY MET THE ARGUMENTS.

Then the minority brought in a report. These two dissenting voters asked that the bill be placed on third reading and final passage for the following reasons:

First: that the teachers of the State University were asking that the Normal Department be removed from that institution. Second, that from the statements of the State Superintendent of Public Instruction the state was in need of a Normal school for the preparation of teachers. Third, that the appropriation asked for was small in comparison with the benefits that would result. Fourth, that while the state had liberally provided buildings and facilities for the education of its children, yet, owing to the rapid increase in population, teachers of ability and merit could not be secured to meet the demands of the times so far as a progressive educational system was concerned. This was signed by H. H. Grafton, Manitou, and George C. Reed, Yuma.

And so Senate Bill 104 was considered and re-considered in

the house until every parliamentary chunk that could check, and every legislative lubricant that could oil the wheels of progress must have been exhausted and then one day the clerk announced that the column of votes *for* the bill footed up *26* and the column *against* only *20*. And the friends of the bill shook the rafters with applause. It was a small margin, but it was enough; it made the bill a law, and Governor Job A. Cooper lost no time in signing it. This was April 1, 1889. It was probably the greatest April Fool's surprise its foes had ever experienced.

The following is the famous and historical *Senate Bill 104* that was the first foundation stone of the present State College of Education:

Section 1:—"A State Normal School is hereby established at or near the city of Greeley in the county of Weld, state of Colorado, the purpose of which shall be instruction in the science and art of teaching, with the aid of a suitable practice department, and in such branches of knowledge as shall qualify teachers for their profession; PROVIDED, that a donation shall be made of a site for said Normal School, consisting of forty acres of land, with a building erected thereon according to plans and specifications furnished by the State Board of Education, and to cost not less than twenty-five thousand dollars, ($25,000) ten thousand of which shall be paid by the state as hereinafter provided."

And thus the State Normal School was secured. Or was it?

It was not easy in that early day for Greeley and Weld County to shoulder their allotted share of the burden, $15,000 and forty acres of land. Greeley was less than twenty years old, and she had struggled against fearful odds. Weld county was young, too, only nine years older than Greeley. But both were determined upon ultimate success, which goal, though in sight, was not yet within grasp. Would it be possible for county and town, by united effort, to raise $15,000? It seemed appalling.

But the proverbial friend in need arose; this was, first, in the form of a loan from an English Company of the money needed along with a donation of eight acres of land, and, second, by the gift of thirty-two more acres adjoining by J. P. Cranford

of New York City, whose name has since been perpetuated by the dedication of the main administration hall under the name of Cranford Hall. And thus Greeley and Weld successfully cleared the first financial hurdle in the big race. But this was only the beginning.

The original plans called for a structure costing $125,000. The east wing only could be completed with the means available. However, that would be a starter, and so construction began. But immediately arose a difficulty that for a time threatened the whole enterprise: the money reluctantly appropriated by the state "to be taken from funds not otherwise appropriated" was not to be found; there were no funds *not otherwise appropriated.* And the conviction forced itself upon the people of Greeley and Weld that such condition was being brought about for the purpose of defeating the enterprise; and that therefore it might be expected to continue indefinitely. Whether or not this had a foundation in fact was never known; but it mattered not nearly so much to the determined builders as the finding of a way to meet the condition. They had staggered under the load of $15,000; now they must find $10,000 more or lose all. They did just what could have been expected of them; they buckled on the armor and went in to win.

The way they set about it was to form a "Normal School Building Association," with Jared L. Brush, Brainard T. Harper and George H. West as trustees, then to start in to raise the extra $10,000 by private subscription. The trustees appointed a special committee consisting of ex-Governor Ben H. Eaton, J. M. Wallace, D. F. Camp, H. C. Watson and Robert Hale to canvass the whole county if necessary to secure funds. The county commissioners were asked for $1,000; they agreed to give it with the approval of the county, and a petition was circulated that soon gave them this approval. The First National Bank and the Union Bank and Peter W. Breen of Leadville each gave $500. The balance was made up in smaller amounts by the people of the town and county; in fact more than made up, the final count showing the sum of $11,175 subscribed.

This Herculean task so well accomplished did not pass unnoticed by the neighbors of Greeley and Weld, who turned out in great numbers for the laying of the cornerstone of the new College. This occurred on June 18, 1890. About two hundred came from Boulder, three hundred and fifty from Denver and lesser numbers from other neighboring counties, all offering congratulations. It was a great day.

The speakers on that memorable occasion were: First,—naturally—Senator McCreary; then W. F. Sloan, President of Colorado College at Colorado Springs; H. M. Hale, President of the State University at Boulder; Governor Job A. Cooper, and Fred Dick, superintendent of public instruction. Invocation was by Rev. B. T. Vincent and benediction by Rev. H. F. Wallace. Professor Copeland read the list of articles to be placed in the cornerstone.

The stone was a large block of gray granite, the gift of J. M. Wallace, president of the board of trustees. It was placed at the northeast corner of the east wing of the Administration building, Cranford Hall, the only section of the building finished at that time. On the front of the granite block was engraved the state coat of arms with the word "State" above and the words "Normal" and "School" at either side; and below the date, "A. D. 1890."

At the close of the ceremonies the trustees announced the following faculty:

President, Thomas J. Gray, then president of the State Normal School at St. Cloud, Minnesota, and a teaching staff of four: Pedagogy, Paul H. Hanus; English and History, Margaret Morris; Mathematics and Geography, Mary D. Reid; Music, John R. Whiteman.

The time decided upon for the opening of the first term was October 6, 1890; but certainly between June 18 and October 6 the new $25,000 building could not be made ready for occupancy. However, this difficulty, which was small as compared with the many greater ones that had been met and overcome, was easily met; the doors of Greeley opened freely. The office of the school was assigned to Room 10, Opera House Building; general as-

sembly, the Unitarian Church, northeast corner of 9th street and 9th avenue; this was moved later to the court room of the old court house which stood on the site of the present court building, southwest corner of 9th and 9th. The class of Professor Hanus was conducted in a room over a paint shop, south side of Ninth street east of Ninth avenue, access to which was by an outside stairway with a landing on a tin roof, furnishing a musical (?) play ground for students arriving ahead of the Professor. Another class was held in a room of the Baptist Church which stood on the site of the present county jail. The places of the other two classes are not given by Mr. Carter.

So, although the new building of the State Normal was still in the future, the State Normal School opened on schedule time. The first enrollment was fifty students, but this number soon rose to seventy-six and by the end of the year had reached ninety-six.

At the close of this first year, Dr. Gray resigned as president to take up medical practice in Chicago, and Professor James H. Hays, superintendent of city schools in Winfield, Kansas, was appointed vice-president and asked to fill the position of president until that office could be permanently filled. Professor Hays served in that capacity until August 12, 1891, when Dr. Zachariah Xenophon Snyder was duly installed. The following is a brief outline of Dr. Snyder's biography as an educator and his connection with the State Normal.

DR. SNYDER, PRESIDENT, 1891-1915.

Born August 31, 1850, at Reagantown, Westmorland county, Pennsylvania; German on one side, Scotch-Irish on the other; early education in the rural schools of that place, later at Mt. Pleasant Classical Academy; entered Waynesburg College, 1872; graduated, with special honors, 1876; in mean time teaching rural schools five months in each year. Within those years became acquainted with James W. McCreary, later a Colorado senator. Served as principal of grammer school in Winconnisco, Pennsylvania; occupied chair of higher mathematics and nat-

ural science at Waynesburg College, 1881, then quit teaching and entered business in Scottsdale, Pennsylvania. In 1883, though successful in business, returned to his life work as teacher, taking a position as superintendent of city schools in Greensburg, Pennsylvania. In 1888 was elected to the office of superintendent of schools in Reading, Pennsylvania, and to the presidency of the State Normal at Indiana, Pennsylvania, in 1889. In the meantime had been working for higher degrees and received his Ph.D. from Waynesburg College.

In 1891 Governor Pattison of Pennsylvania appointed Dr. Snyder state superintendent of public instruction, which office, however, Dr. Snyder never filled, for the reason that a ruling of the state Supreme Court required that nine months should elapse before he could be legally installed, and before that time, came the invitation from Colorado to the presidency of the State Normal at Greeley, which invitation was promptly accepted. And so it was that in the summer of 1891, Dr. Snyder, with capable Mrs. Snyder, son Tyndal and daughter Laura, came to Greeley and took up whole-heartedly the work of developing the new college, which work he carried on with marked success until the summons came to another life. He died on November 11, 1915, having served twenty-four eventful, history-making years.

Within those twenty-four years Dr. Snyder saw many of his cherished ideas worked out in practical methods. The school prospered under his hand, taking an honored place among the educational institutions of the state. He had the rare gift of management without friction, possessing as he did a personality that endeared him to every student who came under the influence of the quiet, unobtrusive charm of his presence. Somehow he had a way of bringing out the best in his students; of giving them an unflagging enthusiasm in their work and an ambition to succeed. Every student of those years, now in the midst of life's activities, will corroberate this statement.

Mrs. Snyder was no less popular in her sphere of action than her illustrious husband in his, and she relinquished not her place in the life of the College when her husband's passing away made the advent of another president necessary. She will long

be remembered in Greeley. Professor Hays, vice-president was again called to the chair of president., which position he filled throughout the school year of 1915-16, until Dr. John Grant Crabbe of Richmond, Kentucky, who had been appointed to that office could assume its duties. It is recorded that this important office was ably filled by Professor Hays during that year.

DR. JOHN GRANT CRABBE, 1916-1924.

John Grant Crabbe was born in Mt. Sterling, Madison county, Ohio, November 19, 1865; received his early and high school education in the schools of that place; graduated from the Ohio Wesleyan University at Delaware, Ohio, in 1889, with the degree of Bachelor of Arts, three years later with that of Master of Arts. In 1897 received the degree of Master of Pedagogy from the University at Athens, Ohio. In 1909 the Berea College of Kentucky granted the degree of Doctor of Arts, and in that same year the University of Miami added the degree of Doctor of Pedagogy. This was followed in 1911 by an added degree of Doctor of law from the State University of Kentucky.

Dr. Crabbe's career as an instructor began back in the 1880's as teacher in the rural schools of Ohio, then passed on to head of the department of Greek and Latin in Flint Normal School of Michigan. Next as superintendent of the city schools of Ashland, Kentucky, 1890. In 1907 he was elected state superintendent of public instruction for Kentucky. In 1910 resigned that office to accept that of president of the Eastern Kentucky State Normal School at Richmond, Kentucky, which position he filled until called to the presidency of Colorado's State Normal —which by this time had become the State Teachers' College— August 31, 1916.

The College prospered under Dr. Crabbe's administration. Among the new ideas developed into functioning actualities was the Faculty Council, a group selected from the student body to act in an advisory way with the president, giving students an important part in the governmental affairs of the College. This innovation became popular, soon growing into a definite feature

of school government. New standards for the curriculum were established, satisfactory to both faculty and students. Home Coming Day, by which the alumni of all past years were to return to the scene of their own student days to greet each other and the classes then passing through, was initiated. The summer school that had gained such firm foothold during Dr. Snyder's reign was further developed by being lengthened into ten weeks, then into twelve and made equivalent to a regular quarter.

DR. GEORGE WILLARD FRASIER
1924-1937 AND ON

Toward the end of 1923 Dr. Crabbe's health began to fail and there were times when he was unable to attend to the duties of his office. Fortunately, however, a young man had come to the college in the beginning of that year, in January, 1923, as dean of the graduate school and head of the department of education. Upon this able young man, as health failed, Dr. Crabbe came to lean more and more for support, and when he was no longer able to perform the duties of his position, even with this invaluable assistance, the young man was asked by the trustees to take charge as vice president. This he did.

On January 30, 1924, Dr. Crabbe passed away, having finished seven years of splendid service and passing this far into the eighth. Then, on April 10, 1924, the young man who had been the able assistant to Dr. Crabbe, was formally made president.

This young man was Dr. George Willard Frasier, the popular President who has now rounded out fourteen years of service, making the College of his adoption a veritable power in the land.

It may have been only incidental, or may have had a deeper significance, that the same year that saw the birth of the College saw also the birth of this renowned President. Both came into the world in 1890, and twenty-four years later Fate brought them together as a link—might it not be—in the chain of destiny.

In 1924 he was preeminently the man of the hour. He came to the College at a point in its development when just such qualities as he possessed were the qualities needed; and through all its later development those qualities have been needed. He is tactful, diplomatic, keen-witted, far-sighted, genial and generous. He sees beneath the surface of things and the working out of conditions brings no surprises. His management of the College calls not for subserviency but cooperation on the part of both faculty and students.

George Willard Frasier was born in Marlette, Michigan, 1890. Graduated with A. B. degree from the State Normal School at Ypsilanti, Michigan, 1916; received his Master's degree from Leland Stanford Junior University in 1918 and his Doctor's degree from Teachers' College, Columbia University, and for eighteen months just prior to his coming to Greeley was director of the department of classifications and statistics in the public schools of Denver.

The inauguration of Dr. Frasier took place on Home Coming Day, November 21, 1924, Lieutenant Governor Robert F. Rockwell presiding. The address of the day was given by Dr. Charles McKenney, President of the State Normal School of Michigan from which institution Dr. Frasier had received his A. B. degree. The keys of the College were presented by Dr. Harry V. Kepner, president of the board of trustees and principal of West Denver High School. The address of the faculty was given by Dean E. A. Cross, pledging co-operation and support of the faculty to the new president: then followed the address of the new president, which was not only timely, but in the light of later events, prophetic.

He advocated:

Revision of the curriculum; the forming of a ground work in the Freshman year for professional teaching; the lengthening of the time of training; expert management of the teaching program; permanent tenure of position of faculty members; student self-government; College to subordinate all other activities to that of teacher training; dropping from student rolls all those found unfit for the profession of teaching; the placing

of graduates wherever possible; through extension work to assist teachers already teaching, and the maintaining of summer schools for advanced and specialized courses. Within the fourteen years of Dr. Frasier's administration he has seen 100 percent of his plans brought into successful operation. A top record for any President.

BRIEFLY FINANCIAL

A complete statement of the financial support given the College by the state legislature is not necessary here since *"Forty Years of Teachers' College"* has given it fully up to the date of that book, and other financial records available at both College and State House bring it up to the present date, 1938; but it would be unfair to leave the story as given in this History without the following general statement:

True, Greeley and Weld county did take upon themselves the initial expense of founding the College, but the state has since redeemed its first promise and, as the years have gone on, has added many generous appropriations, including those for the new construction now under way, running, in totality, well into the hundreds of thousands of dollars.

In 1917 the system of school support by the state was changed. Instead of special appropriations for each institution year by year a levy of 3/10 mill was made. The proportion coming to the College by this means runs to about 75,000 per year.

BUILDINGS, AND TIME OF ERECTION

Administration, known as Cranford Hall, built as East Wing, 1890. Central section, 1892. West Wing, 1903. Conservatory of Music, 1904. Library, 1907. Simon Gugenheim Building, 1912. Laboratory school, named Kepner Hall; central section, 1910; Students' Club House, 1915; Home Economics, named Crabbe Hall, 1915; Model Cottage, 1915; Decker Hall, Gordon Hall, Belford Hall, 1921. Gunter Hall of Health, 1926. President's Residence, 1928. Faculty Club, 1930. Men's Resi-

dence Halls, named Hays and Hadden Halls, 1931. Heating plant, 1932. Three residence Halls for women, named Snyder, Sabin and Tobey-Kendel Halls, 1936. For Margaret Snyder, wife of President Snyder, Florence Sabin, famous in the medical world, and Frances Tobey and Elizabeth Kendel, both long members of the faculty.

Present construction includes three buildings: a further extension of the Library Building; a Science Building and an Auditorium with arrangements for a Music Division. This has been provided for by a ten year building levy made by the last legislature, which is expected to yield about a million dollars within the ten year limit. In addition to the new building already under construction the college is making plans for enlarging the Student Union Building, adding a third unit to the Faculty group of buildings, and erecting two new Boys' Dormitories with separate dining halls.

THE FACULTY

Starting with four instructors in 1890 the faculty has grown to ninety-eight in 1938. The entire staff is worthy of mention, many of its members being outstanding educators in their own particular lines; those who have heard Dr. Armentrout, Vice President, and others in book reviews at the Little Theater will regret with this writer that the entire list cannot here be given.

Book reviews, a special feature of the summer term, are not confined to the student body but are open to the public. The hour is 4 P. M. Not only faculty members but reviewers and lecturers of national note occupy the hour.

A TECHNICAL SCHOOL

The College of Education is as much a technical school as is the School of Mines, the Academy of Music, the Medical College or any other institution giving training in special lines, the training of teachers in the art of teaching being its specialization. On the theory that the scope of teaching should be as wide as the world a great diversity of subjects, ranging all the

way from first requirements to the finished Ph. D. are taught.

On the Forty-eighth Annual Commencement held on the College campus June 10, 1938, a class consisting of students completing courses at the end of the summer term of 1937, the Fall, Winter and Spring Quarters of 1938—a year's full course—received Degrees as follows:

First, the Honorary Degree of Master of Laws was conferrer upon the Commencement speaker, Oscar Littleton Chapman, LL B. Westminister Law School. Then the Doctor of Philosophy Degree upon Jesse Herman Craft, Columbia University, and Andrew Fletcher Ogle, Indiana University. Master of Arts, class of 173. Bachelor of Arts, Division of Arts, 18. Division of Education, 146. Division of Health and Physical Education, 9. Division of Literature and Language, 25. Division of Music, 27. Division of the Sciences, 33. Division of Social Studies, 68. Life and Limited Three Year Certificates, 38. And Rural, Two Year Certificates, 78. Total, full year, all Divisions, including Honorary Master of Laws and Doctor of Philosophy, 618.

THE CROWNING COMING EVENT

The Great Event that will enlist the best planning ability of the College management and the happiest anticipations of all living students since 1890 will be the GOLDEN ANNIVERSARY JUBILEE in 1940. A committee has already been appointed consisting of: Ralph Jenkins, Faye Read, Karl Adams, Emma Lou Anderson, Dr. E. A. Cross, George Irvin, Mrs. E. B. Knowles, Charles Clark, Dr. Harry V. Kepner and Clay Apple, with Dr. G. W. Fraiser, President, as chairman. With such a committee a celebration worthy a fiftieth anniversary may confidently be expected.