1954

History of St. Cloud State Teachers College

Dudley S. Brainard

St. Cloud State University

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HISTORY
OF
ST. CLOUD
STATE TEACHERS
COLLEGE

BY DUDLEY S. BRAINARD
Dedication

This History of the St. Cloud State Teachers College is dedicated to the citizens of the State of Minnesota and to all educators, legislators and friends of the college who have worked through the years for the advancement of the education of teachers in Minnesota; and especially to the 15,496 graduates of this college nearly all of whom have labored in the public schools of Minnesota and to the other thousands of graduates yet to come.

1953
President George F. Budd
January 1952—
INTRODUCTION

No one is better qualified than Dudley S. Brainard to tell the story of St. Cloud State Teachers College. As teacher and administrator he has observed the development of the college for more than a quarter of a century. With the discernment and impeccable good taste of the skilled historian, he has etched, painstakingly and with keen understanding, the important events in the growth of the college.

This story, however, is more than the story of St. Cloud State Teachers College. It is the story of the establishment of publicly-supported teacher education in the State of Minnesota. Attention is directed, quite appropriately, to the importance of the professional education of teachers for the public schools. This importance has not always been recognized as is indicated in the cataloging of the sometimes harrowing events in the early history of the college. But as the story unfolds one gains a sense of well-being. It is clearly evident that great progress has been made.

Over the span of years St. Cloud State Teachers College has grown from a normal school offering little beyond the traditional secondary education to a full-fledged college presenting four years of professional education for the preparation of teachers. The degree of excellence achieved by that four-year program has been recognized by both the North Central Association of Colleges and Secondary Schools and the American Association of Colleges for Teacher Education. The college is accredited by both these agencies. In the summer of 1953 a graduate program leading to the degree Master of Science in Education was initiated. Authority to offer this program was granted by the 1953 Legislature of the State of Minnesota with the whole-hearted and active support of the teachers of the state represented by their professional organization, the Minnesota Education Association.

To the younger generation, this history is the story of their heritage. It is a precious heritage and an important one. The traditions of the college and the lofty ideals of its founders come alive for the reader. It is with a sense of re-dedication to those traditions and those ideals that this book is recommended to the alumni and faculty of St. Cloud State Teachers College and to all students of teacher education.

July 1953

V

George F. Budd
PREFACE

The plan for a history of the St. Cloud State Teachers College originated with President George A. Selke who appointed a Committee of Thirteen in the fall of 1937 and assigned to them the work of writing the proposed history. Dudley S. Brainard was chairman of the committee. President Selke, who was also a member of the committee, hoped that the history would be ready for publication in connection with the celebration of the 70th anniversary of the opening of the Third State Normal School at St. Cloud which was planned for the fall of 1939. The original plan was that President Selke should write the section dealing with his own administration and other members of the committee should write units dealing with their fields of special interest. At this time Miss Edith E. H. Grannis, chief librarian of the college, prepared a detailed bibliography which, with additions, is to be found in this book. The Registrar, Miss Mary Lilleskov, collected data concerning enrollments, graduates and certification. George H. Lynch furnished considerable information concerning athletic activities. Otherwise, the work of the committee produced little immediate result. Changes in personnel occurred. President Selke became more and more immersed in state activities connected with the approaching war crisis. The 70th Anniversary celebration was never held.

In October 1944 the college administration found it desirable to begin the publication of the St. Cloud State Teachers College Bulletin. No manuscript being immediately available for the first number of Vol. 1. Dudley S. Brainard prepared two articles and John C. Cochrane one, dealing with the history of the college which were published at the time of the 75th Anniversary. This publication left much to be desired. It was much too brief. No opportunity was afforded for reading the proof. The book contained typographical errors and omissions. The need of a more inclusive publication was therefore apparent.

In the summer of 1952 President George Budd suggested that the chairman of the original committee use material which had accumulated
in the preparation of this manuscript. Indebtedness is acknowledged not only to President Budd but also to Clifford O. Bemis, John C. Cochrane, Dean Herbert A. Clugston and Floyd E. Perkins for helpful advice and suggestions. Special recognition is due to Miss Ruth Olson who did all of the essential clerical and stenographic work without which the manuscript could not have been completed. Miss Pauline Penning designed the cover.

July 30, 1953

DUDLEY S. BRAINARD
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CHAPTER I
THE FOUNDING OF THE NORMAL SCHOOL

American education grew rapidly during the generation which preceeded the admission of Minnesota to the Union in 1858. New educational movements developed which were due in part to impulses coming from Europe, chiefly Prussian in origin, but which also arose from the labors and ideals of forward-looking citizens of the New England states. This educational renaissance produced the public high school which was gradually replacing the private academy in many places. It began the higher education of women, developed educational journalism and promoted the founding and growth of state universities. Not the least of its results was a system of public normal schools for the professional education of teachers.

Before this time elementary schools had been taught by those who held no licenses and too often possessed no qualifications. The work of the school was given over to memoriter exercises and to drill work while a system of repression was regarded as sound discipline. Since teachers often succeeded without training as a result of learning by trial and error, it was common to regard teachers as born and not made. Teaching, therefore, was not a profession and teachers were generally held in low esteem and received low wages.

Prominent among the leaders of this educational renaissance was Horace Mann, first secretary of the State Board of Education in Massachusetts. Largely as a result of his leadership, the first state normal school was opened at Lexington, Massachusetts in 1839, Cyrus Pierce having been chosen as principal. In his labors for public schools, Horace Mann had the support of such men as Edmund Dwight, Daniel Webster and John Quincy Adams. Another leader of distinction was Henry Barnard, Secretary of the State Board of Education of Connecticut, Principal of the first Connecticut Normal School at New Britain, and first United States Commissioner of Education. At this time Rev. Thomas H. Gallaudet, most famous for the development of sound methods for the education of the deaf and dumb, was also greatly interested in the education of teachers for the common schools. In 1837 Rev. Calvin E. Stowe, D. D., whose wife, Harriet Beecher, later became the author of a very famous novel, Uncle Tom’s Cabin, prepared a pamphlet on Normal Schools and Teachers Seminaries. In this article he laid down six propositions to be followed in establishing normal schools. The third of these statements provided for a model school. This plan was influential when normal school were finally established in Minnesota.

While the educational advances of this period rose primarily in New England, they received support in other areas. The development of the state universities was principally the result of the enlightened state-menship of Thomas Jefferson. These educational movements were actively supported by early labor organizations. Leaders in the labor move-
ments felt that education would help to equalize the growing distinction between the laborers and capitalists. In particular they desired to have schools where their children could be enrolled without tuition charges. When the Free Soil Party was formed, its leaders advocated free schools along with free land and free men.

Very soon the outstanding state normal school was the institution located at Oswego, New York under the direction of Dr. E. A. Sheldon. To a larger degree than in other cases this institution was influenced by the ideas and educational philosophy of Pestalozzi.

In 1851 the Sioux Indians at the Treaty of Traverse des Sioux sold a vast tract of land including most of the southern half of the Territory of Minnesota to the Federal Government which immediately began to sell the land to settlers. During the next six years approximately 180,000 people entered the territory. The largest single group among these settlers consisted of pioneers coming west from New England and New York. These people brought with them the educational ideals and objectives of the states from which they came. It was not surprising, then, that educational institutions were planned from the very beginning.

The first territorial legislature established the Minnesota Historical Society, and provided for a public school system headed by a territorial Superintendent of Public Instruction, Dr. Edward D. Neill. In February 1851 the legislature chartered the University of Minnesota of which Dr. Neill became the first chancellor. The University was to consist of five or more departments, one of which was to be the "department of the theory and practice of elementary education." Actually the University did not become an institution of higher learning until 1869 and even then did not assume any responsibility for the professional training of teachers until Dr. David L. Kiehle was appointed professor of pedagogy in 1893.

The First State Legislature addressed itself to the problem of the professional training of teachers. The movement for the establishing of state institutions for the professional training of teachers was only 19 years old. At that time there were 11 state institutions of his type, four in Massachusetts, and one each in New York, Connecticut, Michigan, Rhode Island, New Jersey, Illinois and Pennsylvania. The institution which was soon to be provided for at St. Cloud became the spiritual descendent of the normal school at Oswego, New York. In 1875 Miss Martha McCumber, afterwards Mrs. George Spencer, a critic teacher at Oswego, taught the professional classes at St. Cloud. Later Miss Ella Stewart, afterward Mrs. L. W. Colloins, an Oswego graduate, held the same position. Finally Miss Isabel Lawrence also a graduate of Oswego, who became a leading member of the faculty at St. Cloud in 1878, was even more responsible for this connection.

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

The first meeting of the State Normal School Board was held in the Capitol at St. Paul at 12 o'clock, Tuesday, August 16, 1859. After taking the oath of office before the clerk of the Supreme Court, the four members present chose Lieutenant Governor William Holcomb of Stillwater, President, and Dr. John D. Ford of Winona, Secretary Pro tem. Other members present were Dr. E. A. Ames of Hennepin County and Dr. E. Bray of Carver County. Dr. Ford remained a member of the Board and was in many respects its leader until he resigned June 26, 1867 because of a very serious illness which resulted in his death January 24, 1868. He had been a principal influence in the passage of the Act of 1885 and has often been called the father of the state normal school system in Minnesota.

At this first meeting of the Board the state was divided into three normal school districts, the first to consist of judicial districts three and five The second normal school district consisted of judicial districts one and two, and the third of judicial districts four and six where it was planned to locate respectively the second and third normal schools at a later time. The board now acquired as its permanent secretary ex-officio Dr. Edward D. Neill who was the first state superintendent of schools. The First State Normal School at Winona opened in the fall of 1860 with Professor John Ogden of Columbus, Ohio as principal. Critical conditions connected with the outbreak of the War Between the States necessitated the closing of the school beginning in 1862. The principal, John Ogden, entered the armed forces as did members of the student body. The serious results following the disastrous Sioux War of 1862 kept the school closed for two years. When it was re-opened in November 1864, Professor W. F. Phelps, former principal of the State Normal School of New Jersey, was the new principal. Phelps had great influence on the development of teacher training to only at Winona but also at the other two normal schools shortly to be organized.

An act of the legislature passed in 1867 designated Mankato and St. Cloud as the sites of the Second and Third State Normal Schools. On January 23, 1868 the State Normal Board ordered the organization of the
Second State Normal School at Mankato and a site was purchased in July of the same year. Mr. N. F. Barnes of St. Cloud had joined the State Normal Board, January 27, 1866 as representative from the 4th Judicial District. It, therefore, became the responsibility of Mr. Barnes to make plans for the institution soon to be erected at St. Cloud. As soon as the site for the school at Mankato had been determined upon, the Board turned its attention to the selection of a site for the St. Cloud school. Under the law the community where a normal school was to be located must furnish $5,000. In January 1868 the Board of Supervisors of the Town of St. Cloud authorized the issuance of $5,000 in bonds for the purpose of securing the funds necessary to meet the legislative requirement. On January 23, 1868 Mr. Barnes formally notified the Board that St. Cloud had complied with the conditions set up by the legislature and requested that the board adjourn to St. Cloud to select a site for the new school.

On August 4, 1868 the Board consisting of Honorable Thomas Simpson of Winona, President, Rev. H. J. Parker of Austin, Rev. S. Y. Masters of St. Paul, Rev. Jabez Brooks of Red Wing, M. H. Dunnell of Owatonna, and General C. C. Andrews of St. Cloud with Principal W. F. Phelps of Winona met at St. Cloud. General Andrews had replaced Mr. Barnes as the representative from the 4th Judicial District having attended his first board meeting on June 23 of that year. The Board formally accepted the $5,000 from the mayor of the city of St. Cloud and appointed Joseph G. Smith, cashier of the First National Bank of St. Cloud, as Treasurer of the Third State Normal School. The preceding legislature had appropriated $50,000 for each of the two new normal schools to be used in the purchase of sites and in the construction of buildings. Unfortunately Governor William R. Marshall had vetoed this appropriation thereby creating a difficult situation for the Board. At St. Cloud the Board desired to purchase at least three acres of land for not more than $2,500. The Board then appointed General C. C. Andrews, Judge E. O. Hamlin and N. F. Barnes as a Prudential Committee to report on this subject at the next meeting.

At the board meeting six possible sites for the Third State Normal School had been suggested, four of which received serious consideration. W. M. Hooper offered to sell the Stearns Hotel property for $3,000. John N. Wilson, the founder of the city of St. Cloud, offered seven acres of land on St. Germain Street for $7,000 with the buildings, or $5,000 without the buildings. Leland Cram offered four acres of land on Lake George for $1,000, Judge Hamlin suggested the Seminary property, consisting of Block Three which included four and 5/16 acres of land for $1,400 Judge Hamlin owned a part of this property. Later on Mr. Cram offered to donate the acreage on Lake George. The Prudential Committee reported to the Board at a meeting in Winona on February 4, 1869 recommending the Seminary Block which is now Barden Park between 4th and 5th Avenues South and the tract of land owned by Leland Cram on Lake George. The Board then adjourned to meet at St. Cloud on February
16 in order that members could inspect the various locations in person.

The Board met in General C. C. Andrew's office and visited all four proposed sites. General Andrews supported vigorously the Cram property, his opinion being seconded by leading citizens including Oscar Taylor, T. C. McClure and H. C. Waite. Petitions to the Board in favor of the Seminary Square were signed by 39 business men of the city, six aldermen, three of the four Protestant pastors, Judge McKelvy and H. L. Gordon. The Board eliminated the Wilson property because of its public location and the proximity of saloons. The Cram site apparently did not receive serious consideration. The Seminary property was eliminated because of its lack of natural attractiveness and because of defects in the title. The Stearns House property was then selected unanimously. The Board seemed to be attracted by the beauty of the location on a high bluff overlooking the Mississippi River and also because of the presence of a building suitable, with some changes, for temporary school use. Undoubtedly some of the leading citizens of the city of St. Cloud would have preferred a location nearer to the center of the city. The Board voted to proceed with alterations of the Stearns House so that it could be used for school purposes and directed General Andrews to consider the selection of a principal for the new school.

The Board met at Winona March 16, 1868. General Andrews reported that nothing had been done with reference to the Stearns Hotel. The Prudential Committee new recommended the purchase of Seminary Square. The majority of the Board refused to accept this recommendation and voted to order the committee to buy the Stearns Hotel within three weeks if the title was good. Mr. Hooper was to furnish a satisfactory title within five days. The vote was four to three with General Andrews in the negative. The Board also voted that the Seminary site should be second choice, General Andrews voting with the affirmative. The Leland Cram property apparently was third choice.

The Prudential Committee accepted the deed to the Stearns Hotel property on the third of March, 1869. The land purchased with the hotel amounted to a little over one acre. This was increased to 5½ acres when the city council of St. Cloud on March 29th vacated Park Block, River Street between Washington Avenue and Sisson Street and the alley west of Park Block and transferred this property to the State of Minnesota for normal school purposes. A little later 3½ additional lots were purchased for $350.

During this period leading citizens of St. Cloud had shown a keen interest in the selection of a site and in the material development of the school. Numerous residents also appreciated the educational values of the new institution. Many Minnesota pioneers had brought with them from New England the principles of free public education. To meet a considerable demand for further information about the new institution the Congregational Church of St. Cloud announced on August 31, 1869, a lecture on "Normal Schools."
When the Board met at Mankato April 8, 1869, another question was raised concerning the Stearns Hotel property. Was this to be regarded as a permanent location for the normal school or was the Board to consider moving the normal school to some other place at some future time? The Board voted four to two with General Andrews in the majority that the Stearns Hotel property was not be considered a permanent site of the school. However, at the next meeting at St. Paul, on the 25th of the same month, the Board reversed itself. General Andrews thereupon resigned from the Board. He had never been in sympathy with the site selected. Mr. N. F. Barnes was then elected to the Board and therefore, became the first resident director to hold office while the Third State Normal School was actually in session.

The State Normal Board had created a committee consisting of the president and secretary of the Board and General C. C. Andrews to recommend a suitable person for principal of the Third State Normal School at St. Cloud. This committee made its recommendations and on March 17, 1869 Professor Ira Moore was elected as the first principal of the school at the salary of $2,000. Principal Moore had been on the faculty of the University of Minnesota for two years. He had been an instructor in the preparatory department which had been organized two years before the beginning of regular college classes at the University of Minnesota in 1869. Before coming to Minnesota Mr. Moore had been connected with the Illinois State Normal University at Bloomington, Illinois, and had served during the Civil War as Captain of Company "G" 33rd Illinois Volunteer Infantry. He was a graduate of the Massachusetts State Normal School at Bridgewater. Professor Moore was asked to come to St. Cloud to supervise the remodelling of the Stearns House for school purposes. This was done at a cost of $3,434.47. As first assistant to Principal Moore the Board selected Mrs. C. J. Sanderson, County Superintendent of Fillmore County at a salary of $700. Miss Lucinda Standard became second assistant. Miss Cornelia Walker taught the intermediate room of the Model School and Miss Fay Elliott the primary room, both at the salary of $600 a year. Mrs. Sanderson, Miss Elliott and Miss Walker were graduates of the First State Normal School at Winona while Miss Standard had finished at Bloomington, Illinois. At the close of the first term Miss Standard resigned and was succeeded by Miss Carrie Havens of Flemington, New Jersey. The remodelled hotel was ready for the opening of school on September 15, 1869. The Stearns House consisted of three floors, the first floor or normal floor contained a large school room seating 56 students and two recitation rooms. The second or model school floor included two model school rooms seating 36 pupils each, two dressing rooms and one book room. The third floor rooms, unchanged, were used by young ladies who boarded themselves. The Board, in its report to the governor, emphasized the temporary nature of the occupation of the Stearns House.

The student body in September 1869 consisted of 53 students, 11 of whom were young men. Fifteen additional students were admitted on
February 16, 1870 making a total of 68 for the first year. They represented nine counties and although one-third of them were experienced teachers, none was found qualified for an advanced class. The Model School enrolled 37 in the intermediate class and 36 in the primary room. Of the student body, only four were born in Minnesota. With the exception of two born in Canada, all students of the normal department were of the old American stock. Only in the Model School were there children from families recently arrived from Germany, Scandinavia, and other European countries. The predominate element in the student body was of the New England origin, nearly a third of the students having been born in the State of Maine. The student body clearly showed the influence of a large group of pioneers attracted to Minnesota from Maine because of the rapidly growing lumber industry. Nineteen years later a significant change had come over the student body due to immigration from Europe; 47% of the student body were children of foreign born parents.

The first appropriation for the running expense of the normal school amounted to $5,000. This small sum had to cover the salaries of a principal and a faculty of four and all the special expenses incident to the opening of a new institution.

The 68 students listed in the first annual catalog of the Third State Normal School at St. Cloud did not represent a high level of attainment. Schools on the frontier were scattered and few in number. Teachers were untrained, textbooks hard to obtain and libraries usually did not exist at all. In the rural parts of the state a three months school in winter was considered ample by large numbers of people. Indeed sentiment concerning education was so backward that in the spring of 1879 the people of St. Paul voted against building a high school. Principal David L. Kiehle regarded this three month school term as a chief obstacle to educational progress.

To enter the Third State Normal School in 1869 students were required to be 16 years of age and of good moral character. They were required to pass an examination in reading, writing, spelling, arithmetic, and the elements of grammar. The course of study set up for the first year provided for the two years of work which approximated the 9th and 10th grades of a modern high school. The specific subjects divided by a term are as follows:

First Term:
- Arithmetic
- Grammar
- Geography of North and South America
- Reading
- *Spelling

Second Term:
- Arithmetic
- Geography of Eastern Continent
- Rhetoric and English Literature
- Physical Geography
- United States History and Government

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Third Term:  
Algebra  
Elements of Isometric & Perspective Drawing  
Physiology  
Natural Philosophy  
Astronomy and Geography of the Heavens

Fourth Term:  
Geometry  
School Laws and Government  
Botany  
Natural Philosophy

*Continued until the student is excused for proficiency.

During its first year the average age of the students in the Third State Normal School was a little over 18 while the range was from 15 to 24. The entrance requirements demanded that the student answer seven questions:

1. Can I read fluently and with understanding?
2. Am I a good speller?
3. Can I write legibly?
4. Am I familiar with the use of the dictionary?
5. Do I understand the principles of arithmetic and am I skillful in their application?
6. Do I habitually use in speaking and writing good English?
7. Can I name and give a brief description of the countries of the globe and locate mountains, rivers, and cities, and can I explain the changes in the seasons?

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

The normal school year was divided into two terms. The first term included the period from September 15, 1869 to February 2, 1870. The second period covered the interval, from February 16, 1870 to July 6, 1870. The school day began at 8:30 and closed at 12:00 with four hours of study required from 3 to 5 in the afternoon and from 7 to 9 in the evening. Toward the end of this period at the suggestion of Principal Moore, the Board consented to close the school on July 1st because of the 4th of July holiday. Tuition was free to all those students who would promise in writing to teach for two years in the schools of Minnesota. Textbooks were also furnished to students. Students could be admitted who did not promise to teach. Such students, however, were required to pay tuition at the rate $10.00 a term. With the beginning of the second year of the normal school in the fall of 1870 a third year of instruction was added which was approximately equivalent to the 11th grade of

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high school work. The student body of the normal school did not include students of 12th grade attainments until 1881 and it wasn’t until 1894 that the students on the college level were enrolled.

In June 1871, 15 students were graduated, two of whom were young men. It is fitting that the names of these first graduates should be recorded.

Elizabeth W. Barnes  Lydia J. Hill  Evelyn A. McKenney
Margaret S. Barnes  Ellen M. Kimball  Alice A. Price
Ada A. Dain  Virginia Mason  Hester A. Tuttle
Emma Harriman  Fannie G. McGaughey
Flora E. Hayward  Alfaretta L. Van Valkenberg

Ellen M. Kimball
Alice A. Price
Hester A. Tuttle
Fannie G. McGaughey
Alfaretta L. Van Valkenberg

Albert Bertolet
Charles F. Lancaster

The first graduation exercises were held in the Congregational Church of St. Cloud which later became the Bethlehem Lutheran Church, and in 1953 was purchased by the Seventh Day Adventist Church. Principal Ira Moore presented the diplomas. On this occasion, and for many years afterwards the graduation program consisted of essays which were required of every member of the class unless excused for some special reason. In addition in some instances an address was also given. The first speaker on such an occasion was Dr. S. Y. Masters. Considerable importance was attached to the essays, the newspapers publishing a resume of each. These essay subjects represented an interesting variety. Here are some of them: “The Value of Education,” “Decision of Character,” “Every Man Has His Price,” “Why Not,” “The Habit of Idleness,” “The Philosopher’s Stone,” “Dreams of Life,” “Napoleon and Washington,” “Hannibal,” “Weaving,” “The Milky Way,” “Stones,” “Labor Versus Genius,” “The Common Schools and Reading,” “Woodman Spare that Tree,” “Children’s Literature,” “Theory of John Stern,” “Should Latin be Taught in State Schools?” “The Garden Spider,” “The Hero of Soudan.”

With the graduates of the first class in 1871 the foundation period of the Third State Normal School may be regarded as complete. However, the school had to go through a struggle for existence covering at least a decade before it came to be generally accepted as a permanent part of the educational system of the state.
The Campus in 1877 with Old Main at the left and Stearns House at the right. Stearns House was the first building used by the Third State Normal School. In 1877 it had become a dormitory for young women. Still later it was used for a short time to house young men.
CHAPTER II

THE STRUGGLE FOR EXISTENCE

While the normal school at St. Cloud had been in session for two years and had graduated its first class, its permanence was by no means assured. For the next decade the faculty and the Normal School Board were forced to meet numerous problems and a large amount of active opposition. This opposition became so serious that many feared that the development of the institution would be seriously impaired and others that the very existence of teacher training institutions in Minnesota was in jeopardy.

The first problem involved the erection of a permanent building for the normal school. No one regarded Stearns House as anything but temporary quarters for housing faculty and students until a building especially adapted for normal school use could be erected. The original donation of $5,000 from the city of St. Cloud had been used for the purchase and remodeling of the Stearns House. In 1869 the Legislature had appropriated $10,000 for the construction of a normal school building. The Legislature had voted an appropriation of $150,000 to be distributed equally among the three normal schools for the purpose of permanent building construction. Expecting that this money would be forthcoming, the State Normal Board had appointed a Prudential Committee to prepare plans. This committee engaged William P. Boardman of Mankato as an architect. His plans were presented to the Board on the 19th of January, 1870, and accepted.

In accordance with the authority vested in them by the Board, the Prudential Committee had entered into a contract with the Minnesota Granite Company for 200 cords of stone at $8.50 per cord for the construction of the basement, and also had contracted for 500,000 cream colored bricks at 8.50 per thousand; for 72,563 feet of dimension lumber at $16.15 and $30.00 per thousand and 3,000 feet of dimension stone for sills, caps and steps. The Prudential Committee was ready to enter into further contracts when the bad news arrived that Governor William R. Marshall had vetoed the appropriation. The next appropriation bill for building passed the Senate but was defeated in the House of Representatives, though an appropriation of $7,000 for current expenses passed. It was therefore, necessary for the Board on March 10, 1870, to authorize the Prudential Committee to obtain a release from the contracts for the purchase of lumber and brick and a modification of the contract with the Minnesota Granite Company for stone.

However, the $10,000 appropriation was still available. The Prudential Committee went ahead with the construction of the basement of the new building and was able to report in December 1870 that the basement had been completed within the amount of the appropriation. The contract was secured by Smith and Volz for $6,500. The Board,
therefore, requested the legislature for funds necessary to complete the building. In March 1871, however, the school received another serious setback when Governor Horace Austin vetoed a building appropriation of $20,000 which had just passed the Legislature by a large majority. This veto was regarded as unjust by many people in the northern part of Minnesota because the Winona State Normal School had received a building appropriation of $10,000 in addition to the $100,000 already spent while Mankato received $7,500 in addition to $40,000 already spent. The construction of the building, therefore, was again delayed until 1873 when the Legislature appropriated $30,000. The architect selected to draw new plans for the original unit of Old Main was A. R. Radcliff of St. Paul who received $1,000 for his plans and for the supervision of construction. The contractor was Albert Montgomery whose bid was $23,700. The Prudential Committee entrusted with the planning of Old Main consisted of Rev. S. Y. McMasters, Resident Director J. G. Smith, State Superintendent H. B. Wilson, and Principal Ira Moore. They were instructed not to exceed the 30,000 appropriated by the Legislature.

When the fall term opened in 1874, the St. Cloud State Normal School was at last housed in quarters which represented the best thought of the period in building construction for school purposes. The building was 98 by 84 feet with two stories and a basement. It was heated by steam and was also provided with a system of ventilation. The basement which was only two feet below ground level was divided into two playrooms, but these rooms soon had to be refitted for use by the Model School, originally housed in two rooms on the first floor. The final cost of the original Old Main came to $99,620. This included the cost of land, of the basement, of all equipment, and in addition, over $10,000 of donations from citizens of St. Cloud.

In May 1874 the Board appointed a committee consisting of J. G. Smith, Rev. David L. Kiehle and Principal Ira Moore to arrange for remodelling the old Stearns House as a dormitory for young women hereafter to be known as Ladies Normal Home. Thus the Third State Normal School acquired a dormitory at an earlier period than either of the other normal schools. The Stearns House now accommodated 25 young women. It was much better fitted for a residence home than for school purposes. The dormitory rules required students to work three hours daily and to furnish napkins, towels, bedding, lamps and fuel.

Proper accommodations for young men continued to be a problem. Finally in September 1872 Richardson and Grayton, two young men connected with the school, organized a boarding club. The charges were $3.00 a week for room, board and washing. The club membership was only ten. Later the old Carlington House in Lower Town was rented for the accommodation of young gentlemen, a matron being placed in charge.

The movement for the professional training of teachers in state institutions progressed in Minnesota against formidable opposition. The
criticism in the legislature reflected a considerable body of public opinion throughout the state hostile to normal schools. It came from the extreme economy minded groups to be found in all legislatures. It also came from people who alleged that the taxpayers of the State of Minnesota were supporting high school and elementary education in three favored communities. Furthermore, numerous people were out of sympathy with education and others refused to admit that teachers needed to be trained. In addition, the existence of the normal schools aroused the jealousy of private colleges, the majority of whose students at that time were enrolled in preparatory departments. In the legislature also opposition of a purely factional nature was frequently in evidence.

Members of the State Normal Board, therefore, devoted a large amount of time and thought to the presentation of their cause to the people of the state in order to create a growing body of public opinion favorable to the professional training of teachers in normal schools. As early as June 6, 1860 the State Normal Board requested principal John Ogden of Winona to visit all important localities of the state and present the necessities of normal schools as a factor promoting permanent prosperity. Principal Ogden hoped to induce citizens to demand competent teachers for their children. In September 1864 Principal Phelps of Winona was requested to visit and speak in as many places in the state as possible. Later, on a number of occasions, the Board inquired anxiously concerning how much time principals were able to give to addresses with this same purpose in mind.

In June 1860 the Board passed a resolution requesting that all the papers in the state friendly to the cause of education be requested to publish their proceedings. Whenever members of the Board or of a faculty had opportunities to speak before school meetings or public meetings of any kind, the speeches seemed to bear surprising similarity one to another. On every occasion friends of the normal schools took occasion to present arguments in their favor and to refute criticisms. Whenever members of the State Normal Board visited one of the schools, letters, reports and newspaper articles followed, full of praise for the work being done. Thus the St. Cloud Journal Press published a letter addressed to Hon. Thomas Simpson, President of the Board, from Dr. J. W. T. Wright who had visited St. Cloud. This letter praised the school in the highest terms. Later, Mr. W. B. Mitchell of the Journal Press, answered an attack on the normal schools made by The Swift County Advocate. He gave the enrollments in the various normal schools, emphasized the number of counties from which students came, thus refuting the charge that the normal schools were merely high schools provided at state expense for the three cities, Winona, Mankato, and St. Cloud. In reply to an attack by the St. Paul Pioneer Press, it was pointed out that the St. Cloud Normal School had already furnished principals for Brainerd, Sauk Rapids,

1 St. Cloud Journal Press, September 27, 1877
2 Ibid, May 24, 1877

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Fergus Falls, Little Falls, and Clearwater, and that it had three teachers each in Minneapolis and Red Wing. Discussing editorially the onslaught on the normal schools, Mr. Mitchell pointed out that the editor of the Anoka Union formerly opposed to normal schools, was now in favor of them because he had informed himself concerning their merits. Later he commented upon a resolution then before the legislature hostile to the continuation of the three schools.

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

From the beginning the normal schools wanted to produce as many graduates as possible who would actually teach in the common schools of the state so that the people would be impressed with the superiority of professionally trained teachers. A requirement was, therefore, set up that in lieu of tuition, graduates might sign a pledge to teach in the schools of Minnesota for a period of two years. During this period a graduate must report to the principal every six months. A record book shows that on one occasion Principal Moore recorded that one young woman "willfully violated her pledge by marrying six months after graduation." In general, however, the graduates taught not only the two years but more and the claim was that the graduates gave three and one-half times as much service to the state as they had obligated themselves to do.

At an early time the Third State Normal School officially stated that its objectives were three in number, academic, professional, and practical. Under the academic objectives were included the study of common and higher English branches, the development of thought and its clear expression in language, mathematics, geography and history. Under the professional objectives were included the study of the science of teaching based on the laws of the mind and the natural order of mental growth. It included school organization and discipline, the natural order of subjects and the natural methods of directing thought. Under the practical objectives came the teaching in the Model School required of all students.

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

These two statements indicate the strictly professional character of the

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* St. Cloud Journal Press May 24, 1877
* Ibid, January 4, 1872
* Catalog for year ending May 1895, p.28.
Third State Normal School, a character which this institution possessed from the very beginning. An early catalog stated that the management of the school hoped soon to permit the school to teach the history and methods of teaching but at present it was necessary for them to teach other things. Again it was stated that the objective of the school was to fit the teachers for the elementary schools of the state, for the high school grades, and for superintendents. The emphasis at all times was upon the preparation of teachers for the common schools. Students applying for enrollment were asked to bring recommendations from county superintendents and emphasis was laid upon the right to dismiss students for no other cause than apparent unfitness for the teaching profession. This early school was apparently all business with very little play of an extra-curricular nature. Students were even requested not to take private music lessons.

The State Normal School Board insistently followed policies designed to disarm criticisms. In July 1870 the Board denied a petition from the people of Mankato requesting that the classics and higher mathematics be taught in the normal schools. In December 1873, having discovered that classes in German had been opened at the Winona Normal School, the State Normal School Board decided to prohibit such instruction. The Board further resolved to prohibit the teaching of any foreign language. In 1879 classes in Latin were being taught by Principal Kiehle at St. Cloud and Latin was also being taught in the other two schools. By this time, however, criticism had abated somewhat.

On February 27, 1872 the 14th Legislature passed a resolution suggesting that no students be admitted to a normal school who did not promise to teach in the State of Minnesota. The Board adhered to this policy although no law requiring such action had been passed. They went further and in May 1872 passed a resolution requiring all graduates to report semi-annually for a period of two years whether or not they were actually teaching in the schools of Minnesota. This resolution accounts for the statement in the catalog "No impression was allowed to prevail that this is not strictly a teachers school for teachers."

In 1872 the Legislature resolved that only one teacher be employed in a model school and that the enrollment in such schools be limited. This resolution reflected the criticism that the state was furnishing at public expense an elementary school for a local community. A committee appointed by the Board to consider this request reported that since no law had been passed the Board was free to use its own judgment. Upon investigation it was discovered that the model school at Winona was self-supporting, the pupils each paying $12.00 a year tuition. Model schools at St. Cloud and Mankato were not self-supporting because of lower enrollment. The Board, therefore, decided to limit them to one teacher each.

In December 1873 the resident director at St. Cloud, Mr. J. G. Smith, purchased a Chickering piano. Because of widespread feeling that instru-
It was charged that the State Normal Board conducted its business in the interest of the Republican Party. In refuting this charge the editor of the St. Cloud Journal-Press pointed to the long service as President of the Board and as staunch advocate of normal schools, of General Henry H. Sibley, first governor of the state and first among all the leaders of the Democratic Party in Minnesota.

The St. Cloud Journal Press was especially active in defending the professional training of teachers because the editor, William B. Mitchell, was not only greatly interested in education personally but for many years, 1877-1901, served as resident director. Mr. Mitchell was a man of varied interests. His two volume History of Stearns County is an important contribution to the history of the state. Evidence of his interest and loyalty to the State Normal School is abundant. On one of his earlier visits to the Third State Normal School the editor observed classes in philosophy, arithmetic, and grammar. He wrote with enthusiasm of “devoted teachers” and earnest, studious pupils and complained of crowded quarters. President David L. Kiehle published numerous articles in the St. Cloud Journal Press defending education in general and teacher training in particular. On June 12, 1879 he wrote defending the value of practice teaching which was still under criticism.

In 1866 a law had been passed which without question provided that the diploma received by graduates of the state normal schools should be a license to teach in the common schools of the state. That part of the law referring to certification is quoted as follows:

“All students after passing through the regular course of study prescribed for the normal school, shall be entitled to receive an examination as to their qualifications to teach in the common schools of this state. If by such examination, the student so examined shall be deemed qualified to teach in said common schools, a diploma shall be given to said student signed by the principal of the normal school and president of the normal school board, and such diploma shall be a certificate of qualification to teach in any of the common schools of this state, for the period of five years from the date unless sooner cancelled by said board for cause. The said certificate may be renewed from time to time, at the discretion of the board.”

Unfortunately, six years later in 1872 the certification feature of this law was repealed. At this time other teachers were being licensed by county superintendents upon standards much lower than those required of normal school graduates. Over half of the county certificates issued up to this time had been third grade certificates and forty

St. Cloud Journal Press, June 13, 1871

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per cent second grade certificates. It is doubtful if the first grade certificate represented as high accomplishments as the normal school diplomas. Indeed at this time the only additional requirement for a first grade certificate was a higher standing in an examination, which might not include questions any more difficult than those given to applicants for third grade certificates. Furthermore an entrance requirement to the lowest grade of the state normal schools was the holding of a second grade certificate or the passing of an equivalent examination and a diploma was issued only after two, three, or four years of additional training.

A further step backward was taken in 1877 when a new law restrained a county superintendent from granting a first grade certificate to a normal school graduate even on examination. The first grade certificate could not be obtained until the graduate had taught for the same length of time as was required of graduates of common school districts, which was "at least one term of school, not less than three months in length." The Legislature then refused to recognize the value of the professional training that teachers had received at the normal schools including both practice teaching and academic study. This constituted an injustice both to the normal school graduates and to the normal schools. An examination, no matter of what quality, kind, or by whom given, was rated far above two or more years of training as a measure of competence.

Nearly every legislative session witnessed an attack on the normal schools. The resolution of 1872 requesting the Normal School Board to limit all salaries to $2,000 was followed by a law requiring such a limitation. Thus the salaries of the principals were cut from $2,500 to $2,000.

The shortage of funds necessary to secure and to retain the type of persons which the Board desired to employ proved to be a problem from the very first. In July 1871, Mrs. Sanderson, first assistant, resigned because of low salary. The Board with regret accepted her resignation. They could pay no more. On December 2, 1875, the Board petitioned the Legislature to repeal the limitation on the salaries but the Legislature failed to act.

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

<table>
<thead>
<tr>
<th>School</th>
<th>Investment</th>
</tr>
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<tbody>
<tr>
<td>Winona</td>
<td>$122,114</td>
</tr>
<tr>
<td>Mankato</td>
<td>55,000</td>
</tr>
<tr>
<td>St. Cloud</td>
<td>45,000</td>
</tr>
<tr>
<td></td>
<td><strong>$222,114</strong></td>
</tr>
</tbody>
</table>
He then stated that it was beyond the financial capacity of the local counties or cities to purchase institutions representing so great an investment. He then took up the question of possible sale at auction to private bidders. Who, he asked, would desire to buy the schools? He then proceeded to demonstrate the value of normal schools to the state as a whole. After this speech in February 1875 the bill to close the schools was regarded as definitely dead. All the teacher training institutions of Minnesota and education as a whole owe a debt of gratitude to Senator Burbank.

The Legislature of 1875 made no special appropriation for current expense. The school then was forced to exist for two years on a small standing appropriation. When it became known that the Legislature of 1875 would not appropriate for the maintenance of the normal schools, General Henry H. Sibley, President of the Board, called a special meeting. The Board published a public protest and resolved to run with the money available. The funds available at St. Cloud amounted to $4,070.85. By suspending institute work and making all other possible economies, the work of the school continued. The faculty at St. Cloud was cut from seven to four. In a long letter of protest which received wide circulation the Board showed that 93% of the normal students came from outside the cities Winona, Mankato and St. Cloud; that for lack of room all students not planning to teach had already been excluded, and that 95% of the students came from the laboring classes. It was mainly due to the Hon. L. W. Collins that the legislature of 1877 renewed and increased the special appropriation for maintenance. In general, however, the earlier legislatures seemed to have been antagonistic due mainly to the prejudices of the uneducated and to the jealousy of private colleges. As late as November 15, 1888, President Thomas J. Gray, in a private letter, writes of the bitter fight being waged on normal schools and high schools in the legislature and states that he expects the worst but will do his best to combat the attack.

Another challenge to the property of the normal schools arose at an early period. When Congress donated a large area of swamp land to the State of Minnesota, the legislature gave a portion to the normal schools. However, the title to this property was promptly questioned. Therefore, on May 18, 1872 Dr. S. Y. McMasters brought this problem to the attention of the State Normal School Board. The Board decided at once to request the president and secretary to defend their claim to these lands and to consult the attorney general for advice and aid. The issue was settled eventually to the satisfaction of the Board. As a result the St. Cloud State Teachers College receives in perpetuity a modest income from this source. In 1952 the amount of this income was $5,356.88.

Another attack of a somewhat different nature occurred during the administration of Principal David L. Kiehle. Rev. O. M. McNiff, Methodist Episcopal minister in St. Cloud, brought charges against Principal Kiehle and against the Resident Director W. B. Mitchell, alleging that
they conducted the Third State Normal School in the interest of the Presbyterian Church. Principal Kiehle and Resident Director Mitchell thereupon requested a legislative investigation. A joint committee consisting of Senator Daniel Buck of Blue Earth County, Senator W. H. Officer of Mower County, Representative J. M. Searles of Dakota County, and Representative H. R. Denny of Carver County came to S. Cloud after the adjournment of the legislature and held a hearing at the normal school which lasted two days. Both groups were represented by attorneys, W. S. Moore being the attorney for Rev. McNiff and D. S. Searle for the management of the school. Rev. McNiff’s charge was: “I have charged and do charge the managers of the St. Cloud Normal School with managing their school in the interest of the Presbyterian Church and that such management has driven students from the school.” A large number of witnesses were called by each side. The hearings were enlivened by much interesting gossip and many personal clashes. The committee reported unanimously: “The committee finds that the several charges made against the administration of the school are not sustained and that they are not founded on any substantial basis of fact.” In an interview appearing in the St. Paul Pioneer Press Rev. McNiff was reported as saying that he “accepted the decision of the committee as final and conclusive, and that he simply performed what he regarded as his duty, that he deeply regrets that he had been led into a step which turned out to be a terrible blunder and would do what he could to rectify his mistake.” Doubtless the gossip which was the basis of these charges arose out of the fact that Principal Kiehle had been a Presbyterian clergyman before entering the educational field while Resident Director Mitchell was a prominent Presbyterian layman.

Though the Third State Normal School of St. Cloud was engaged in a continuing struggle for existence, the decade of the 1870’s was nevertheless a period of development. It was gradually securing recognition for itself as an established educational institution. Unfortunately the records of enrollment for this period have not been preserved. The minutes of the Normal Board for May 5, 1874 contain a report showing an enrollment of only 62 normal students and 39 pupils in the Model School. However, the enrollment for the normal school year 1883-1884 showed 203 students in the normal department, 81 in the preparatory department and 79 in the model school. Students in the preparatory department consisted of persons of normal school age who had not yet completed the work of the elementary grades. This enrollment of 203 may be contrasted with the 68 enrolled during the first year.

A roll of graduates for this period indicates only a moderate growth. This alumni list was first printed in the normal school catalog for the year 1884-1885.

| The class of | 1871 | 15 members |
| " " " | 1872 | 20 " |
| " " " | 1873 | 10 " |

7 Lawrence, Isabel and Campbell, Gertrude; History of the St. Cloud Normal School.

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Two classes were graduated in the year 1876, one of 17 members and the other of 10 members.

<table>
<thead>
<tr>
<th>Year</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1874</td>
<td>15</td>
</tr>
<tr>
<td>1875</td>
<td>21</td>
</tr>
</tbody>
</table>

The class of 1877 had 9 members, 1878 had 15 members, 1879 had 25 members, 1880 had 27 members, 1881 had 22 members, 1882 had 19 members, 1883 had 17 members, and 1884 had 23 members.

The size of the faculty also gives some indication of the growth of the school. During the first five years of its existence, the Third State Normal School operated with a faculty of 5, including Principal Ira Moore who taught a full schedule of classes. In September 1873 the State Normal School Board employed C. C. Curtis as a teacher of penmanship in all three normal schools. His employment followed an extended discussion concerning the wisdom of this step. Mr. Curtis was to spend four weeks of each term at St. Cloud and four at Mankato and 12 at Winona, his salary of $2,000 being prorated among the three institutions. This arrangement was not continued. In 1874 the normal school at St. Cloud had six teachers, in 1875, seven teachers. Then came the setback of 1876 when the legislature refused to appropriate money for running operations. The Board elected only four teachers with the provision that two more could be added later if funds permitted. In the following years the Third State Normal School operated with a faculty of eight in 1881, nine in 1882, ten in 1883, and eleven in 1884. It is evident then, that after a half dozen years the institution had entered upon a period of gradual growth.

During this early period the members of the Normal School Board often took a very active part in the management of the normal schools, visiting classes, holding examinations, supervising repairs and construction and doing much additional work, all of which in later years was included in the duties of presidents and business managers. At the time of the organization of the Third State Normal School, the State Normal Board consisted of eight members, one from each of the three cities where normal schools were located, four other members appointed from the state as a whole, and the state superintendent of public institutions who was ex officio a member of and the secretary of the Board. In addition, there were three treasurers whose names were printed with the members of the Board. These were men appointed from the three normal school cities to look after the finances of these institutions. The treasurer from St. Cloud was Mr. J. G. Smith, cashier of the First National Bank, and later a regular member of the Board. The Resident Director at this time was Mr. N. F. Barnes. On his resignation the following spring the
Board elected Judge E. O. Hamlin, March 10, 1870, to take his place. When Judge Hamlin resigned, the Board on March 7, 1872, selected Dr. M. C. Tolman who died in office.

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

It fell to Mr. Smith to assist in the selection of the second president of the Third State Normal School. The approaching resignation of Principal Ira Moore was rumored early in 1875. In due time Principal Moore presented his resignation preparatory to removal to California where he became principal of the State Normal School at San Jose. The Board at once passed a strong resolution of commendation and regret. The Board then selected one of its own members, Reverend David L. Kiehle to be principal of the Third State Normal School. Principal Moore invited Principal-elect Kiehle to deliver an address in connection with the graduation exercises of that year. In this address Principal Kiehle emphasized the evidences of growth which indicated that normal schools could now be looked upon as throughly established institutions.

Principal Kiehle proved to be second to none among the men who built up the Third State Normal School as well as an outstanding leader in the educational development of the State of Minnesota. He was not only president during a period of six years, but he had previously been a member of the Board for two years, and he continued to be an ex-officio member of the Board during his long term of service as state superintendent ending in September, 1893. During his term of office as State Superintendent of Public Institution, David L. Kiehle was instrumental in promoting several developments, which were of greatest importance to the schools of Minnesota. He completed the organization of the system of institute instruction. He established the public school library fund. He instituted a system of summer training schools of four weeks each. He organized the state high school system and inaugurated the system of inspecting high schools. As a member, ex officio of the Board of Regents of the University of Minnesota, he became the founder of the College of Agriculture and was one of the leaders instrumental in changing the University from a small college of liberal arts into a true university with several professional schools. It was most fitting then that the Regents
recognized his services by naming in his honor one of the buildings of
the Crookston School of Agriculture. While state superintendent, he
was honored with the degree of L. L. D. When his last term of office
at the Capital expired, Dr. Kiehle was elected head of the Department of
Pedagogy at the University of Minnesota which in due time developed into
the College of Education. After retirement in 1903 he published a val-
uable history entitled *Education in Minnesota*. In recognition of Dr.
Kiehle's great services to the Third State Normal School and to all educa-
tion in the state, the State Teachers College Board in 1951 named a new
building, David L. Kiehle Library.

At the same time that the board elected David L. Kiehle to the prin-
cipalship, they also re-elected Thomas J. Gray to a position on the faculty.
Mr. Gray was destined to become the fourth president of the normal school.
In the spring of 1878 Principal Kiehle added Isabel Lawrence to the fac-
ulty as teacher of methods and superintendent of the model school. Miss
Lawrence remained on the faculty for 43 years. She exercised a strong influence on the development of the school. Twenty-
seven years later the Board named a new women's dormitory in her honor.
Still later she was acting president during the interval between the ill-
ness and death of President Shoemaker and the arrival of President Brown.

In 1881 President Kiehle (the Board had changed the title from
principal to president in May 1880) added Waite A. Shoemaker to the faculty as principal of the Preparatory Department at the salary of $450. Mr. Shoemaker had just graduated from the advanced course. He
came to the normal school from Maine Prairie, a village which later be-
came a ghost town. Observing that this promising young man was about to drop out of school for want of money, President Kiehle sent
word that he needed a cow. With the proceeds from the sale of the
cow, Waite A. Shoemaker was able to graduate. Later it became known
that President Kiehle had not been in need of a cow.* He already had
one. Over twenty years later Waite A Shoemaker became the 9th
president of the St. Cloud State Normal School.

At the end of the term of office of J. G. Smith in March 1877, Gov-
ernor John S. Pillsbury appointed William B. Mitchell, Resident Director.
Mr. Mitchell was reappointed by numerous governors and held office for
a total term of 24 years. He became one of the major forces in shaping
the development of the Normal School at St. Cloud.

When State Superintendent David Burt died in office, Governor Pills-
bury appointed President Kiehle of the Third State Normal School to
that office. The Board then selected Jerome Allen, A. M., of Geneseeo,
New York, to be head of the school. During the fall of 1881 Thomas
J. Gray acted as president pending the arrival of President Allen from the
East.

* President Shoemaker told this story to the author.
mal School, much needed aid was always available from a succession of able men who represented the St. Cloud area in the legislature. These men in order of their terms of service were C. A. Gilman, C. F. McDonald, L. W. Collins, and H. C. Waite.

At first the Third State Normal School divided the school year into two terms of 18 and 20 weeks respectively. This division increased to two terms of 20 weeks each lasted until 1879. Classes were all held during the forenoon and regular study hours were maintained in the afternoon and evening. All members of the faculty were expected to assist in the conduct of teachers institutes in various parts of the state. By 1881 the second ranking member of the faculty after President Kiehle was Thomas J. Grey, who held the office of Institute Conductor.

The first institutes conducted by normal school teachers began April 27, 1872. By 1878 the faculty members of the normal schools were conducting no less than 20 institutes in various parts of the state. At this time the relations between the office of the state superintendent of public instruction and the normal schools was very close since the normal school carried out under his direction much work in connection with rural schools which at a later time was done by staff members of the State Department of Education. Very frequently the state superintendent expected assistance in the holding of institutes which came before the opening of the normal school in the fall and prior to closing in the spring. These institutes, of course, interfered rather seriously with the conduct of normal school work and occasioned considerable discussion concerning the best methods to be pursued in alleviating the difficulty. In time these teachers institutes developed into regular summer sessions.

Beginning in 1879 the calendar of the Third State Normal School of St. Cloud was arranged in three terms. The fall term of 12 weeks covered the period of August 20 to November 10. The winter term of 14 weeks occupied the period of November 16 to February 20. The spring term of 10 weeks opened on February 21 and closed April 29. Already by the spring of 1880 the Board and President Kiehle were discussing the problem arising out of the long summer recess of four months. This was a time during which the faculty for the most part remained idle and the building lay unused. Immediately no solution appeared because a large number of prospective students were engaged in teaching during the summer months. At that time rural districts often operated two sessions—a winter school and a summer school, taught by different teachers.

In 1879 the Normal School at St. Cloud was offering two courses, the elementary course and the advanced course. The first graduates of the advanced course received their diplomas in 1880. In December 1878 when this new curriculum had been set up, the Board petitioned the legislature to make the elementary diploma a certificate good for three years. The Legislature, however, took no action.
The courses of study at the St. Cloud State Normal School were on the secondary school level. A list of the textbooks in use as stated in the 1877-1878 catalog will be both interesting and revealing.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbook</th>
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<tbody>
<tr>
<td>Algebra</td>
<td>Robinson's Elementary</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Robinson's Complete</td>
</tr>
<tr>
<td>Geometry</td>
<td>Brooks</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Brooks</td>
</tr>
<tr>
<td>Natural Philosophy</td>
<td>Morton</td>
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<td>Hutchinson</td>
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<td>Ridpath</td>
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<td>Lancaster</td>
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<tr>
<td>Latin Grammar</td>
<td>Allen &amp; Greenough</td>
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<td>Word Analysis</td>
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<td>Kellogg &amp; Reed</td>
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<td>Penmanship</td>
<td>Curtis</td>
</tr>
</tbody>
</table>

Each term at the Third State Normal School was closed by a public exhibition or examination which lasted two days and attracted numerous visitors. Just before Christmas 1873, one of these exhibitions began at 9:00 A. M., the “well disciplined students marching in to music.” Then a special program of eight essays and three recitations followed besides three musical numbers and one method lesson. In closing a term of school at this early period an entire day was given to a program of oral examinations in the presence of Dr. S. Y. McMasters, President of the State Normal School Board, of the Resident Director, of the Prudential Committee, and of many representatives of the general public and of the local papers. In the morning the program opened with devotions, followed by examinations in physical geography, history, astronomy, and geography. In the afternoon the examinations were in school law, geometry, and botany. Later one of these closing examinations lasted two days, the examinations in the Model School being held during the forenoon of the first day while the normal department consumed the remainder of the time. Professor Moore, the Principal of the Third
State Normal School, began the program with an oral examination in reading, followed by one in history by Miss Sanderson. After recess Mr. Gray examined a class in natural philosophy and Miss Macumber one in physiology. The type of program used in connection with the graduation of the first class in 1871 was continued year after year. In due time similar though simpler exercises were planned for the Model School. Thus in 1881 Anna Alden in her very pretty, dignified way, told and showed, "What can be made of a handkerchief." Miss Alden was later for many years one of the college librarians, retiring in 1939.

Before the end of its first decade the St. Cloud State Normal School began to offer lectures on a variety of subjects. The alumni of the school provided for a lecture to be given the evening before commencement. Among the speakers on this occasion were Governor Cushman K. Davis, Lieutenant Governor C. A. Gilman, Dr. E. V. Campbell, Dr. George E. MacLean and Rev. Dr. Tuttle.

Earlier a lecture course was arranged for the purpose of supporting the reading room and creating a library fund. One of these courses included General C. C. Andrews, late minister to Stockholm, on "Life and Manners in Sweden and Norway," Rev. D. J. Cogan, Principal of the Grove Lake Seminary on "Moses and the Scientists," Professor L. B. Sperry, M. D., Carleton College, on "School Hygiene," Rev. M. M. D. Dane of St. Paul, "A Yankee Among the Netherlanders," and Rev. Waite, "The Coal Regions of Dakota." The lectures of 1877 were all given by residents of St. Cloud. The net proceeds $102.40, were devoted to the purchase of an organ. In 1878 the proceeds of the lecture course amounting to $80.00 was used to purchase books. In 1883 a season ticket to the lecture course cost fifty cents.

In 1880 President Kiehle reported, "The school is suffering in the need of a library. I consider it, therefore, an imperative duty in the interest of the school to call attention to this condition of things and to urge a liberal appropriation for the supply of its necessities." Two years later President Kiehle had accumulated 1004 books though the Legislature made no special appropriation until 1901. At that time the library was housed in Room Q of Old Main.
PRESIDENTS OF THE ST. CLOUD STATE NORMAL SCHOOL

1869-1875
Ira Moore

1875-1882
David L. Kiehle

1882-1884
Jerome Allen

1884-1890
Thomas J. Gray
CHAPTER III
A PERIOD OF GROWTH

The St. Cloud State Normal School grew steadily if slowly during the last two decades of the 19th century. With the election of President Jerome Allen the St. Cloud State Normal School seemed to have acquired permanent acceptance as a part of the educational program of the state. Now that Ex-president Kiehle was State Superintendent of Public Instruction the normal schools possessed a most influential friend and advocate at the Capital. Of course, every session of the legislature was a period of worry and concern for the faculty and especially for the president. President Thomas J. Gray has been quoted with reference to an approaching session of the legislature that he "hoped for the best and feared the worst." His opinion was identical with the attitude of all his successors down to the present day. However, while every session of the legislature saw a battle to secure adequate funds for maintenance and to increase the physical plant, the existence of the normal school no longer was in question. This issue did not appear again until the Great Depression of the 1930s and the period of the Second World War. Then influential groups advocating the closing of some of the teachers colleges again caused serious concern.

Even after the existence of the school as a whole was no longer in serious question, attacks on particular aspects of the work of the school had to be met. Thus in the year 1888 the Legislature refused to appropriate for carrying on a kindergarten as a part of the Model School. Kindergarten training, which had been authorized by the Board in 1885 was suspended in May 1887 and not resumed until the fall of 1893. The Board petitioned the Legislature to rescind the long standing salary limitation in December 1882 and again in June 1884. Finally the lawmakers reconsidered and President Gray received $2500 for the year 1885-1886. Later the Legislature permitted another $500 increase but in 1901 the Board was still petitioning the Legislature to remove legal limitations on the salaries of presidents.

The Legislature of 1891 passed an act which at least met a long standing desire on the part of the faculties of the four state normal schools. At that time an amendment to the statutes of 1878 made either the elementary or advanced diploma from a state normal school a certificate for two years from date of graduation, after which, if the holder had been a successful teacher, the elementary diploma could be renewed for five years if countersigned by the president of the normal school and by the state superintendent of schools; and the advanced diploma, if endorsed, became a life certificate. Later the normal school elementary diploma was made valid as a first grade certificate for three years from date of issuance. It was not renewable, but could be extended for another period of three years upon completion of an additional year of instruction.

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at a Minnesota State Normal School. Other provisions of this law remained in effect until the Code of Certification of 1929 was enacted, which delegated to the State Board of Education the full duty of certificating teachers. The law of 1877 as restated in the statutes of 1878, and amended in 1891 reads as follows:

The State Normal School Board shall prescribe the courses of study in the normal schools, the conditions of admission, and prepare and confer suitable diplomas upon persons completing the full course of study in the normal department. The diploma from either the elementary or advanced course of study of the state normal school shall be valid as a certificate of qualification of the first grade to teach in the public schools of the State of Minnesota for a period covering the time of the student’s pledge of service, namely, two years from date of graduation.

At the expiration of two years of actual teaching service the diploma of each graduate may be endorsed by the president of the normal school from which it was issued, and by the state superintendent of public institution, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it has been rendered. Such endorsement shall make the diploma of the elementary course a valid certificate for five years from its date, and the diploma of the advanced course a permanent certificate of qualification.

Any county or city superintendent of schools under whose supervision such graduates may be employed shall have authority to suspend such certificate for cause duly shown, such suspension to be subject to the same appeal as is provided in the case of certificates issued by such county or city superintendents.

Up to this time teachers had been securing certificates on examination only. In the beginning licenses had been issued by county superintendents. In establishing special school districts the legislature in many cases inserted clauses empowering the school board to issue licenses based on examination. Later the examination of teachers became a function of the state superintendent of schools though county superintendents continued to issue certificates. As years passed this system gradually gave way to the better plan of issuing certificates based on professional training but the older system did not finally disappear until 1929 although very few certificates based on examination were issued after 1915.

In 1882 the curriculum of the St. Cloud State Normal School consisted of an elementary course of two years and an advanced course which had just been extended to four years. The great majority of students were enrolled on the elementary course. The advanced course was approximately equivalent to four years of high school. In that year out of 231 students enrolled in the normal school only 15 were in the advanced course. In December 1885 the Board decided to abolish the preparatory classes. From this time on students not qualified for secondary school work were shifted to the Model School.

In 1888 the State Normal School Board took notice of the gradual growth of high schools in Minnesota by adopting a professional course. This was a one year curriculum to prepare for teaching persons who had already graduated from high school. Immediate results were limited.
It was not until 1894 and 1895 that the college had a few students on the 13th grade level. In 1895 the Board extended the advanced course to five years and divided it into a Latin course and an English course. The main difference between the two was the requirement of four years of Latin in one course and the teaching of Chemistry and Physics in the other. In 1895 the Board also set up two courses for high school graduates, a one year course and a two year course.

Three years later in 1899 the C class equivalent to grades 7 and 8 and the old elementary curriculum were abolished. The shortage of rural teachers was so great, however, that this last course was reinstated for the preparation for rural teaching only. The reinstatement of the three year elementary course met with opposition from one member of the Board, Hon. W. S. Hammond destined 15 years later to be elected governor of Minnesota, who regarded it as a backward step. The St. Cloud State Normal School was offering four courses in addition to the old three year course for rural teachers. Two five year courses, a Latin course and an English course, covered four year of high school and two years of college in five years. Two courses, a one year elementary course and a two year advanced course were open to high school graduates.

One significant advance took place at St. Cloud in 1892. On the 16th of August of that year the Board authorized President Joseph Carhart, State Superintendent D. L. Kiehle, and Resident Director W. B. Mitchell to make arrangements with the Superintendent of Schools and the Board of Education of the city of St. Cloud for the purpose of carrying on practice teaching in the public schools. These arrangements were successfully completed and the harmonious cooperation of the faculty of the St. Cloud State Normal School and later Teachers College with the administration and faculty of the public schools became permanent. A year earlier the Board had directed that no further students be admitted to the St. Cloud State Normal School from the city and its immediate environs unless they were ready for entrance into the 11th grade. The reason for this rule was connected with the desire of President Carhart to promote the best possible relation between the St. Cloud State Normal School and the St. Cloud city school system. The transfer of dissatisfied high school students to the Normal School had become a cause for possible friction.

At the December meeting in 1894 the Board discussed a question which had already arisen on several occasions concerning the advisability of operating the normal schools for 12 months. It had already been pointed out that material waste and inefficiency resulted from the fact that both plant and faculty were idle during a three month period. In 1896 the Board approved of the plan for keeping the normal schools in session during the summer. The first summer sessions were held in 1897 but not at St. Cloud. At St. Cloud summer school sessions began in 1904 when 252 students were in attendance.

During the 20 year period from 1884 the enrollment in the St. Cloud
State Normal School had doubled. The statistics for this period for both students and faculty are of interest.

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Enrollment</th>
<th>Size OF Faculty</th>
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</thead>
<tbody>
<tr>
<td>1884-1885</td>
<td>216</td>
<td>11</td>
</tr>
<tr>
<td>1885-1886</td>
<td>260</td>
<td>11</td>
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<tr>
<td>1886-1887</td>
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<td>26</td>
</tr>
<tr>
<td>1903-1904</td>
<td>429</td>
<td>24</td>
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For a normal school to double its enrollment in a 20 year period seems at first to be a very satisfactory increase. However, during the interval from 1880 to 1900 the population of the state increased 137%. The St. Cloud State Normal School was, therefore, not keeping pace in its development with the growth of the state as a whole or with the development of its public school system.

The student body not only increased in number but gradually improved in quality. Significant changes occurred in the number of young men enrolled. During the 1880's the percentage of men in the student body varied from 30 to 37%. From 1890 to 1900 it gradually fell off, the variation being from 22 to 30%. By 1904 the enrollment of young men was down to 15% and was destined to decrease still more. These were the years when young men were gradually being eliminated from the teaching of rural and elementary schools.

During this 20 year period, the size of the faculty more than doubled, increasing from 11 in 1884-1885 to 24 twenty years later. The professional education of the faculty also showed improvement. In the faculty list for 1878, only David L. Kiehle, M. A. and Joel N. Childs, B. A. possessed degrees. The possession of degrees was regarded as of such little importance that most of the catalogs during the 1880's ignored this information. After 1890 there was usually one member of the faculty holding a doctors degree, one or two holding masters degrees and two or three holding bachelors degrees. At the turn of the century the number
of doctors degrees increased to two or three; there were two with masters degrees and four or five with bachelors degrees. The catalog for 1903-4 shows three doctors, two masters, and five bachelors. At that time as in all preceding years, the majority of the members of the faculty were skilled and experienced teachers who were not college or university graduates. In 1897 the Board set a precedent by granting Waite A. Shoemaker a years leave of absence. He returned holding the degree of doctor of pedagogy. A year later the Board granted leaves of absence to two other members of the faculty, one of whom, P. P. Colgrove, returned with the same degree.

In 1883 the Legislature appropriated $35,000 for the construction of a dormitory to be called the Ladies Home. The St. Cloud State Normal School was indebted to Senator H. C. Waite for leadership in securing this appropriation. This building was ready for occupancy in the fall of 1885. It was three stories in height, 105' x 65' in size and accommodated 75 young women. The charge for board and room was $2.75 a week. The dining room was able to accommodate additional boarders either men or women at the rate of $2.25 a week. As late as 1894 the entire cost of attendance for a year at the St. Cloud Normal School was estimated by President Carhart at $100. The dormitory rules required each girl to work from 90 to 60 minutes a day and to furnish napkins, towels, pillow cases, a pair of sheets, woolen blanket, comfortable and spread. The building was heated by six Rutten furnaces. The college catalog for that period announced that since stoves had been eliminated from the students rooms as a result of the installation of furnace heat, the building was considered practically fire proof. Nevertheless, it burned down some 20 years later.

The old Stearns House which had been used for the housing of women students was now converted into a small dormitory for young men, who were charged at the same rate as the young women and who had the privilege of taking their meals at the dining room in the Ladies Home. This arrangement for the use of the old Stearns House had to be discontinued after some two years because of its bad state of repair. The State Normal School Board felt that further expenditures of funds on the old building could not be justified. In 1895 is was sold for wrecking for $51.00. In 1888 the St. Cloud State Normal School rented a large private home adjacent to the campus which was operated as a dormitory for young men on the same general plan as the Ladies Home. This building was known as the "Young Men's Hall." This arrangement however, was continued for only one year with the result that the young men had to secure quarters in private homes where the general charge for board and room at that time was $3.50 to $5.00 a week. Suitable living quarters for young men continued to be a major need and, as the years passed an increasing need. In 1953 the legislature had still to provide suitable housing for men at St. Cloud State Teachers College.

In 1891 and 1893 the Legislature passed two appropriations, one for $15,000 and one for $16,000 for the purpose of constructing a south wing to Old Main, the dimensions being 64' x 84'. In 1895 and 1897 the Legis-
lature made two further appropriations of $25,000 each for the purpose of constructing a north wing to Old Main. This north wing was 64' x 84' with an ell 62' x 50'. Senator Henry Keller who represented the St. Cloud area from 1887 to 1897 led in the battle for these appropriations. When these two wings had been finally completed, Old Main had been more than tripled in size.

In 1901 the Legislature with Senator E. Ripley Brower leading the fight appropriated $30,000 for remodeling Old Main. An enlarged auditorium was now constructed on the second floor. The old tower in front was removed and replaced by a cupola centrally located on a new roof. A porch supported by wooden pillars and a small addition were built in front of Old Main.

The building was now equipped with science classrooms and laboratories both for biology and for physics and chemistry, subjects not in the curriculum when the Third State Normal School opened its doors a generation earlier. In 1878 the value of all laboratory material and apparatus belonging to the Normal School was only $4100. When the additions to Old Main were being built, the St. Cloud State Normal School possessed many valuable items of a scientific nature which had been ordered directly from Europe. In the basement Old Main now had a gymnasium, very inadequate by modern standards but considered most satisfactory at that time.

In January 1905 the Ladies Home, renamed Lawrence Hall by the State Normal School Board in 1899, in honor of Isabel Lawrence, burned. The fire occurred on a Saturday afternoon. All the young women left without accident. The citizens of St. Cloud came forward with enthusiasm to offer rooms for the homeless young people. They raised a fund by subscription to assist students in refurnishing wardrobes lost in the fire. So great was the desire to help that donations were over subscribed and half of the money had to be returned. Fortunately, the Legislature was just beginning its session when the fire took place. Senator E. Ripley Brower was successful in securing an appropriation of $50,000 for a new Lawrence Hall. This sum was increased by the $15,000 insurance carried on the building. The new Lawrence Hall was built on substantially the same site. It was 180' x 50', three stories high and was planned to accommodate 150 students. This new dormitory was dedicated May 29, 1906 and opened for occupancy during the summer season of that year. The dedication took place at the same time as the annual alumni banquet. On this occasion Governor John A. Johnson was present, Dr. David L. Kiehle, former President of the Normal School and former Superintendent of Public Institution, C. G. Schultz, Assistant State Superintendent and later State Superintendent, and of course, Honorable E. Ripley Brower, who played such an important part in securing the appropriation.

President Jerome Allan held office from 1881 to 1884, resigning in August of that year. The catalog for 1884 contains a description of the apparatus which had been purchased for the chemistry, physics, and
physiology laboratories. It was stated that the museum contained 250 birds and 1800 geological specimens. The library had grown to 2,000 volumes. The Star of Hope Society had been organized with the membership including a great majority of the students. This society maintained a reading room for the benefit of students.

On the resignation of President Allan, the Board immediately elected Thomas J. Gray as president. Mr. Gray had been a leading member of the faculty since 1872. He had already served as acting president following the resignation of President Kiehle. The catalog of 1885 contained a detailed description of a very fine herbarium recently donated to the college by Dr. E. V. Campbell. This herbarium contained 333 specimens and at the present day is still an important possession of the science department. A year later President Gray was able to announce in his catalog that the normal school had made arrangements with the railroads for round-trip fares for students at the rate of 1 1/5 and that the omnibus fares for students from the railroad to the campus had been reduced. In 1887 President Gray announced the organization of a Y.M.C.A. and a Y.W.C.A. on the campus.

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

Scholarship received most serious attention. The catalog for 1890 set aside the hours 8:30 a.m. to 12:40 p.m. Monday to Friday for class period. The hours three o'clock to five o'clock in the afternoon and seven o'clock to nine o'clock in the evening except Friday evening and Saturday afternoon, were the hours for study. "No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation."
In 1902 five daily sessions were provided from eight-thirty o'clock to four o'clock, with study from seven o'clock to nine o'clock in the evening, excepting Friday and Saturday evenings. The statement concerning absences remained the same.

President Gray resigned in June 1890. The board immediately passed a strong resolution commending the work of President Gray. His resignation had been accompanied by some trouble within the faculty of the Normal School in which Waite A. Shoemaker had been concerned. This problem had been brought to the attention of the Board and as a result a question arose concerning his re-appointment. Waite A. Shoemaker was, however, re-elected by a vote of 4 to 3, former President Kiehle voting in the affirmative and Resident Director Mitchell in the negative.

On July 14, 1890 the Board elected Joseph Carhart, A.M., President of the St. Cloud State Normal School. Among other additions to the faculty President Carhart added in 1893 Gertrude Campbell as first librarian. The next spring the Board added to Miss Campbell's duties by making her first accountant of the Normal School, a position which she held for over thirty years.

On June 7, 1895 the Board met to consider the election of faculty for the ensuing year. The election of the president at St. Cloud was deferred and President Carhart was invited to make a statement regarding the situation in the St. Cloud State Normal School. This statement was submitted and placed on file. A statement from Miss Isabel Lawrence concerning conditions at the Normal School was also placed on file. At the evening meeting the Board voted two to six not to elect President Carhart for the coming year, Resident Director Mitchell voting in the negative. The Board failed to keep permanently the statements mentioned.

In July 1895 the Board elected George R. Kleeberger, B. S., President of the St. Cloud State Normal School. Mr. Kleeberger had been Vice President of the State Normal School at San Jose, California. During this administration, the teaching of physical education both for men and women, was introduced in 1898 with M. J. MacArthur as football coach. Five years later George Lynch was graduated from the St. Cloud State Normal School and joined the faculty in this department remaining a member of the staff for 50 years. Mr. Lynch became the chief creator of the athletic program at the St. Cloud State Normal School and Teachers College. Manual training was added to the curriculum in 1901.

In 1889 the Board authorized the maintenance of a Model School covering all nine grades. It was specified that no additional expense should be involved. Tuition changes were to cover the cost of instruction. Two years later, however, the Board decided to abolish tuition in the Model School in grades 1-8 inclusive and make no charge excepting for the use of books. From now on maintenance of the
school became a recognized portion of the normal school budget.

In December 1801 W. B. Mitchell resigned as Resident Director after 24 years of service during which he had labored faithfully for the development of the St. Cloud State Normal School. His position was filled by Alvah Eastman, editor of the St. Cloud Journal Press, who also exerted great influence in the growth of the institution In January 1902 President Kleeberger resigned. In his place the Board selected Dr. Waite A. Shoemaker. Mr. Shoemaker had been a member of the faculty for many years. A year prior to his election of the presidency, he had resigned to accept the position of superintendent of schools of St. Cloud.

The State Normal School Board had long been accustomed to exercise extensive control over the actual operation of the normal schools. As the turn of the century approached, a material change took place. In June 1898 the Board appointed a committee, consisting of A. A. Engstrom and C. W. G. Hyde and directed them to examine all prospective graduates of the four state normal schools in the common branches. The Board took this step because of criticism that normal school graduates were deficient in knowledge. Mr. Engstrom and Mr. Hyde went to the normal schools and examined the graduates. They reported that their tests showed serious deficiencies. They recommended that diplomas should not be awarded to a few individuals. Objections immediately arose from students, presidents and faculties who felt that the tests were not fair. Some students were ill and others who were teaching were absent from the campus and therefore, did not take the test. These persons were finally given diplomas without taking the test because the committee was too busy to return for a second examination. Finally the Board decided that the task of giving the tests to all graduates three or four times a year was too great a burden and the whole project was abandoned.

In 1901 the Legislature passed an act placing the financial operation of the normal schools under the supervision of the State Board of Control. The State Normal School Board objected strenuously on the ground that this was an invasion of their rights and duties as specified by the Legislature in 1895. The resident director of each normal school had been accustomed to act as a purchasing agent and received a salary of $300 a year. The Board of Control now insisted that all purchases should be made through their office and held that no member of the State Normal School Board should receive a salary for any purpose. This controversy went to the Supreme Court which decided in favor of the Board of Control. From this time on the resident directors had only advisory influence in connection with the financial operation of the normal schools.

The Alumni Association was organized in 1881 when the St. Cloud State Normal School had 206 persons qualified for membership. The first president of the Alumni Association was Thomas J. Gray, the
second president was Waite A. Shoemaker, both of whom later became president of the St. Cloud State Normal School. The third president was Clarence L. Atwood, who many years later became resident director.

Toward the close of this period two young men were graduated from the St. Cloud State Normal School. Harry E. Flynn finished in 1901. After serving as superintendent of schools in Sauk Rapids, and Two Harbors and teaching in a summer session he entered the State Department of Education and later served as Commissioner of Education. John C. West was graduated in 1907; served as superintendent of schools in Barnsville, Renville, Sauk Centre, Bemidji and Grand Forks, and was then elected president of the University of North Dakota.

The Alumni Association was very active during this period. Every year the college catalog listed the names of the officers of the association and described its activities. The association met annually at commencement time. The first banquet of the Alumni Association was held in the West House, April 28, 1881. A year later the annual banquet followed the commencement exercises at which Cushman K. Davis, a former governor and later a distinguished Senator gave the address. The menu for this banquet in 1882 is most interesting.

**MENU**

- Raw Selects
- Oyster Stew
- Loin of Buffalo, Cranberry Sauce
- Saddle of Venison, with jelly.
- Spring Lamb
- Beef Ham Tongue Corn Beef
- Escalloped Oysters Lobster Salad
- Spiced Meats
- Boned Turkey Chicken Salad Pickled Tongue
- Radishes Lettuce
- Pickled Beets
- Apple Pie Lemon Pie
- Blanc Mange, Cream Sauce
- Charolette Russe Sherry Wine Jelly
- Strawberry Ice Cream
- Cocoanut Cake Ribbon Cake Velvet Sponge Cake
- Jumbles Jelly Cake Lemon Wafers
- Oranges English Walnuts Pecans
- Filberts Brazil Nuts
- Tea Coffee

The Alumni Association also assisted in the dedication of Lawrence Hall in May 1906. The address of the evening was given by Honorable Winfield S. Hammond, a member of the State Normal School Board who

Lawrence, L. and Campbell, G., History of St. Cloud Normal School Sec. D., Page 3
later was elected to Congress and finally became governor of Minnesota. Another speaker on this occasion was Judge L. W. Collins who was interested in the St. Cloud State Normal School because his wife, the former Miss Ella Stewart, had at one time been a member of the faculty. Judge Collins presented the St. Cloud State Normal School with a bronze tablet in honor of his wife. This tablet contained the Gettysburg Address of Abraham Lincoln with the inscription "Presented to the St. Cloud State Normal School in Memory of Ella Stewart, a member of the Faculty from 1877 to 1884." This tablet was set into the wall of Old Main adjacent to the president's office. Unfortunately when Old Main was wrecked, the tablet had to go with the building.

Other speakers brought to the St. Cloud State Normal School during this period included Hon. Ignatious Donnally, former lieutenant governor and member of congress and a leader of the Populist Party. He was a famous orator and popular lecturer. His national reputation was based even more upon his writings which included THE GREAT CRYPTOGRAM in which he endeavored to prove that Lord Bacon was the real author of Shakespeare's plays. He also wrote ATLANTIS, a pseudo-scientific book which sold over a million copies and is still being reprinted. Perhaps even more notable was a utopian novel called CAESAR'S COLUMN which foreshadowed a communist revolution. Mr. Donnally spoke in St. Cloud on several occasions. In 1899 the Board invited General C. C. Andrews, at that time Chief Fire Warden of the state and Prof. S. R. Green of the Forestry Department of the University of Minnesota to lecture annually at the St. Cloud State Normal School on the subject of forest conservation.

At no time before the Great Depression was the St. Cloud State Teachers College able to produce a sufficient number of graduates to meet the demand for trained teachers. Nevertheless, the placement of graduates in teaching positions received some attention even in the beginning. In general in the earlier graduates found their own positions working through county superintendents, school boards, and friends. They received personal assistance from the president and from faculty members who were scattered over the state during the summer conducting teachers institutes. Later many graduates received assistance from commercial teachers agencies. Beginning in 1890 the Alumni Association made an effort to assist graduates in obtaining positions by organizing a teachers placement agency. After a few years this effort was discontinued.

In the 30 years since its founding the St. Cloud State Normal School had grown with the city of St. Cloud and the surrounding area. In 1869 St. Cloud had been a village of about 2100 people. At the turn of the century, it had a population of 10,000. In that year the St. Cloud State Normal School catalog stated that St. Cloud possessed an electric railway and waterworks. By 1892 electric lights replaced oil lamps in the
assembly hall and the Ladies Home possessed rooms both with hot and cold water.

During this period of development the St. Cloud State Normal School became greatly indebted to a succession of able men who represented the St. Cloud area in the legislature and who worked for the advancement of its interests. Included in their group were C. A. Gilman, C. F. Mac Donald, E. M. Burbank, H. C. Burbank, Joseph Capser, H. C. Waite, L. W. Collins, F. E. Searle, J. J. Boobar, Henry Keller, P. B. Gorman, B. Reinhard and E. Ripley Brower.

Old Main and the Campus in 1884 immediately after the completion of Ladies Normal Home renamed Lawrence Hall at a later date.
Ladies Home, later renamed Lawrence Hall, the first dormitory for women constructed 1884 burned 1905

The Campus in 1901 before the burning of the first Lawrence Hall and the last reconditioning of Old Main
PRESIDENTS OF THE ST. CLOUD STATE NORMAL SCHOOL

James Carhart
1890-1895

George R. Kleberber
1895-1902

Waite A. Schoemaker
1902-Nov. 1914

Isabel Lawrence
Nov. 1914-June 1916
CHAPTER IV
FROM NORMAL SCHOOL TO TEACHERS COLLEGE

The opening of the first summer session of the St. Cloud State Normal School of 1904 is a milestone in the development of the institution. It also inaugurated a period of stress and strain which remained acute until the legislature finally converted the normal schools into teachers colleges in 1921.

At the beginning of this period the St. Cloud State Normal School was successful in securing an appropriation for much needed buildings. In 1905 the same year in which the new Lawrence Hall was constructed, Senator E. Ripley Brower was also successful in piloting through the Legislature an appropriation of $25,000 for the construction of a Model School. Before this time model school classes had been accommodated in Old Main. The new Model School was planned as an ordinary, eight-room elementary school. Almost to once it proved to be inadequate. In 1911 Senator J. D. Sullivan was responsible for the appropriation of $65,000 for the construction of a new Model School. This building later known as Riverview, became the center for training school activities. The old model school building was now reconstructed as a library although some rooms continued to be used by the model school and the basement was used for home economics. Senator Sullivan also obtained an appropriation of $80,000 for the construction of a new dormitory for women. This building named in honor of President Shoemaker was opened for use at the beginning of the administration of President Brown.

The building needs of the St. Cloud State Normal School were not by means met by this construction. A men’s dormitory was urgently needed as well as a physical education building. However, 14 years were to elapse before any further appropriations for building purposes became available. Several factors intervened to interfere. World War I put a temporary stop to appropriations for buildings. The cutting of the primeval forest in Northern Minnesota now nearly complete, produced an economic setback in that area. The post-war collapse of farm prices and of farm land values followed by a growing number of failures among rural banks created a situation in the Legislature working toward extreme economy.

In 1905 the Legislature passed an act providing for compulsory school attendance with provisions for its enforcement. As a consequence school enrollments increased. Very soon plans were being prepared for significant advances and reorganizations in the public school system. These plans originated with school superintendents, from the office of the state superintendent and from the new College of Education at the University of Minnesota. It became a problem then for the normal schools to keep abreast of these changes.

Just before his resignation of 1904, President Millspaugh of Winona recommended the organization of extension and off-campus courses with
particular reference to the needs of rural schools. However, problems of finance and of transportation in the horse and buggy era interferred. Nothing was done and in 1909 the legislature established an elaborate state aided system of normal training departments in high schools. These normal training departments in time became serious competitors of the teachers colleges. At one time they were producing over 2000 rural teachers a year. In 1953 eight of these departments were still in existance. While no longer of real importance in the educational system, they nevertheless, caused Minnesota to rate very low among the states with regard to teacher preparation. In 1953 Minnesota was one of the few states where one year of training could still lead to a certificate to teach in the public schools.

As early as 1904 the normal schools were considering the matter of granting normal school credits for subjects taken in teacher training departments, a question which later recurred frequently. It was, however, not until 1919 that the catalog of the St. Cloud State Normal School showed a two year course for special preparation of rural teachers although such a course had been authorized by the State Normal School Board in 1916. In this way the training of rural teachers in Minnesota became in large measure the function of the high schools. Many members of the faculty at St. Cloud were not rural school minded. There was opposition also to the increase in enrollment which was essential if the St. Cloud State Normal School was to provide rural teachers throughout central Minnesota. In 1908 the Normal Board suggested that because of overcrowding the enrollment at St. Cloud be limited to 500 and the presidents recommended a system of county training schools, a recommendation which fortunately came to naught. In 1910 Resident Director Mathie opposed enlarging St. Cloud beyond 500 students on the ground that it would impair the quality of instruction and reduce contacts between faculty and students. In 1912 the State Normal Board asked St. Cloud to reduce its enrollment to 500.

In 1899 the State High School Board had ruled that degrees must be required of all high school teachers. The State Normal School Board objected to this ruling and appointed Director W. S. Hammond to confer with the State High School Board on this subject. He was not successful in securing a modification of the new regulation. Since the law requiring degrees of high school teachers was very specific the State Normal School Board now hoped to have certain courses taught in the normal schools accepted toward examinations for the professional certificates which qualified candidates for high school positions. This proposal also fell by the wayside. President Shoemaker then proposed a one-year post graduate course to assist students to prepare for professional examinations. This work was to be offered whenever 12 students applied for enrollment. This offer appeared in the catalog for 1904 and 1905 but the course was never given. Very soon, however, this issue disappeared because very few certificates were granted by examinations after 1915.
although certification by examination was legal until 1929.

President Shoemaker was however, successful in adding home economics to the curriculum. Rooms for this work were made available in the basement of the library building. But unfortunately in 1903 the kindergarten had again to be discontinued for lack of funds.

In November 1909 the presidents of the normal schools suggested that special courses for the training of teachers of manual training, music, drawing, home economics and agriculture be established. The Board asked the presidents to continue their investigation. In June 1910 the presidents recommended a three-year course beyond high school for the training of teachers in manual training, music, home economics, physical education and elementary supervision. In November 1910 the presidents recommended that a course in agriculture be added to the curriculum of the normal schools with a teacher trained in this field and a plot of land for agricultural experimentation. They also recommended again a three-year course in home economics, music, manual training, drawing, physical education and elementary supervision. They further recommended a four-year course leading to a degree and having the value of a professional certificate. No action followed these proposals. In February 1911 the presidents recommended again a three-year course in manual training and home economics. This the Board adopted. In May 1911 the presidents again recommended a three-year course for preparing elementary supervisors. This the board approved. Detailed three year courses in elementary education, manual arts, home economics and music appeared first in the 1916 catalog. At the same time the Board was very glad to record that the College of Education at the University of Minnesota had agreed to give full credit to graduates of the two-year advanced course in the normal schools. August 1912 the presidents recommended to the Board the establishment of departments of rural education but opposed the setting-up of departments of correspondance.

The presidents had recommended on several occasions a law permitting the normal schools to grant the degree of bachelor of education. The State Normal School Board now requested a conference on this subject with the State High School Board. This conference was held in October 1912. The State High School Board was represented by its president, Supt. R. E. Denfeld of Duluth and four high school inspectors. The university was represented by President Vincent, ex-Governor John Lind, President of the Board of Regents, and three deans. Five private colleges—Carleton, St. Olaf, Gustavus Adolphus, Hamline and Macalester, were represented either by a president or a dean.

The proposal that the normal schools be permitted to grant degrees met with determined opposition. This opposition was to be expected since the normal schools were competitors of the University of Minnesota for appropriations and were regarded as prospective competitors for students, both by the University and by the private colleges. Furthermore many people did not believe that normal schools were qualified to
grant degrees. At that time out of 1079 students enrolled in the St. Cloud State Normal School during the four quarters beginning in June 1912, 573 were secondary students. Furthermore out of 33 members of the faculty only three had doctors degrees and two masters degrees while 18 of the faculty held no degree at all. At the close of this conference the State Normal School Board decided to lay the matter over for further discussion at a later time.

In November 1912 the presidents reported their regret over the opposition coming from the University and private colleges and the State High School Board. However, they renewed their recommendation for four-year courses and also suggested a special course for the preparation of music supervisors. The Board again deferred action. In February 1913 they presented to the Board the proposed four-year course of study in detail.

The following November State Superintendent C. G. Schultz recommended that the normal schools discontinue all classes on the secondary school level. To this the normal school presidents could not agree. In 1912 the 9th grade had been dropped during the regular normal school year but such classes were offered in the summer session. At this time the Board voted to confer with the Education Commission in order to discuss the relationship between the proposed State Board of Education and the normal schools. They also requested the presidents to confer with the State High School Board with regard to the supervision of normal training departments in the high schools.

In June 1915 James M. McConnell, a leading member of the faculty at Mankato State Normal School and four years later the first Commissioner of Education, addressed a questionnaire to superintendents of city schools throughout the state. He asked two questions: 1. What may the normal schools do more than they are now doing within the scope of their present curriculum? 2. In what direction, if any, should the work of the normal schools be extended?

The content of the letters received was discussed at length by the presidents who agreed that the most vital criticisms and suggestions were as follows:

1. The normal schools have not been leaders in educational problems.
2. There should be more cooperation between public schools and normal schools.
3. Better work in writing is needed.
4. More extended work in rural education should be undertaken.
5. More practical courses in school management are needed.
6. More intensive work is needed in the common branches.
7. The majority of superintendents favored extending the courses of study to cover three years and frequent revision to keep abreast of the times.

—44—
8. More work should be offered in sociology, industrial work, geography, biology and history.

9. The normal schools should not attempt to prepare high school teachers.

The presidents decided to invite a committee of city superintendents to confer with them. In anticipation of this conference they decided to request the cooperation of city superintendents for additional recognition for a three-year course of study by the State High School Board and the State Department of Education. They disclaimed any intention or desire on the part of the normal schools to prepare teachers for general high school subjects. They desired that advanced normal school graduates should be accepted for teaching 7th and 8th grade subjects in a junior high school and that three-year graduates should be allowed to teach in the 9th grade. They desired that three years of normal school work should qualify for a supervisor of a normal training department. The Superintendents Section of the Minnesota Education Association appointed a committee of five superintendents to study the problems of the normal schools and confer with the presidents. This committee recommended:

1. That the normal schools discontinue as rapidly as possible all secondary school work and that they become strictly professional institutions for the training of elementary teachers including the 7th and 8th grades.

2. That a three-year course of study be inaugurated at once.

3. That this course of study:
   a. Include a year of practice teaching, 1/2 of which should be done in actual public school rooms with a normal enrollment of pupils.
   b. Intensive work in common school branches.
   c. A differentiation of professional courses for the primary, intermediate and grammar grade levels with emphasis on methods in each subject as distinct from general methods.
   d. The training of elementary teachers to handle writing, drawing, physical education, health, recreational and social activities in their own rooms.
   e. A study of such subjects as English, history, science, economics, sociology to give depth and prospective, a study of concrete school organization to give unified outlook, a study of more practical school management to give immediate grasp.
   f. More work in rural education.

4. That prospective teachers become familiar with the organization and management of schools.

5. That normal schools provide for following up graduates and for keeping in touch with public school conditions.

6. That a uniform system of writing be taught in all normal schools.
The fact that the city superintendents of Minnesota had to be called in to assist in the reorganization and modernizing of the normal schools indicates a serious failure in leadership both on the part of the State Normal School Board and of the presidents and faculties of the normal schools.

In August 1915 the presidents of the normal schools recommended no more 9th grade work be given, that no students be admitted to the normal schools under the 11th grade, and that all secondary classes be discontinued as soon as possible. Therefore, in the fall of 1915 no 9th and 10th grade students were admitted, in the fall of 1916 no 11th grade students were enrolled, and in the fall of 1917 no 12th grade students. As a result the normal schools now enrolled only students qualified for college work during the regular school year. However, a very different situation existed in the summer session. Students who had begun work in summer school on the old five year program were of course allowed to complete such work. Consequently for many years a considerable but gradually decreasing number of summer school students continued on the five year curriculum. In fact the last half dozen of these did not disappear from the summer session enrollment until 1937.

The raising of entrance requirements, the elimination of secondary students and the changing of the curriculum limited the need for supervised study. The 1917 catalog set the period for classes from eight-thirty o'clock to four o'clock, but the study hours were not specified.

In August 1915 the presidents of the normal schools presented to the Board a new two-year course of study which differentiated between teachers preparing for the primary, the intermediate and the grammar grades. They also recommended a new three-year course of study although the details had not been decided upon at this time. Supt. E. A. Freeman of Grand Rapids was present as a representative of the city superintendents of Minnesota and addressed the Board in favor of the new program. The Board adopted these courses of study. In February 1916 the Board adopted a new two-year course of study for the training of rural teachers. The 1916 catalog of the St. Cloud State Normal School showed in detail the three-year course for training of teachers in elementary education, manual arts, home economics and in music.

In June 1916 the State Normal School Board concurred with the ruling of the State High School Board which provided that normal training department supervisors must be graduates of a three-year course after 1917 and after 1918 must finish both a two-year normal course and hold a degree in education. This ruling eliminated graduates of the normal schools from this field after 1918. The State Normal School Board also accepted a ruling of the State High School Board which permitted graduates of the three year course to teach 9th and 10th grade subjects when they were given in high school departments attached to graded schools, and in February 1917 they concurred in another State High School Board regulation requiring special teachers of music, drawing, and home econom-
ies to be graduates of the three-year curriculum. The Board was also able to record that the College of Education of the University of Minnesota had agreed to grant full credit to graduates of the proposed three-year curriculum.

In 1919 the Legislature passed an act abolishing the State High School Board and establishing a State Board of Education, one whose duties was to select a commissioner of education for a term of six years. James M. McConnell of the faculty at Mankato State Normal School was elected Commissioner of Education and took his seat February 11, 1919 as ex-officio secretary of the State Normal School Board.

A situation now existed somewhat similar to the one that developed in 1881 where President D. L. Kiehle was appointed state superintendent and became, as a result, ex-officio secretary of the State Normal School Board. In 1918 as in 1881 the normal schools acquired on fluent friend at the Capital who was also intimately acquainted with the needs of the normal schools. Commissioner McConnell had been superintendent of schools at Mankato before joining the faculty of the Mankato State Normal School. He was a man of ability and zeal and was not in any way hesitant in advocating educational changes which seemed to him necessary.

On the 25th of January 1921 the presidents seconded by Commissioner McConnell, asked the Board to request the Legislature to change the name of the normal schools to teachers colleges and to allow them to grant degrees. Director Strong introduced the following resolution which was adopted: Resolved, that this Board approve the recommendations of the Presidents of the State Normal Schools; that the State Normal Schools and the State Normal School Board be designed hereafter as State Teachers Colleges and as the State Teachers College Board, respectively, and that said Board be authorized to award appropriate degrees for the completion of the four year courses in said schools, and, Resolved, further that a Committee consisting of Messrs, Somsen, McConnell, and Ray be appointed to prepare and present to the Legislature suitable legislation to give effect to the foregoing recommendations. The recommendations were given effect by Legislature in 1921, (Chapter 260, Laws of Minnesota, 1921), with vigorous support from Commissioner McConnell and the State Department of Education. On March 4, 1921 the State Normal School Board met for the last time. On the 26th of April the Board re-convened as the State Teachers College Board. At this meeting it was decided to discontinue the one-year elementary diploma after June 1922. While the diploma was discontinued, the one-year curriculum continued as a course of study for the preparation of rural teachers, leading to a certificate rather than a diploma.

One of the problems which had long troubled the presidents of the normal schools was the declaration to teach for two years in the schools of Minnesota which was required of all students in lieu of tuition. The presidents were opposed to this requirement. On numerous occasions they had asked the Board to request the Legislature to eliminate this declara-
The Board hesitated to act because of frequent criticisms coming from sources unfriendly to the normal schools alleging that many graduates did not teach in the schools of Minnesota. Because of these criticisms the presidents had kept a careful record of normal school graduates. For many years every catalog of the St. Cloud State Normal School had mentioned the number of graduates who were teaching in Minnesota as well as the number of summer school students actually engaged in teaching. In 1911 the Board had requested the presidents to report concerning the operation of the declaration to teach, and in June 1913 the Board had adopted a new pledge with more specific and binding phraseology. The presidents, however, found enforcement difficult. If a graduate married or failed to secure a suitable position, an obligation to pay tuition at the rate of $10 per term existed. To collect such back tuition, however, was not easy. The attorney general was not interested in bringing a considerable number of suits for the collection of small sums. In January 1921 the presidents again requested the Board to ask the Legislature to abolish the pledge. In response the Board now adopted a much milder wording of the pledge using the phrase "intention to teach."

During this period from 1904 to 1921 the normal schools went through a creative period from the standpoint of the curriculum. After almost endless discussion involving the proposal of numerous tentative plans, the normal schools had at last achieved a significant goal. They had become four-year teachers colleges with the right to confer a degree. During this period, however, the student body failed to grow so far as the regular nine months normal year was concerned. The growth took place in the summer sessions.

The first summer session held in 1904 was based on a special appropriation. This summer school enrolled 252 students and had a faculty of 22, ten drawn from the normal school faculty with 12 guest instructors. 11 of whom were county superintendents. The first two or three summer sessions operated under the general supervision of John W. Olson, State Superintendent of Schools. He reported that the average cost of the normal school summer session to the state was only 11 cents per pupil per week. The summer session of 1905 had a faculty of 17, seven of whom were county superintendents. The first three summer sessions met for six weeks. From 1907 to 1911 the summer sessions operated for 12 weeks. Thereafter a return to a six weeks summer session occurred because it was believed that all the students could be accommodated during the shorter period. During these years, summer session enrollments were as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1904</td>
<td>252</td>
</tr>
<tr>
<td>1905</td>
<td>300</td>
</tr>
<tr>
<td>1906</td>
<td>324</td>
</tr>
<tr>
<td>1907</td>
<td>330</td>
</tr>
<tr>
<td>1908</td>
<td>466</td>
</tr>
<tr>
<td>1909</td>
<td>574</td>
</tr>
</tbody>
</table>
After the first three or four years during which the summer school was becoming established, the enrollments remained almost constant until 1920 when a great expansion began. This expansion was due to the active post war demand for teachers, to the insistence of the State Department of Education on the renewal of certificates and to increase standards demanded for such renewals.

The total enrollments during the fall, winter and spring quarters of the year are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1903-4</td>
<td>429</td>
</tr>
<tr>
<td>1904-5</td>
<td>493</td>
</tr>
<tr>
<td>1905-6</td>
<td>551</td>
</tr>
<tr>
<td>1906-7</td>
<td>556</td>
</tr>
<tr>
<td>1907-8</td>
<td>603</td>
</tr>
<tr>
<td>1908-9</td>
<td>603</td>
</tr>
<tr>
<td>1909-10</td>
<td>590</td>
</tr>
<tr>
<td>1910-11</td>
<td>600</td>
</tr>
<tr>
<td>1911-12</td>
<td>614</td>
</tr>
<tr>
<td>1912-13</td>
<td>651</td>
</tr>
<tr>
<td>1913-14</td>
<td>606</td>
</tr>
<tr>
<td>1914-15</td>
<td>613</td>
</tr>
<tr>
<td>1915-16</td>
<td>622</td>
</tr>
<tr>
<td>1916-17</td>
<td>645</td>
</tr>
<tr>
<td>1917-18</td>
<td>537</td>
</tr>
<tr>
<td>1918-19</td>
<td>432</td>
</tr>
<tr>
<td>1919-20</td>
<td>482</td>
</tr>
<tr>
<td>1920-21</td>
<td>484</td>
</tr>
</tbody>
</table>

The actual enrollment during any single quarter was of course somewhat less. In fact it was rare to find a quarter during which many more than 500 students were in actual attendance and nearly always the spring quarter showed an attendance of less than 500. Some fall quarter enrollments which usually represented the maximum number on the campus at one time were:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1909</td>
<td>507</td>
</tr>
<tr>
<td>1910</td>
<td>540</td>
</tr>
<tr>
<td>1911</td>
<td>533</td>
</tr>
<tr>
<td>Year</td>
<td>Enrollment</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>1912</td>
<td>583</td>
</tr>
<tr>
<td>1913</td>
<td>517</td>
</tr>
<tr>
<td>1914</td>
<td>526</td>
</tr>
<tr>
<td>1915</td>
<td>605</td>
</tr>
<tr>
<td>1916</td>
<td>582</td>
</tr>
<tr>
<td>1917</td>
<td>475</td>
</tr>
<tr>
<td>1918</td>
<td>382</td>
</tr>
<tr>
<td>1919</td>
<td>436</td>
</tr>
<tr>
<td>1920</td>
<td>411</td>
</tr>
<tr>
<td>1921</td>
<td>551</td>
</tr>
</tbody>
</table>

It is difficult then to understand the frequently expressed opinion that Normal School at St. Cloud was overcrowded and that enrollment should be limited to 500 students. Ten years later the teachers college was handling twice as many students with practically the same facilities. However, during the earlier years of this period the majority of students were of secondary rank and the normal school was operated like a high school with a desk in a study hall for each student.

While the student body was not growing numerically, it was improving in quality. At the beginning of this period all but 44 of the students enrolled were on the five-year curriculum, most of whom were of secondary school rank. At the end of this period all of the students enrolled were of college grade with a few enrolled on the new three-year curriculum who could be classified as college juniors.

Beginning in 1917 the St. Cloud State Normal School enrolled students in special courses. Some of these were of junior rank. The total number recorded each year including the summer session follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1917</td>
<td>64</td>
</tr>
<tr>
<td>1918</td>
<td>61</td>
</tr>
<tr>
<td>1919</td>
<td>37</td>
</tr>
<tr>
<td>1920</td>
<td>31</td>
</tr>
<tr>
<td>1921</td>
<td>31</td>
</tr>
</tbody>
</table>

While the enrollment in the St. Cloud State Normal School remained relatively the same, the faculty showed an increase of 50% as the following list shows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1903-4</td>
<td>23</td>
</tr>
<tr>
<td>1904-5</td>
<td>24</td>
</tr>
<tr>
<td>1905-6</td>
<td>28</td>
</tr>
<tr>
<td>1906-7</td>
<td>28</td>
</tr>
<tr>
<td>1907-8</td>
<td>30</td>
</tr>
<tr>
<td>1908-9</td>
<td>29</td>
</tr>
<tr>
<td>1909-10</td>
<td>28</td>
</tr>
<tr>
<td>1910-11</td>
<td>32</td>
</tr>
<tr>
<td>1911-12</td>
<td>35</td>
</tr>
<tr>
<td>1912-13</td>
<td>33</td>
</tr>
<tr>
<td>1913-14</td>
<td>36</td>
</tr>
</tbody>
</table>
The faculty increased from 23 in 1904 to 40 in 1918 and then slipped back to 34 due in part to a decrease in enrollment because of the war and in part to the elimination of secondary school classes. That the faculty improved in quality during this period is debatable. In 1904 three members of the faculty held doctor’s degrees, two held master’s degrees, five held bachelor’s degrees while the other fifteen were not college graduates. With the death of President Shomaker, the resignation of Dr. P. P. Colgrove to become superintendent of schools at Virginia, and the retirement of Dr. P. M. Magnuson, this type of training disappeared. The number holding master’s degrees increased from two in 1904 to four in 1921, the number of bachelor’s degrees from five to fourteen. Nevertheless, in 1921 when the Legislature authorized the St. Cloud State Teachers College to grant degrees and when the student body was composed entirely of students on the college level, nearly half of the faculty held no degree at all and only four possessed the type of training usually required of persons who teach on the college level.

By 1905 President Shoemaker had become well acquainted with his work and enjoyed the advice and counsel of the very able resident director, Alvah Eastman. Both in this period and in the Brown and Selke Administrations of later years, Resident Director Eastman served the college with outstanding efficiency. The normal schools were no longer under the supervision of the State Board of Control except as to the construction of buildings. Conduct of the financial affairs of the college now went through the state auditor’s office. Up to this time a member of the Board had always been selected to act as purchasing agent. Alvah Eastman was the last member of the Board to hold this position. He resigned in 1905 and was replaced by the State Superintendent John W. Olson. From this time on the secretary of the Board purchased all supplies needed for the conduct of its affairs.

During these years the Board established a number of regulations and precedents. In 1908 the powers of duties of a president of a normal school were defined in detail. The Board had already decided that it was unwise to transfer faculty members from one institution to another. They decided that employees of the normal schools must devote their entire time to their work and not accept other employment. They decided in 1905 that presidents of normal schools should be required to attend the November and June board meetings and that they could be requested to attend other meetings. From this time on presidents were present at practically all meetings of the Board and their names were recorded in the minutes. The Board decided in 1907 that chapel exer-
cises must be kept non-sectarian in character. The term chapel now disappeared and was replaced by assembly or convocation. In 1903 the Board decided that presidents should be permitted to attend a national education meeting. It now became the custom for presidents to seek permission of the governor to attend the national meetings of normal school presidents, of the Department of Superintendents, or meetings of the National Education Association.

The Board also pressed for salary increases. In 1912 the legislature was asked to permit a further increase in the president's salaries. In 1907 the president's salary was fixed at $3,500, including the supervision of the summer session. In 1913 it was raised to $4,000, in 1916 to $4,500, in 1917 to $5,000, and in 1921 to $5,400. The Board in accordance with its desire that the normal schools of Minnesota participate in national education affairs requested the presidents to arrange for an exhibit at the Louisiana Purchase Exhibition of 1903. In December 1914 permanent regulations were adopted by the Board with relationship to sabbatical leaves of absence. Leaves of absence had been granted for some years prior to this time but without pay. Now the recipient received half pay.

An important financial problem arose in 1905 in connection with the Swamp Land Grant. The Legislature of 1865 had passed an act giving 75,000 acres of the Federal Swamp Land Grant to each of the three normal schools. This land had never been allocated. The proceeds from the sale of this land had been kept in one fund. State Auditor Iverson now recommended that there be no distribution since that had become practically impossible. Thereafter, only the income from the Swamp Land Fund was distributed to the normal schools.

In 1908 Resident Director Eastman resigned and was succeeded by Karl Mathie, and in May 1911 Clarence L. Atwood succeeded Mr. Mathie. On November 10, 1914 Isabel Lawrence attended the meeting of the Board in the place of President Shoemaker who had become seriously ill. Mr. Shoemaker was granted a leave of absence and Miss Lawrence became acting president. In February the leave of absence was extended and again in May. In June President Shoemaker was re-elected but given another leave of absence without pay while Miss Lawrence continued as acting president with a president's salary. At the May meeting in 1916 Miss Lawrence reported the recent death of President Shoemaker after an illness which had lasted over a year and a half. She gave a detailed report concerning the manifold services which had been rendered to the St. Cloud State Normal School and to the schools of Minnesota by President Shoemaker.

June 1916 the Board elected Joseph C. Brown of Urbana, Illinois president of the St. Cloud State Normal School to begin work on the first of July. Mr. Brown was a graduate of Hanover College and had received a master's degree from Teachers College, Columbia University. He had had additional work at Columbia and the University of Chicago. He had been a high school teacher and a superintendent of schools in
Indiana; had taught mathematics in Eastern Illinois State Teachers College and in the summer session of Teachers College, Columbia University; had been supervisor of mathematics at the Horace Mann Schools; and had been a director of teacher training at the University of Illinois. President Brown was the author of widely used textbooks in arithmetic. Under the leadership of President Brown the St. Cloud State Normal School soon achieved a position of leadership in the educational affairs of Minnesota. He possessed a charming personality and was a gifted speaker. In 1917 President Brown added Karl Adams to the faculty. Mr. Adams became his principal advisor and assistant, and was assistant director of the summer session. Years later Mr. Adams was elected president of the Northern State Teachers College, DeKalb, Illinois, where he remained until his death. President Brown also brought to the faculty Clifford O. Bemis, a graduate of the St. Cloud State Normal School. As chairman of the Faculty Council in later years, he played a major role in guiding the development of the college. A little earlier Ethel Graves and Helen Hill joined the faculty. They were destined to become respectively the first and second executive secretaries of the Alumni Association.

At the meeting of the State Teachers College Board in April 1921 President Brown announced the retirement of Isabel Lawrence. This event coinciding with the change of the name and status of the college, marked the passing of an era. Miss Lawrence had been Director of Teacher Training for a period of 42 years. Throughout her career she believed that practice teaching should be the "central feature of instruction" in a normal school. Her personality, ideas and leadership made permanent impressions on the character of the institution and on the professional growth of thousands of students and graduates of the St. Cloud State Normal School. Her reputation as an educator had spread and she was regarded as one of the foremost women in the State of Minnesota. In her place as Director of Training, President Brown brought to the faculty John E. Talbot. A graduate of Nebraska Wesleyan University and of Teachers College, Columbia, Mr. Talbot had had rural, elementary, secondary experience. He had been Assistant Superintendent of the Canal Zone schools; and Director of the Training Department of Bowling Green Normal College. During more than 30 years, Mr. Talbot moulded the professional character of the graduates of the St. Cloud State Teachers College. His influence was in no respect inferior to that of his predecessor.

During the years from 1917-1919 the St. Cloud State Normal School passed through the crisis of the War with Germany. The decline in enrollment from 645 to 432 was small in comparison to that of the Second World War. Furthermore this 33% decline was caused only in part to the absence of students in the armed forces. Some was due to changes in the curriculum involving the elimination of students on the secondary school level. In part it resulted from the keen demand for workers both on farms and in war industries. The enrollment of men on the campus at that time was normally less than in both later and earlier times. Fur-
thermore, compulsory military service of World War I did not touch the age groups on the campus. The low point of enrollment during World War I was 319 with the spring quarter of 1919.

Nevertheless, the War with Germany brought changes. In June 1917 seven boys had already left to join the army. In addition 28 had departed to work on farms having signed an agreement to engage exclusively and regularly on farm work in the state until the first of September. The college had already secured three tracts of land from the city and from citizens of St. Cloud for garden purposes. These plots were worked by girls from Shoemaker Hall and from the Y. W. C. A. in accordance with the regulations of the Department of Agriculture. By November 1917, 58 former students of the college had joined the armed forces, some of whom were already in France. A large service flag with 58 stars had been hung in the entrance hall of Old Main and a nearby placard recorded the names, rank, and location of the service men.

Both faculty and students engaged in patriotic activities. Members of the faculty subscribed $8,350 for bonds of the first and second Liberty Loan drives. Students purchased a $100 Liberty Bond for the benefit of the student loan fund. Sewing classes made supplies for the Red Cross. Several addresses dealing with the subject of food conservation were given before the assembly of students. Both dormitories and all private boarding houses observed the wheatless and meatless days demanded by the Federal Food Administration. The Alumni Association had collected money sufficient to send a Christmas greeting to every former student now in the armed forces of the United States.

By May the honor roll published in the 1919 catalog contained the names of 126 men and seven nurses. A special bulletin issued in 1919 gave the final record of 214 students and former students of the college who served in the armed forces and 19 women who served as nurses. Of this group three failed to return. "Clarence Barry gave his life in service at the Naval Air Station, Pensacola, Florida. Claude Campbell, the oldest of our three fallen heroes, was a doctor in the medical service of the army, and at the very beginning of his service in October 1918 fell a victim of the great epidemic which even then ravaged the world. Petrus N. Liljedahl, Class of 1915, was killed in action on the Somme Front on August 9, 1918. As a part of the Somme offensive, a sharp engagement took place on August 9, at the Gressaire Woods. The officer in command asked for volunteers for a reconnoitering party. One of the young men that stepped up, saluted, and offered himself, was our Petrus Liljedahl, then, as always, ready to do his duty and more, in the loyal service of high endeavor. At dusk that fateful day, Petrus fell mortally wounded by shrapnel and joined the immortal company of heroes who died that humanity might live." For many years a portrait of Petrus Liljedahl hung in President Selke's office. As the years passed few here knew who it was. Unfortunately, in the confusion connected
with the wrecking of Old Main this portrait was lost.

In the fall of 1918 a serious epidemic of influenza coincided with the last months of fighting. For weeks the dormitories became veritable hospitals while classwork suffered severely.

One of the results of the war with Germany was an acute teacher shortage. In February 1918 the State Normal School Board urged the presidents to do everything possible to increase enrollments. Another consequence of the war was a rapidly rising price index due to inflation and to a permanently higher price level. By February 1920 the State Normal School Board informed the legislature that salaries should be increased at once 40% and that presidents should be paid $6,000. The Legislature, however, felt that taxes should not be increased because prosperity in the rural parts of the state was on a decline due to a collapse of farm prices and of the land values. The Board then after personally conferring with two influential leaders of the legislature, Theodore Christianson and A. J. Rockne agreed to an appropriation limited to that of the former biennium.

The Semicentennial of the founding of the St. Cloud State Normal School came just at the end of the war period. The exercises lasted from May 30 to June 5 and were combined with the commencement program and with an alumni meeting. With visits from older alumni, and the return of former students from the armed forces, it was fitting that the first meeting should be a service program which welcomed back those who had offered their lives for their country. This program was held at the Nemac Theater, President Brown presiding. Honorable J. T. Washburn of Duluth, a member of the State Normal School Board, delivered the address. He was of the opinion that every effort should be made to destroy the menace of bolshevism to the liberty and freedom of the country for which the service men had fought. The musical part of the program was handled by Mr. Herbert Gould who had been a song leader at Great Lakes Training Station. This program was followed by an informal get-together of service men in uniform at the Elks Club.

An important part of the Semicentennial celebration was a dinner given at Lawrence Hall. Two hundred fifty-five alumni crowded into the dining room including many service men, numerous members of early classes of college as well as the current graduating class. All were seated in groups by classes. At this time a report of the memorial committee of the Alumni Association was received. The Alumni hoped to provide a suitable service memorial for the young men and women who had been in the military service of the United States. The toast master for the evening was Mr. Charles Mitchell of the Duluth News Tribune. Among the toasts was one by Dr. Magunson, about to retire from the faculty, George A. Selke, destined to become president of the college and President Brown. Other speeches were by Ray Scott, Bess Tomlinson and Pearl Gelass of the graduating class. Thus the end of the war and the legislative session of 1921 closed an era at St. Cloud State Normal
A number of well known alumni contributed to the Program of Reminiscences held on Saturday morning, May 31, Miss Blanch Atkins, '94, presiding. The following is a list of graduates of the St. Cloud State Normal School who contributed briefly to this program:

'71 Elizabeth Barnes (Wilder)
'72 Martha Wright (Stevenson)
'73 Matilda Knott (Larson)
'76 Will Alden
'77 Charlotte Clark
'79 Albert Kendall
'82 J. F. Lee
'83 C. B. Stutman
'84 Peter Seberger
'85 Susan Metzroth (Long)
'87 J. C. Boehm
'88 Emily Sargent (Bierman)
'89 Ella Paddock (Warner)
'90 Clara Crockett
'92 Nell Laner (Burke)
'93 Mabel Tomlinson
'94 August Zech
'95 Ina Smart (Cushman)
'96 Grace Hill (LaFond)
'98 Ella Kirk
'01 Madge Green (McPartlin)
'02 Bessie Campbell
'04 Emery Swenson
'04 Irene Swenson (Critchfield)
'07 Marguerite Hoard
'13 Esther Johnson (Guy)
'15 Martha Moe
'17 Roma Gans
'18 Ernest Jacobson
The Campus after completion of Riverview Laboratory School in 1911

Old Main as it appeared after the completion of the third addition with the laboratory school later the Old Library. About 1908
Shoemaker Hall, the fourth dormitory for women. 1915
THE TEACHERS COLLEGE BECOMES AN ESTABLISHED INSTITUTION

CHAPTER V

Under President J. C. Brown a variety of student social and intellectual activities developed. At a very early period a literary society had existed; a monthly publication, the Normalia, had appeared during the years 1892 to 1900 and again 1903; and an annual had been published in 1904. In that year the college catalog mentioned several literary organizations.

As President Brown's administration drew to a close student organizations had multiplied. Literary societies for women had increased to eight. Two organizations were religious in purpose. Several glee clubs and an orchestra had been organized. Clubs existed for the benefit of students interested in art, cameracraft, dramatics, public speaking and debate, women's athletics and hiking. Students from the Twin Cities and the Range had organized social groups. In 1925 the College Chronicle began its career appearing at first every two weeks. Two years earlier in 1923 the annual Talahi began publication. A Men's Council and a Women's Council foreshadowed the elaborate student governmental organization of later years.

In March 1932 Charles D. Schwab succeeded Clarence L. Atwood as resident director of the college. Mr. Schwab was president of the Farmers State Bank of St. Cloud. On deposit in this bank were large sums of money belonging to the dormitory and student activity funds. The decade of the 1920's in Minnesota was a period of depression on the farm front. The decline in the prices of farm crops and the collapse of land values undermined the stability of many small rural banks. The failure of rural banks soon threatened the larger banking institutions. When the Farmers State Bank of St. Cloud failed, extensive college funds were lost. After the bank paid a 15% dividend in 1936 the net loss to the college was $19,367.13. President Selke at once requested the legislature to reimburse the college for these losses but without success.

In September 1925, after the resignation of Charles D. Schwab, Governor Theodore Christianson appointed Alvah Eastman resident director for the second time. Mr. Eastman served the college again with outstanding efficiency until 1934. He had been a prominent citizen of the state for many years. He had been editor and owner of the St. Cloud Journal Press and when that paper was merged with the St. Cloud Daily Times he continued as editor. He delighted his friends with the gift of his "Weekly Sermons," which revealed a wholesome philosophy of life. The Talahi was dedicated to Mr. Eastman in the following words: "The Talahi of 1929 is dedicated to one who holds youth and its welfare and possibilities most precious. In Alvah Eastman, the St. Cloud State Teachers College has a Resident Director who is tolerant of its shortcomings and optimistic about its future; who is genuinely devoted to all its students and faculty members; who is loyal to its best interests and eager to do its service. Courage, steadfastness, and kindness, so well
examplified in his own life, are the tenets of the faith of our beloved "Boss." The College is blessed with the love of so true a friend."

In 1924 President J. C. Brown was completing his 8th year as president at St. Cloud. The Board recognized his outstanding educational leadership by re-electing him at a salary of $6,200, which was $700 more than was paid to presidents of other teachers colleges.

At this same time Darius Stewart was completing his 24th year on the faculty at St. Cloud, his 50th as a teacher in Minnesota, and 62 years in the field of education. In the Talahi for 1924 President J. C. Brown wrote as follows concerning Darius Stewart: "We live in deeds, not years; in thoughts, not figures on the dial. Thrice blest then, is he whose lot is to live in deeds, thoughts and years. Some there are whose life span of but a score or two of years is filled with deeds of kindly helpfulness, but he to whom we dedicate this book has passed his three score years so filled of worthy acts, high thoughts and helpful deeds that scores who have attained eminence and are now in the mid-day of their lives, and hundreds more now traveling on the long, long trail, lovingly attribute much of their success to the training and inspiration given them by him who loves and helps his fellow men—Darius Stewart."

President Brown therefore, arranged a program in honor of Mr. Stewart. Three of the speakers on this program were President L. C. Lord from Charleston, Illinois, Commissioner J. M. McConnell and President L. D. Coffman, University of Minnesota.

In May 1927 President Brown resigned to accept a position as President of the Northern Illinois State Teachers College at De Kalb, Illinois. The State Teachers College Board was very reluctant to have President Brown leave. However, he went to a larger institution at a much higher salary. Furthermore, he had become discouraged because Governor Christianson had vetoed an appropriation for a physical education building. He also felt that the new Department of Administration and Finance which had been set up by the Legislature on recommendation of Governor Christianson hampered an efficient operation of the college.

Within a month the Board elected as president George A. Selke. President Selke was a graduate of the St. Cloud State Normal School and of the University of Minnesota. He held a masters degree from Columbia University and had completed extensive additional graduate study. Mr. Selke had taught in rural and graded schools; he had been an elementary school principal and a county and city superintendent of schools. He had been a member of the State Department of Education as an assistant director of grade and high schools; later as director of rural and consolidated schools. In this capacity he had visited personally almost every township in the state of Minnesota. Mr. Selke had been assistant professor at the University of Minnesota and professor of education during the summer session at the University of Missouri. As in the case of President Brown it was not many years before President Selke acquired a position of outstanding leadership in the educational affairs of Minnesota.
President Selke’s long association with the college gave him a keen interest in its past growth and future prospects. On the occasion of the death of former resident director W. B. Mitchell, he wrote a commendatory resolution for the Board. In December, 1930 he recommended that the Board accept a $5,000 scholarship and loan fund from Mrs. C. L. Atwood in memorium of her husband, Clarence L. Atwood, a former resident director. Along with the fund went a framed portrait of Mr. Atwood which for many years hung in President Selke’s office. He celebrated the 60th anniversary of the founding of the college in the Homecoming of 1929, and used the occasion to hold a memorial assembly in honor of the 7th president, Dr. W. A. Shoemaker.

While the Act of 1921 had changed the name of the St. Cloud State Normal School to St. Cloud State Teachers College and authorized the granting of degrees, a decade was to pass during which the four-year curriculum gradually took form. The catalogs for 1920-21 and 1921-22 showed three-year curriculum for high school graduates in elementary education, industrial arts, home economics and music. In June 1922 the one-year elementary diploma was discontinued. However, the college for over ten years continued to offer a one-year rural course of study. Students who finished this curriculum received a limited elementary certificate rather than a diploma and were placed in rural schools.

In January 1922 the Board requested the presidents and the Commissioner of Education to formulate a four-year course of study and to expand the facilities for the training of rural teachers. The catalog for 1922-23 shows that the three-year program in home economics and in elementary teaching had been dropped. Three-year courses in music and industrial arts were discontinued after August 1925, appearing for the last time in the 1925-1926 catalog. In March 1925 the presidents presented to the Board a tentative four-year course of study in elementary education. The Board approved this with the degree of bachelor of education and requested the presidents to continue their study looking toward a permanent four-year curriculum. Announcement was made that the third year of the degree curriculum would be offered during the year 1926-1927.

In July 1927 the presidents discussed with the Board some problems connected with a permanent four-year course of study. Should the new curriculum consist of two years added to the existing two year curriculum, or should the presidents prepare a new unified course of study unrelated to the existing curriculum? Should the first two years of this new course of study include a junior college curriculum? If so, would the teachers colleges be criticized for stepping outside their field of teacher preparation?

President George A. Selke also raised the issue of the certification of four-year graduates to teach and pointed out that this problem could be solved best by conferring with the State Department of Education. The conference was held. As a result of the sympathetic attitude of Commissioner J. M. McConnell, no difficulties were encountered. Four
year graduates could qualify for the same certificates that were granted to graduates with similar training in other colleges.

In March 1928 the presidents called the attention of the Board to the standards of the American Association of Teachers Colleges which at that time required a master's degree for college instructors, and a bachelor's degree for training school supervisors. They stated that the Minnesota colleges were able to meet these standards as well as most institutions of similar types in other states. They further reported that the four-year curriculum should be a unit and not merely a two-year addition to the present two-year curriculum but that arrangements must be made so that two-year graduates could return to college and complete work for a degree without loss of time. They recommended that the permanent four-year curriculum prepare teachers of elementary and junior high schools, and for several special fields. They also planned to prepare supervisors and principals.

The preparation for teachers of senior high school was omitted because of the critical attitude still maintained by the University of Minnesota and the private liberal arts colleges. The presidents recommended as major fields of study English, social science, geography, science, mathematics, foreign languages, physical education, industrial arts, fine arts and music, and suggested that future major fields should be added in domestic science, commercial work, and opportunity classes.

To separate the training of junior and senior high school teachers presented obvious difficulties. Therefore, in September 1928 Commissioner J. M. McConnell brought up the question whether or not the teachers colleges should train senior high school teachers. At the December meeting of the same year he proposed a resolution directing the teachers colleges to prepare senior high school teachers. The Board agreed. That same year the Board decided that all special teachers must hold degrees; that the Minnesota colleges should meet the standards of the American Association of Teachers Colleges and that 192 quarter hours of work should be required for graduation. In March 1921 the preliminary report on the four-year curriculum had been presented to the Board. In March 1929 the final four-year curriculum was ready for presentation and was adopted. This curriculum had been worked out in great detail and covers eight pages in the minutes of the Board.

In July 1929 on recommendation of the presidents, the Board adopted regulations concerning credit for correspondence courses, concerning major and minor requirements for graduation and concerning honor points. This last requirement was designed to stimulate scholarship. The Board also adopted a requirement of one year of residence on the campus for all candidates for degrees, a requirement which was customary throughout the United States.

At this meeting a decision was arrived at to reorganize the two-year curriculum. The new curriculum was presented to the Board.
on December, 1929 and adopted. The catalog for 1930-31 shows in
detail the new course of study. The two year course of study was
divided into four sections including courses for kindergarten—primary
teachers, for teachers in the intermediate grades, the upper grades and
rural schools. The four-year curriculum was divided into three sections
for the training of elementary teachers, secondary teachers, and teachers
of the special fields. The special fields immediately available at St.
Cloud were industrial arts, physical education for men and women, music
and fine arts. Because of a shortage of funds and facilities, it was unfort­
nately not possible to offer on a four year basis the work in domestic
science which had previously been given on a three year basis.

The decade of the 1920's proved to be disappointing in one respect.
No more buildings were added to the campus. Several factors com­
bined to delay needed construction. Most important were two ser­
ious fires. In February 1922 the main building at Mankato burned
and the following December saw an even more serious fire at Winona.
The large sums necessary to replace these main buildings made the
Legislature hesitate to appropriate for the other teachers colleges. The
economic depression in rural Minnesota, numerous bank failures, and
the economy program promoted by Governor Christansen were addi­
tional factors. However, in 1927 President Brown secured an appro­
priation for an athletic field. Senator John D. Sullivan piloted this
measure through the Legislature. The result was the J. C. Brown
Field which was dedicated soon after President Selke took office.

President Selke's quarterly reports to the Board called attention
repeatedly to the serious deterioration in the college plant. He con­
demned the failure of the Legislature to appropriate funds necessary
to prevent decay and to provide necessary plant and equipment. The
greatest need lay in the field of physical education. Governor Chris­
tensen had already twice vetoed an appropriation for a building of this
type. In his biennial budget filed in August 1928 President Selke
asked for $225,000 for a physical education building. The Legislature
of 1919 appropriated $225,000 for the building and site. The Legisla­
ture, however, included a provision that the building must include class­
rooms. This requirement made the building from the beginning less
satisfactory for physical education purpose than otherwise would have
been the case. The necessary land purchased for $12,000 included a
large dwelling house. This house the Department of Administration
permitted the college to retain. Moved a short distance to the south
it became the Music Studio. As in the case of J. C. Brown Athletic
Field, the St. Cloud State Teachers College was greatly indebted to
Senator John D. Sullivan, for leadership in securing this appropriation.

The State Teachers College Board decided to name the new physical
education building Eastman Hall in honor of the resident director who
had served the college so well during two long terms in office. Presi­
dent Selke brought to the college as the director in charge of the new
building Dr. A. F. Brainard. President Selke reported to the State
Teachers College Board, however, that in spite of the construction of Eastman Hall the college remained overcrowded.

During the decade of the 1920's the faculty of the St. Cloud State Teachers College not only doubled in size but improved greatly in quality of training. The number of staff members for a 12 year period is as follows:

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1920-21</td>
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</tr>
<tr>
<td>1921-22</td>
<td>36</td>
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<td>1930-31</td>
<td>65</td>
</tr>
<tr>
<td>1931-32</td>
<td>68</td>
</tr>
</tbody>
</table>

In 1921-22 out of 34 members of the faculty four held master's degrees, 14 held bachelors degrees while 16 were not college graduates. But in 1926-27, the last year of the administration of President Brown, out of 48 faculty members 17 held master's degrees, 23 held bachelors degrees and only 8 were not college graduates. President Selke continued to fill vacancies with candidates possessed of more advanced training. He also encouraged members of the faculty to study during summer quarters. Every year leaves of absence for advanced study were granted. President Selke was also adding men with doctor's degrees. By 1931 three men with such training were members of the staff: John R. McCrory, Leslie D. Zeleny, and W. Clyde Croxton. In that year 31 members of the faculty held master's degrees, 25 for the most part supervisors held bachelors degrees, while there were still 9 who were not college graduates.

Increase in the size of the faculty paralleled growth of the college enrollment. It also made possible new fields of study and additional activities. In 1925 President Brown secured the consent of the Board and the approval of the attorney general for contracts with boards of education for carrying on practice teaching. Such work had been done in the public schools of St. Cloud for many years. Now other centers were to participate. In 1926 practice teaching in the elementary grades was carried on in Little Falls and practice teaching in industrial arts in Sauk Rapids. In 1927 President Selke made contracts with three rural schools later increased to twelve or more, thereby, inaugurating a policy under which all graduates of the two-year curriculum would
be given the opportunity of receiving practice teaching assignments in a rural school affiliated with the college. In 1929 he brought to the campus a county superintendent, Chester B. Lund, to take charge of this work.

In 1924 President Brown had added a part time dean of men to the faculty, the first dean being L. G. Vandevelde. The next year a full time dean of women was added, and Mrs. Beth Garvey filled this office. He also employed a school nurse. Three years later President Selke made arrangements whereby all students were to receive a physical examination each year. At first local physicians were employed part time to give the examinations. Then President Selke added to the faculty W. C. Boardman, M. D., who became both an instructor and college physician. When Dr. Boardman resigned to enter private practice, this experiment was discontinued and local physicians were again employed part time.

In 1929 President Selke secured a grant of $38,000 over a period of six years from the Spelman Fund contingent on the State of Minnesota furnishing $15,000 more. This fund was to be used to inaugurate a Department of Child Welfare on the campus. The work of this department involved the teaching of classes, work in parental education, and the conduct of a nursery school. The plans called for the addition of three members to the faculty. Miss Nell Boyd Taylor was shortly invited to join the faculty as the head if this new department.

One of the problems that President Selke faced involved the placement of the college graduates in suitable teaching positions. Presidents Shoemaker and Brown handled the placement of graduates personally. President Brown was accustomed to visit each graduate twice during the final practice teaching assignment. These visits combined with a conference enabled him to recommend suitable candidates. So great was the confidence placed in President Brown by superintendents throughout the state that all graduates of the St. Cloud State Teachers College who desired positions were successful in securing them. This method, however, had two serious disadvantages. Not everyone could handle placement successfully in this way. Furthermore no permanent records remained on file which could be used to assist alumni in securing new positions in later years.

In September 1926 President Brown had been able to state that everyone of the 458 persons who had been graduated during the preceding year and who desired to secure a teaching position had been successful in obtaining such a position. As the Coolidge prosperity drew to an end, however, the problems of placement began to be more difficult. President Selke therefore appointed a special committee with Karl Adams as chairman to establish a Placement Bureau with a permanent system of records. This was done in the early spring of 1928 and Mr. Adams became its first director. As a result confidential data concerning all persons who have completed work at the St. Cloud State Teachers College since 1928 is on file in the Placement Bureau subject to inspection by employing officials or ready to be used at the request of interested
persons. Mr. Adams soon left the campus on a two-year leave of absence, followed by resignation to accept the presidency of the Northern Illinois State Teachers College at DeKalb, Illinois. There he succeeded President Joseph C. Brown who had resigned to become superintendent of schools at Pelham, New York. President Selke asked Dudley S. Brainard to become Director of Placement in 1928. Mr. Brainard remained in charge of this bureau until 1933 when he was succeeded by Charles W. Emery.

From this time until June 1934 when the one year rural curriculum was finally discontinued, Chester B. Lund of the rural department was in charge of the placement of those students who were entitled to limited elementary certificates. Nearly all of these candidates succeeded in obtaining positions even during the worst years of the Depression.

Thus through its Placement Bureau the St. Cloud State Teachers College prepared itself to render more and more service to its graduates. This development ran parallel to a similar tendency in other educational institutions. The St. Cloud State Teachers College became a charter member of the Minnesota Association of Institutional Teacher Placement Bureaus in order that it might forward its own work through cooperation with similar organizations connected with other institutions. Shortly thereafter it also became a member of the National Association of Institutional Placement Bureaus. As this movement progressed the number of graduates who were compelled to pay fees to commercial agencies in order to secure positions steadily declined, this number in the year 1938-1939 being only eight.

In March 1922 the State Teachers College Board resolved that it was unwise to expand the enrollment of any teachers college beyond 800 students, not including the summer session. This resolution represented the final phase of a long standing opinion that Minnesota teachers colleges should be small institutions. However, both President Brown and President Selke felt differently. President Brown visited high schools in all parts of Minnesota conferring with superintendents, addressing teachers meetings and speaking to high school graduates. He sent out members of his faculty on similar missions. The result was an increase in enrollment. The figures for a decade are as follows:

<table>
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<th>Year</th>
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<td>1020</td>
<td>1145</td>
<td>791</td>
</tr>
<tr>
<td>1926-27</td>
<td>839</td>
<td>944</td>
<td>678</td>
</tr>
<tr>
<td>1927-28</td>
<td>859</td>
<td>966</td>
<td>658</td>
</tr>
<tr>
<td>1928-29</td>
<td>879</td>
<td>981</td>
<td>744</td>
</tr>
<tr>
<td>1929-30</td>
<td>894</td>
<td>1021</td>
<td>698</td>
</tr>
<tr>
<td>1930-31</td>
<td>883</td>
<td>1021</td>
<td>819</td>
</tr>
<tr>
<td>1931-32</td>
<td>1001</td>
<td>1103</td>
<td>952</td>
</tr>
</tbody>
</table>

—67—
The total enrollment during the college year from September to May inclusive increased from 694 in 1921-22 to 1103 in ten years later. The fall enrollment figures indicate more nearly the number of students on the campus at any one time. Here the increase was from 551 in 1921-22 to 1001 ten years later. The percentage of men students on the campus also rose during this period. In the earlier years men constituted only 13 or 14 percent of the student body. In 1930-31 the percentage was 18, and in 1931-32, 24%, showing perhaps the influence of an improved physical education and athletic program following the construction of Eastman Hall.

During this period the student body was composed of two classes which were called juniors and seniors. Nearly half of the students graduated every year while a considerable number of the junior class also left college at the end of one year to teach in rural schools. The result was a very large student turnover; every year over half of the student body consisted of persons new to the campus. A change in this situation was foreshadowed in 1926-1927 when the third year of the new four-year curriculum was offered for the first time.

The following table shows the rapid growth of enrollments on the third and fourth year levels:

<table>
<thead>
<tr>
<th></th>
<th>Third Year Students</th>
<th>Fourth Year Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1926-27</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>1927-28</td>
<td>77</td>
<td>8</td>
</tr>
<tr>
<td>1928-29</td>
<td>135</td>
<td>23</td>
</tr>
<tr>
<td>1929-30</td>
<td>204</td>
<td>34</td>
</tr>
<tr>
<td>1930-31</td>
<td>283</td>
<td>83</td>
</tr>
<tr>
<td>1931-32</td>
<td>336</td>
<td></td>
</tr>
</tbody>
</table>

By this time the increasing number of upper classmen necessitated a change in the names of the college classes. Action by the student council in December 1930 following a suggestion from the president, designated the first two classes in the college as freshmen and sophomore and transferred the terms junior and senior to the third and fourth year classes.

During this decade the summer session continued to be uniformly larger than in former years. Maximum summer school enrollments of over a thousand came during the summers 1921-24 inclusive. This peak was due to pressure from the State Department of Education calling for increased standards for the renewal of certificates. Then for several years summer school enrollments numbered six or seven hundred. But toward the end of the decade the enrollment again rose to nearly a thousand. The percentage of men in the summer session also increased from 8% or 10% in the earlier years of the decade, and 20% in 1932.

A problem that concerned the St. Cloud State Teachers College was its relationship to other institutions of collegiate rank. The presidents
in December 1928 discussed with the Board the question of making application for accrediting in the American Association of Teachers Colleges. In February 1929 the presidents reported that all of the colleges were able to meet the class A. standards of this accrediting body and requested permission to make application. The Board agreed, with the provision that all the colleges must be accepted. If anyone was refused, all must withdraw. The application was made and all of the colleges were accepted.

Should the colleges make application for accrediting by the North Central Association of Colleges and Secondary Schools? A discussion of this issue began in June 1929 and was continued intermittently during the next two years. The Board authorized the colleges to make application but the decision was finally reversed and it was decided to defer the matter indefinitely.

The relationship of the college to other institutions of higher learning in Minnesota and particularly to the University of Minnesota, also came up for discussion. Were degree graduates of the St. Cloud State Teachers College to be admitted to the Graduate School of the University of Minnesota without qualification? To this the University refused to agree. Teachers college graduates were required to take one or two quarters of preliminary work before being admitted to the Graduate School. Admission without qualification was not granted until 1946. At first the University of Minnesota refused to give more than three years credit to students transferring to the College of Education at the University. This decision, however, was modified in due time so that full undergraduate credit was received. Should the teachers colleges join with the University of Minnesota and other institutions of higher learning in giving college aptitude tests? This was also an issue which was discussed intermittently for some time and finally deferred because of financial difficulties.

Toward the close of this decade of prosperity and growth, President Selke delivered a notable address before the Chamber of Commerce of the city of St. Cloud. At this meeting in the summer of 1928 he discussed the value of the teachers college to St. Cloud, stressing first its economic importance to the community due to the money spent by a large student body as well as the annual payroll of $180,000 which supported 98 employees. Next he discussed the cultural value of the college to the city resulting from the residence in the city of a well trained faculty and to the presentation by the college of addresses by speakers of note and of concerts by famous musical organizations. Further he pointed out how important it was to the young people of St. Cloud to have a college located in their own city. Lastly, President Selke stressed the college as an advertising agency for the city of St. Cloud. Thousands of students from all parts of the state often brought parents and friends with them. Members of the faculty annually spoke in scores of cities and communities throughout the state. Thus the St. Cloud State Teachers College had come to play a significant part in the economic and cultural life of the city of St. Cloud.
PRESIDENTS OF THE ST. CLOUD STATE TEACHERS COLLEGE

Joseph C. Brown
1916-1927

George A. Selke
1927-Feb. 1943

Dudley S. Brainard
Feb. 1943-Sept. 1947

John W. Headley
Sept. 1947-Jan. 1952
CHAPTER VI

INTO THE GREAT DEPRESSION

The St. Cloud State Teachers College reached its 60th anniversary in 1929. Up to this time the Normal School and its successor of the Teachers College had experienced a steady growth in enrollment, in number and qualifications of the faculty, in its physical facilities and in the education standards of its curriculum. Gradually improvements had come all along the line. Only during its first twelve or fifteen years had the Normal School passed through a critical period. Even the shock of the First World War had brought only a slight set-back.

Now the St. Cloud State Teachers College was entering a period of serious trouble. A panic in Wall Street during the fall of 1929 was followed by an upheaval in Europe which forced Great Britain to abandon the gold standard. The consequences of these events rendered more serious the depression in the rural parts of Minnesota which had been in existence since 1920. The price of farm products continued at a low level, land values decreased and bank failures particularly among those institutions located in small rural communities were numerous and increasing. As the United States sank into the Great Depression, a drought unprecedented in the history of the state came in 1934 and the summers of 1933 and 1935 were also extremely dry. Searcely had the effect of this Depression worn off before the Second World War produced consequences in comparison with which the recession of 1918 had been trivial. A temporary halt was at hand to the steady progress which had characterized the decade of the 1920's. Then all graduates both of the two-year curriculum and of the new degree curriculum readily obtained positions in city and village school systems.

By 1932 the consequences of the Depression were visible on every hand. In June 1932 Governor Floyd B. Olson asked the State Teachers College Board to request all employees to give up one-half of their salary for the month of June to be returned to the General Revenue Fund of the state. In April of the same year the Board had already reduced the salaries of the summer school faculty by 14%, having fixed the salaries at one-seventh of the nine month's salary instead of one-sixth. Since this had been done and also since many of the faculty were not at work during June, the Board decided to ask all twelve month employees earning more than $100 a month to accept a deduction of one-half during the month of June and all 12 months employees earning less than $100 a month to accept a deduction of one-twelfth during that same month. Those nine month employees receiving a salary of $1200 a year for nine months were asked to accept a deduction of 1/24 of their salary during the months of September and October. Those nine months employees receiving less than $1200 a year were to accept a deduction of 1/48 of their salary during the months of September and October.

The Board at its previous meeting had already recognized the Depression by recommending that no more equipment or land be
purchased, no more buildings be constructed, and that increases in salaries be strictly limited. In March 1933 the Legislature cut salaries of all state employees receiving over $1,200 a year by 20%. The Legislature also required the State Teachers College Board to establish a tuition charge to all students of $5.00 to $15.00 a quarter for freshmen and sophomores and from $10.00 to $20.00 a quarter for juniors and seniors. The Board decided to fix the tuition at $10.00 with an additional $5.00 for non-resident students. Since tuition was now charged, the Legislature in 1933 cancelled the pledge to teach for two years in the schools of Minnesota which since 1869 had been required of all students in lieu of tuition. Another reason for the cancellation of the pledge was the growing difficulty experienced by graduates in obtaining teaching positions.

At this time a wry comment went about among the students: "We get a raise, and the faculty gets a cut." Half of these salary cuts were restored by the Legislature two years later but not until July 1937 were all faculty salaries back where they had been in 1932.

The Depression did not immediately affect college enrollments. The college year ending in 1930 and 1931 had shown normal enrollments. During the two following years ending in 1932 and 1933, while devastating effects were evident on every hand, enrollments actually increased. The total enrollment for the fall of 1931 was 1001, the fall of 1932 was 1072, while the total enrollment for the nine months period were respectively 1103 and 1202. Evidently numerous young people were coming to college during these years who would have obtained work in other vocations had conditions permitted. However, difficulty in obtaining teaching positions combined with the fact that many parents could no longer afford the cost of college attendance produced a serious slump in enrollment during the six following years. In three of these years the fall quarter enrollment was only a little over 700 while for three years the total annual enrollment was less than 800. The Depression resulted in a decrease in the student body of approximately one-third. The statistics for these years are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Quarter</th>
<th>Total for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931-1932</td>
<td>1001</td>
<td>1103</td>
</tr>
<tr>
<td>1932-1933</td>
<td>1072</td>
<td>1202</td>
</tr>
<tr>
<td>1933-1934</td>
<td>818</td>
<td>954</td>
</tr>
<tr>
<td>1934-1935</td>
<td>703</td>
<td>789</td>
</tr>
<tr>
<td>1935-1936</td>
<td>723</td>
<td>813</td>
</tr>
<tr>
<td>1936-1937</td>
<td>727</td>
<td>781</td>
</tr>
<tr>
<td>1937-1938</td>
<td>724</td>
<td>776</td>
</tr>
<tr>
<td>1938-1939</td>
<td>863</td>
<td>955</td>
</tr>
<tr>
<td>1939-1940</td>
<td>979</td>
<td>1073</td>
</tr>
<tr>
<td>1940-1941</td>
<td>977</td>
<td>1047</td>
</tr>
</tbody>
</table>
During this period the number of men enrolled in the college showed a marked increase. The percentage of men on the campus in the fall of 1932 was 27. This gradually rose to 32% at the end of the decade. At no time since the 1880's had the percentage of men in the student body been as large. This increase was connected with the growth of the four-year curriculum. Men interested in secondary school teaching were now enrolling in the college.

This period showed a steady increase in the proportion of students who were looking toward a four-year degree. At the beginning of the decade a great majority of the students were on the two-year curriculum. The fall quarter of 1935 showed 319 students were working for degrees while 404 were looking forward to two-year diplomas. A year later in the fall of 1937 the degree students numbered 352 and there were 367 the number of diploma students by the narrow margin of 362 to 361. By the fall of 1937 the degree students numbered 352 and there were 367 candidates for diplomas. By the winter quarter the number of degree students had increased to 365 and the number of diploma candidates was 340. From this time on every quarter showed a growing majority of the student body who were candidates for degrees. In the fall of 1938 the number respectively was 439 to 413, the fall of 1939 was 529 to 532. In the fall of 1940 it was 602 to 344, in the fall of 1941 it was 505 to 290.

The number of students graduating from the St. Cloud State Teachers College showed a similar shift toward a four-year curriculum and away from two year courses. On October 1939 when St. Cloud State Teachers College had awarded 685 degrees. The number of students finishing the two-year curriculum was of course the larger, but the number of degree graduates increased steadily as the following tabulation will indicate:

<table>
<thead>
<tr>
<th>Years</th>
<th>Degrees</th>
<th>Diplomas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928-1929</td>
<td>2</td>
<td>367</td>
</tr>
<tr>
<td>1929-1930</td>
<td>13</td>
<td>397</td>
</tr>
<tr>
<td>1930-1931</td>
<td>27</td>
<td>388</td>
</tr>
<tr>
<td>1931-1932</td>
<td>44</td>
<td>329</td>
</tr>
<tr>
<td>1932-1933</td>
<td>54</td>
<td>321</td>
</tr>
<tr>
<td>1933-1934</td>
<td>79</td>
<td>244</td>
</tr>
<tr>
<td>1934-1935</td>
<td>87</td>
<td>204</td>
</tr>
<tr>
<td>1935-1936</td>
<td>62</td>
<td>148</td>
</tr>
<tr>
<td>1936-1937</td>
<td>103</td>
<td>202</td>
</tr>
<tr>
<td>1937-1938</td>
<td>94</td>
<td>200</td>
</tr>
<tr>
<td>1938-1939</td>
<td>120</td>
<td>191</td>
</tr>
<tr>
<td>1939-1940</td>
<td>128</td>
<td>206</td>
</tr>
<tr>
<td>1940-1941</td>
<td>135</td>
<td>188</td>
</tr>
</tbody>
</table>
Summer school enrollment did not change much during the period of the Great Depression as the following tabulation will indicate:

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Session</th>
<th>2nd Session</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932</td>
<td>957</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1933</td>
<td>809</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1934</td>
<td>722</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1935</td>
<td>825</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1936</td>
<td>790</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1937</td>
<td>806</td>
<td>243</td>
<td>900</td>
</tr>
<tr>
<td>1938</td>
<td>869</td>
<td>290</td>
<td>964</td>
</tr>
<tr>
<td>1939</td>
<td>842</td>
<td>296</td>
<td>941</td>
</tr>
<tr>
<td>1940</td>
<td>812</td>
<td>244</td>
<td>964</td>
</tr>
<tr>
<td>1941</td>
<td>686</td>
<td>186</td>
<td>772</td>
</tr>
</tbody>
</table>

A significant change occurred in 1937 when President Selke was able to restore the second summer session which had been discontinued nearly thirty years before. Although the second summer session produced a much smaller enrollment than the first session the results were nevertheless important. It enabled many students to progress more rapidly toward graduation. The administration was now able to give summer employment to nearly all members of the faculty who desired to work, and only a few years were to elapse before summer employment for all staff members became the established policy.

As in former years the percentage of men in the summer school was less than during the regular college year. During this decade it varied from 16 to 24%, falling to 14% in the summer of 1941, when the impact of a war economy was beginning to be felt.

Throughout the entire history of the Normal School and College, the two-year curriculum had prepared teachers who secured positions for the most part in cities and villages. Now, to a rapidly increasing extent, graduates of the two-year curriculum went into rural schools. Before the end of the Depression practically all of the two-year graduates, excepting those who had the advantage of previous teaching experience, were entering the rural field. Because of this tendency, the two-year curriculum was revised and became the curriculum designed to prepare both for graded and ungraded elementary schools.

The Great Depression decreased the turn-over in the teaching profession. It lengthened the average term of service thereby making it more difficult for graduates to obtain satisfactory positions. Experienced teachers who would normally have married and left the teaching profession, postponed their plans. School boards, in order to cut down the rate of taxation, increased the size of classes, eliminated certain subjects, and decreased the number of teachers employed. From the founding of the
St. Cloud State Normal School down to the beginning of the Great Depression, all graduates had readily obtained good positions at good wages. In 1932, 63 graduates had not obtained a teaching position by the first of the year following graduation. In addition 58 others had returned to college to work for a degree, most of whom would have preferred to teach. In 1933, 182 were unplaced, 47% of the graduating class, of whom 76 returned to college. In 1934, 94 were unplaced, 28% of the graduates and 64 were continuing their studies. In 1935, 52 were unplaced, again 28% of the members of a much reduced class of graduates, while 38 had continued in college. Those students who continued their preparation all eventually obtained teaching positions as well as some of those who did not do so. With the college year ending in June 1936 this deplorable situation was about over. Thereafter practically all graduates who desired teaching positions, signed contracts although in many cases they were not successful in securing the most desired location, program or salary. Often even degree graduates found it necessary to begin their teaching career in a rural school. From now on those students who following graduation from the two year curriculum returned to work for a degree, did so as a consequence of real desire for further preparation.

St. Cloud graduates were, however, finding places in the schools of Minnesota in large numbers as the following statistics show:

<table>
<thead>
<tr>
<th>Graduates and Former Graduates Placed in Teaching Positions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1931-1932</td>
<td>243</td>
</tr>
<tr>
<td>1932-1933</td>
<td>309</td>
</tr>
<tr>
<td>1933-1934</td>
<td>380</td>
</tr>
<tr>
<td>1934-1935</td>
<td>371</td>
</tr>
<tr>
<td>1935-1936</td>
<td>366</td>
</tr>
<tr>
<td>1936-1937</td>
<td>419</td>
</tr>
<tr>
<td>1937-1938</td>
<td>357</td>
</tr>
<tr>
<td>1938-1939</td>
<td>337</td>
</tr>
<tr>
<td>1939-1940</td>
<td>392</td>
</tr>
</tbody>
</table>

Never before had the student body contained so many persons who faced financial difficulties. Therefore, President Selke inaugurated the policy of assisting as many students as possible by providing them with part-time work about the college. Students did a large part of the janitorial work. They swept the buildings, took care of tennis courts and playgrounds, mowed the lawn and shoveled snow. Many students worked in the library and were employed in sundry clerical positions. In the early years of depression numerous students requested aid from the Emergency Relief Administration.

With the establishment of the National Youth Administration considerable sums of federal money became available for the employment of students in part-time positions. An inventory of all the assets of the
college, land, buildings, books, and equipment, requested by the Commissioners of Administration was made by students who received 35 cents an hour from the National Youth Administration. At times, as many as 225 students were employed as a result of the receipt of federal funds in addition to those given employment with funds derived from the State of Minnesota. In 1941 when the worst aspects of the Depression had passed away, the reports of the deans indicated that 24% of the women students and 67% of the men were working part time in order to continue in college.

President Selke was appointed first Director of the National Youth Administration in the State of Minnesota. In this position he was of material aid to the students at St. Cloud. In December 1938 Chester B. Lund, who had been on the faculty in charge of rural education, took over this position on a full time basis.

Student loan funds were now used to a greater extent than ever before. The General Loan Fund, coming to existence in 1890, had gradually grown through the years. In 1944 its capital value was $7,566. This accumulation was the result of numerous small donations from individuals, student groups, and the receipts from programs. One donation of $50 came annually from the 20th Century Club of St. Cloud, which gave the money in honor of the graduate designated by faculty and students as Best College Citizen of the year.

In 1930 Mrs. Mary Atwood had bequeathed the sum of $5,000 to be known as the Clarence L. Atwood Scholarship Fund, in memory of her husband who for many years served as resident director of the college. This fund was loaned extensively to students and gradually increased in size until in 1944 the capital value was $6,930. Beginning in 1950 the accumulation above the original bequest of $5,000 was to be used for scholarships awarded to deserving students.

In 1934 Beulah Douglas bequeathed to the college $3,459 which became the third principal loan fund. Miss Douglas for a long time served as supervisor of kindergarten training and was a leading member of the faculty. This loan fund increased in size to a capital value of $4,327 in 1944. At this date, the total value of the college loan funds amounted to $18,824. During the Second World War the basis was laid for another loan fund. The will of Miss Bessie Cambell gave $3,500 to the Alumni Association to be used eventually as a loan fund for freshmen students. The fund was named for her sister, Miss Gertrude Cambell, for many years accountant at the college.

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

The years of the Great Depression, then, were characterized by some very discouraging conditions. They were years on the other hand of creative development. Educational standards were rising. The student body displayed a more serious and professional attitude, than had existed during the preceding years of great prosperity. Numerically the faculty remained stationary throughout these depression years varying from 63 to 66 between 1932 and 1939. But during the years 1940 and 1941, with recovery well underwa y. faculty members increased to 71 and 74 respectively. In qualifications the faculty showed marked improvement. The number holding doctors degrees increased from 4 to 10; the masters degrees rose from 38 to 55; the group without a degree disappeared while those holding only a bachelor’s degree fell from 19 to 9, for the most part persons in non-teaching positions such as library assistants and the college nurse.

All the teachers colleges in Minnesota lost an able friend when Commissioner J. M. McConnell died in office early in the spring of 1933. For a time Mr. E. M. Phillips followed him as secretary of the State Teachers College Board. Then in the summer of 1934 the State Board of Education appointed Dr. John Gunderson Rockwell as Commissioner of Education.

Dr. Rockwell was an ardent supporter of the Farmer-Labor Party. Immediately political considerations became a factor, something not present previously in the educational affairs of Minnesota. With the support of a majority of its members, the Board began to interfere in the internal administration and in the curriculum of the colleges to a degree considered improper by most educators. In May 1937 the Board requested outlines of all courses offered in the social science field. The Board desired that emphasis be given such subjects as cooperatives and the labor movement and that a point of view be taught which was satisfactory to them. At the June meeting of 1937, the Board appointed two members to work with the presidents in revising the curriculum, an educational problem for which lay board members were obviously unfitted.

In 1937 the Board appointed a committee on educational appointments to recommend candidates for election to the faculty, to the business office, and to the janitorial staff. A year later the Board established two committees, a personnel committee of four members to study the credentials of all candidates for appointment, and a business committee of four members. It was apparently the intention of some members of the State Teachers College Board to take the selection of staff members out of the hands of the divisions and of the presidents. The Board went into executive session more frequently than had been the custom for many years. Sometimes the Farmer Labor members of the Board caucused in private and agreed upon decisions without consultation with the presidents or other members of the Board.

The interest of some members of the Board in politics showed itself
in still another way. When a member of the faculty, O. J. Jerde, was elected as a delegate to the Stearns County Republican Convention, he was told that it must not happen again. At the same time no criticism arose when another member of the faculty, George Friedrich, accepted appointment to the Conservation Commission, a position for which he was well fitted by education and interest but which was nevertheless a political appointment.

A salary schedule and a classification of all faculty members and other employees received attention but no conclusion was arrived at during this period. The Board requested information concerning outstanding achievements of faculty members. The Board passed a resolution in June 1938 authorizing the faculties to organize a union if they so desired.

During the years 1936 and 1937 the State Teachers College Board discussed the issue of a retirement age for all employees. It was felt that some members of the Board wished to arrange for the retirement of some of the presidents in order that new men with the correct point of view could be elected. Finally in May 1937 the retirement age was fixed at 68 with the provision that staff members in question were to continue to work until the end of the college year during which the 68th birthday had been reached. In this decision the more radical members who desired a retirement age at 65 were overruled. In 1939 the Board approved a resolution which established permanent tenure regulations.

During this critical period the St. Cloud State Teachers College was fortunate in that the resident director in no case belonged to the radical group. In September 1933 James J. Quigley became resident director. In due time he became president of the Board and exerted a major influence along constructive and conservative lines. From May to September 1937 Benjamin DuBois of Sauk Centre was resident director. He resigned to accept an appointment to another state position and was succeeded by Howard W. Donahue who had been a law partner of Mr. Quigley's. In May 1939 Governor Harold Stassen appointed Warren Stewart resident director. With his appointment the Farmer-Labor period came to an end. Almost immediately the personnel and business committees disappeared and the Board returned to long established policies.

In 1932 the St. Cloud State Teachers College was in need of an almost entirely new plant, at a time when conditions were most unfavorable. The main building of the Moorhead State Teachers College had burned in February of 1930 and had to be replaced immediately. The state administration was opposed to appropriations for buildings anywhere while the Board had given priority to Bemidji and Mankato.

President Selke, however, kept the needs of the St. Cloud State Teachers College constantly before the Board in his quarterly reports. Old Main begun in 1870, was, with several additions a very large building, containing one and one half million cubic feet of space. It had been solidly constructed. Nevertheless, it was a firetrap. The auditorium, located on the third floor, was so dangerous that the college held as few large meetings
as possible. Whenever a large convocation became necessary the lower halls and basement were patroled to warn in case of fire. In addition Old Main needed a new roof, new floors and new windows. The north wing had settled badly. The rooms were not of the right shape and were not provided with suitable lighting.

The Riverview Laboratory School was a reasonably sound building but failed to meet modern standards. In the library the fire hazard was so serious that books valued at $300,000 were in constant danger of destruction. This building had been erected as a training school. The construction adequate for elementary classrooms, was entirely inadequate for library purposes. Floors had sagged and overcrowding was evident everywhere. President Selke also renewed the longstanding request for dormitory facilities for men and asked for the replacement of the obsolete heating plant. He further demonstrated that the existing college buildings could not adequately handle more than 800 students while enrollments were in excess of that number.

These recommendations brought no immediate results. Therefore, President Selke was forced to go ahead with a program for building up the physical plant without aid from the state. His achievements during the decade of the 1930's were notable. In this effort he was indebted for valuable assistance to Alvah Eastman who gave money and land to the college; to far-sighted leaders of the student body who authorized the use of student funds for the future development of the college rather than for immediate social or athletic purposes; and to Resident Directors Quigley and Donahue who persuaded the Board to sanction the projects planned by President Selke.

Resident Director Eastman willed his residence to the college. Eastman Home, accepted by the Board in May 1940, was used as a student center for a time. Then it became a small dormitory for women. In 1952 it was remodeled for a nursery school. In 1954 it again became a small dormitory.

Among other results of the Depression was a marked fall in the price of land and widespread failure on the part of property owners to pay taxes. It became possible then, for the college to acquire tracts of land lying in the vicinity of the campus which would otherwise have been beyond the reach of the college authorities.

In December 1934 President Selke purchased, using students funds, the Hilder Quarry area of 50 acres. This area was enlarged by the purchase of adjacent tax delinquent property and by the gift to the college of some 50 lots by Florence Wright, a former member of the college staff. This quarry area included several small quarry hole lakes, which could be developed for recreational swimming, and several large buildings. This purchase was possible because the company which had operated the quarries had become bankrupt and the property had been taken over by a bank which was in receivership. Under the leadership of George Friedrich this area was improved and reforested with the aid of National
Youth Administration labor. The area also became a source of raw materials for numerous college projects, which used both lumber from the old buildings and granite from the quarries.

In June 1933 President Selke had secured possession of a group of islands in the Mississippi river just south of the campus. The first mention of this group of islands is found in the journal of Lt. Zebulon M. Pike who, passing by on Oct. 10, 1805, named them the Beaver Islands because the numerous channels between the islands were choked with beaver dams. Several of these islands were leased from Northern States Power Company for the payment of a small annual tax. The largest island with an area of 80 acres and one or two others were purchased outright with student funds. These islands became an outdoor biological laboratory with tree nursery, a wild flower garden and bird sanctuary, and a center for numerous student activities. With the use of timber and steel from the Hilder quarry area and W. P. A. labor, bridges were built so that the islands could be used by all students. Access to the islands was facilitated by a dry cycle of years during which the Mississippi river was at an unusually low level. When years of higher waters returned, the bridges were washed out. By that time, however, other recreational areas had become available. Several years later during the administration of President Headley, the Alumni Association endeavored to raise funds sufficient to construct a permanent high bridge to the College Islands. The effort was not successful.

In December 1933 President Selke reported to the Board concerning plans for a new recreational field. This field consisted of six city blocks, four of which were a gift from Alvah Eastman. The other two blocks were park property which the mayor of the city of St. Cloud allowed the Teachers College to use. Using W. P. A. labor, construction began at once on a splendid football field, a baseball diamond and track. In September 1933 the Board authorized President Selke and Resident Director Donahue to request the Works Progress Administration to furnish funds and labor for a construction of a granite and concrete stadium, seating 3,000 spectators. This work began in March 1939. Granite for the stadium came from the old Hilder quarries. At the same time a granite wall was built around the entire sports field. When completed, this project gave the St. Cloud State Teachers College an athletic field second to none in the entire Upper Midwest. The W. P. A. expended $103,000 in labor on this project. It was most appropriate then that the Board at a later time decided to name this field Selke Field.

In 1936 President Selke purchased the Ervin home with the use of dormitory and activity funds on authorization of the State Teachers College Board. The purchase price was a little less than the $12,000 authorized. This building, a fine re-enforced concrete structure, which had cost $75,000, was soon known as Carol Hall. For a time a student activity center was maintained in the basement. Later the men of the Civilian Pilot Training Course used it as a dormitory. Still later it was converted into a women's dormitory operated for some years on the cooperative basis and then as an annex to Lawrence Hall.
For a half century presidents had requested the Legislature to appropriate funds for the construction of a men's dormitory. Early in the decade of the 30's the Al Sirat Fraternity operated the Old Mitchell Home as a cooperative dormitory but this building shortly had to be wrecked. In 1939 President Selke purchased lots for a men's dormitory using local funds and a considerable gift from Alvah Eastman. The site was directly across the street from Selke Field. President Selke regarded this location was exceptionally desirable because it could be used during summer quarters to house men enrolled in coaching classes. He also believed that young men would value highly a location near to the playing field. An appropriation of $16,000 was secured from the National Youth Administration and construction began, using N. Y. A. labor, on a structure designed to house 72 young men. Mr. Eastman had promised to donate such additional funds that might be necessary. When Alvah Eastman died suddenly without providing the necessary funds, the building stood unfinished for several months. Finally additional funds were secured from the National Youth Administration. Construction proceeded. When completed the building was used for some time as a National Youth Administration center where young women were trained for industrial employment. As the war crisis developed it was used as a center for training workers for war industries.

The understanding was that the N. Y. A. was to have the use of the building for two years after which it would be turned over to the college. Since the building had been constructed on land belonging to the State of Minnesota, it was, of course, the property of the state. The construction of this building left much to be desired because the labor used was almost entirely unskilled and the heating plant was second hand. Further, dormitories housing less than 100 persons are difficult to operate. However, this was the largest project completed by the National Youth Administration in the United States and C. B. Lund, director of that organization, was justly proud of his achievement.

In December 1938 the Alumni Association purchased a 25 acre tract of woodland on the east side of the Mississippi river. This tract was named Talahi Woods, and in due time turned over to the State of Minnesota. Meantime, using W. P. A. labor, improvement of the property progressed rapidly. Additional trees were planted, a large lodge which had originally been constructed by W. P. A. labor near Shakopee for the use of unemployed labor, was brought to St. Cloud and erected in the Talahi Woods. Talahi Lodge in time replaced the College Islands as a recreational center.

With the use of W. P. A. labor President Selke did everything possible to improve the campus. Retaining walls were constructed to prevent erosion both along 1st Avenue and along the brow of the bluff by the Mississippi river. Tunnels were built between Lawrence Hall and Old Main and between Eastman Hall and Riverview; a garage was added and a tool house. All the buildings were redecorated and numerous repairs. Despite all of these changes and additions the college plant was still made.
inadequate. Eastman Hall was the only modern, fireproof building on the campus. In April 1939 the Board recommended an appropriation of $150,000 for construction at St. Cloud. The Legislature took no immediate action but two years later in May 1941 appropriated $395,000 for an auditorium and classroom building at St. Cloud. Then Governor Harold Stassen appointed Louis Pinault as architect to draw the plans for this building, which were completed and paid for. The war crisis, however, was rapidly approaching and in the summer of 1941 Governor Stassen, acting on the request of the federal government, ordered all building suspended throughout the State of Minnesota.

In June 1932 the State Teachers College Board resolved that only those students should be admitted who showed promise of becoming good teachers. At this time the graduates were having a difficult time in obtaining teaching positions. From time to time the Board discussed possible methods of limiting enrollment. President Selke favored limiting the graduates to the number who could obtain teaching positions. The Board finally authorized President Selke to try out at St. Cloud such a system. It went into effect during the year 1941 when a considerable number of students, making indifferent records, were encouraged to enter other fields of activity.

In order to improve the quality of graduates a system of intern teaching was established under the leadership of Floyd E. Perkins. Practice teaching assignments became available in several nearby villages including Sauk Rapids, Buffalo, Clear Lake and Becker. This promising development came to an abrupt end when the war severely limited transportation facilities.

One of the problems of this period involved the admission of degree graduates of the St. Cloud State Teachers College to the Graduate School of the University of Minnesota. Many conferences were held with the dean of the graduate school and other university officials. Several compromise proposals were discussed. However, the university was reluctant to admit graduates of teachers colleges to the graduate school without the requirement of preliminary undergraduate work. This problem was not finally solved until after the war when the St. Cloud State Teachers Colleges became accredited to the North Central Association of Colleges and Secondary Schools. The Board did decide, however, to change the degree granted by the St. Cloud State Teachers College from Bachelor of Education to Bachelor of Science, a decision which went into effect in September 1942, thereby placing the teachers colleges of Minnesota in line with the current practice in similar institutions throughout the United States.

Because the enrollment of students working for degrees was increasing steadily, proposals for modification and improvement for the four-year curriculum received considerable attention. A new four-year curriculum was presented to the Board and adopted in January 1935. This, however, did not bring the matter to an end. Discussion was continued and changes came from time to time.
In September 1937 the Board authorized the St. Cloud State Teachers College to establish a special course for the training of commercial teachers, to be inaugurated at the beginning of the winter quarter. Arnold E. Schneider arrived in December 1937 to assume the almost exclusive responsibility of organizing the new division of business education.

In 1939 the presidents and the Board were discussing four new problems which involved very great changes in the character of the teachers colleges. First on the list was the proposal to add a fifth year to the curriculum. Second, it was suggested that the names of the institutions be changed to the state colleges. The third proposal involved the addition of a junior college curriculum which did not train for teaching. Last came the suggestion that pre-professional courses be offered. With the arrival of the war emergency discussion of these issues was left in abeyance but all were destined to be revived during the post war period.

In March 1939 President Selke was successful in securing a grant of $9,000 from the Carnegie Foundation to be used over a three-year period for the purchase of library books. St. Cloud was one of only eight teachers colleges in the United States able to qualify for this grant.

For some years the question of accreditation from the North Central Association of Colleges and Secondary Schools had been under consideration. In June 1932 the Board had decided that the colleges should not make application. The Board realized that the colleges might not be able to meet all the required standards. The issue arose again in 1938 when the Board directed the colleges to report concerning the cost of accreditation. It had become evident that graduates of the St. Cloud State Teachers College were going to be seriously handicapped if membership were not available soon. In order to prepare for an examination, President Selke organized the faculty into eight divisions as follows:

- **Arts and Music**, Harvey R. Waugh, Chairman
- **Business Education**, Arnold E. Schneider, Chairman
- **Health, Physical Education and Recreational**, A. F. Brainard, Chairman
- **Language and Literature**, William J. Griffin, Chairman
- **Laboratory Schools**, John Talbot, Chairman
- **Mathematics and Science**, W. Clyde Croxton, Chairman
- **Professional Studies**, Herbert Clugston, Chairman
- **Social Studies**, Leslie D. Zeleny, Chairman

He also set up five bureaus, two of which were already in existence:

- **The Bureau of Field Service**, Floyd E. Perkins, Director
- **The Bureau of Guidance**, Beth P. Garvey, Director
- **The Bureau of Placement**, Dudley S. Brainard, Director
- **The Bureau of Research**, E. M. Paulu, Director
- **The Bureau of Resources**, George Friedrich, Director
In September 1941 the faculty voted to request examination by the North Central Association. The examination was conducted by President Lathom of Iowa State Teachers College and Dean Oldfather of the University of Nebraska. The report which was unfavorable caused much concern among members of the faculty, many of whom felt that the examiners had failed to inform themselves concerning the actual organization and conduct of the college. The principle criticisms were as follows:

- Members of the faculty were not ranked or classified.
- Department and division heads exercised too little authority.
- The faculty also possessed too little power.
- Too many of the faculty came directly from the public schools without experience from other institutions of higher learning.
- The college plant was old and poorly adapted to modern demands.
- There was no men's dormitory.
- The faculty training was low.
- The health service was inadequate.
- The counseling program was inadequate.
- The freshmen orientation program also was not suitable.
- Lastly, the State Teachers College Board was not organized according to the best standards.

During the years following this examination the president and the faculty at St. Cloud worked earnestly to surmount these criticisms. One of the difficulties lay in the lack of a written college constitution. Further complete minutes of all faculty meetings were not available. Therefore, President Selke requested Herbert A. Clugston and Floyd E. Perkins to prepare a college constitution using as a model the constitution of the Bellingham State Teachers College of the State of Washington. This was done. In order that the proposed constitution might benefit from the work of a larger group, President Selke now appointed a special committee of twelve with Dudley S. Brainard as chairman. Herbert A. Clugston and Floyd E. Perkins were members of this committee. The new constitution which was ready in February 1942 was similar to the preliminary draft made by Clugston and Perkins. It also set down in detail procedures which had actually been followed for many years. President Selke put this constitution into effect in November 1942. By this time the college was already in a position to meet most of the criticisms contained in the report of the examiners. However, a war crisis was in the offing and nothing further could be done concerning accreditation until the post war period arrived. The North Central Association refused to entertain applications for accreditation during the war.

President Selke was especially interested both in a recreational program and in athletics. He had had a notable career in baseball and in 1929 coached the college baseball team in person. Of course, the athletic program had begun long before the election of George Selke to the presidency. In 1873 the playroom or gymnasium in the basement of Old Main, had been used by students for light gymnastics. In 1892 young men organized the St. Cloud Normal Athletic Club. In 1897-1898 M. J. McArthur joined the faculty to take charge of physical
education and coach the athletic teams. In that year he organized contests in football, baseball, basketball, tennis, and track, the last two on an intermural basis only. These early teams contested largely with high schools since at that time most of the normal school students were of secondary school rank.

George Lynch became coach in 1904. His team of 1907 was notable because among the members was Wesley Thurman, later a member of the faculty in the field of science. The football team of 1909 made such a distinguished record that it received special mention in the normal school catalog. This team won every game played and played all games without substitutes. Among the members of this team were Warren Stewart, later resident director of the college. Louis Pinault, later architect both of Stewart Hall and Kiehle Library, and Nat Quickstad, who became superintendent of schools, was dean of a junior college, and a summer school guest instructor at the St. Cloud State Normal School.

During the First World War all athletic contests were discontinued for a three year period. After the war athletics revived with George Lynch and Clifford Bemis as coaches and later George Friedrich. In 1918 the normal school stood ready for the first time to furnish all the equipment necessary for athletics using funds from the new student activities fees.

In 1923 the Junior College Conference which included the six state teachers colleges and five junior colleges, Rochester, Duluth, Virginia, Hibbing, and Itasca was organized. The purpose was to place these 11 institutions on a common basis in regard to eligibility of athletes, scholarship requirements, limits of participation, and control of transfer students. After a few years it became apparent that the teachers colleges could not operate under the rules of the Junior College Conference because of the time limit placed on participation. The athletic representatives of the teachers colleges felt that their institutions, now four year schools, should be able to authorize their students to participate in athletics for four years. Since the junior college representatives could not consent to such a rule a new conference called the Northern State Teachers College Conference came into existence in 1932. It included the six state teachers colleges in Minnesota. The objectives of this organization included the regulation, supervision and control of intercollegiate athletics among the several members of the conference in order that such activities might be maintained on a high ethical plane in keeping with the purpose of education.

Hockey, which was played during the years 1898 and 1899, was revived in 1932 with Ludwig Andolsek as coach. The years 1932, 1933, and 1934 produced outstanding championship teams. One of the players was Roland A. Vandell who later became a member of the faculty in the field of mathematics and coached the hockey team for several seasons. During these years the St. Cloud hockey team was successful in the National tournament in Chicago and defeated such organizations as the University of Manitoba.
Previous to 1927 football teams practiced on the college campus and played on the athletic field of Technical High School. In that year J. C. Brown Athletic Field was dedicated. A very great improvement came in 1930 with the dedication of Eastman Hall. The extremely inadequate gymnasium in the basement of Old Main could now be abandoned. In 1937 the first football game was played on the Selke Field which had yet to be completed. In 1935 George Lynch was appointed athletic director. Golf was now added to the list of intercollegiate sports. With Warren Kasch and E. M. Colletti as coaches the athletic teams of the St. Cloud State Teachers College won an unusual number of victories in the years immediately preceding World War II. The years of 1933, 1936, 1937, 1941, and 1942 all produced championship football teams. The basketball team tied for the championship in 1941 and won an unquestioned title in 1943. This team went to Kansas City to play in the National Tournament. From this tournament, some members went at once to the armed forces of the United States. Track championships were won in 1938 and 1940. This period of exceptional success in athletics came to an abrupt end in the spring of 1943 with the departure of the men of the college for the armed forces. Beginning in March, 1943, nearly all athletic activities were discontinued for the duration of the war period.

Old Main in its final form 1902 to 1947
Chapter VII

THROUGH THE SECOND WORLD WAR

The years from 1937 - 1941 constituted a period of recovery. The Depression had largely come to an end. The cut in appropriation with the resulting decrease in salaries had been restored. No serious difficulty was now experienced in the placement of graduates. During these years enrollments increased materially and remained at a high level both during the regular college year and the summer sessions.

The Second World War which began in Europe in September 1939 did not immediately affect the St. Cloud State Teachers College. In fact the United States including the Upper Midwest was prosperous. A possible surplus of teachers was feared and plans for limiting the college enrollment were just getting under way. After France fell in June 1940, the United States began to arm. Within a month the problem of the refund of fees to students leaving for military service was under discussion. As the months passed changes became more and more certain, foreshadowing the withdrawal of many young men from the campus. Discussion concerning the manifold phases of the world crises became active. The possibility that the United States might become involved in the war was a matter of concern to students. After Pearl Harbor December 7, 1941, the crisis in college affairs grew rapidly. Enrollment declined sharply.

REGULAR CIVILIAN STUDENTS

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The enrollment of the men in the St. Cloud State Teachers College declined to the lowest point in the history of the institution. In fact in the spring quarter of 1944 only 12 men were enrolled and in the winter quarter of 1944 and the spring quarter of 1945 only 19. Over half of the
young women also dropped out. Some entered the armed forces, others were attracted by high wages paid in business and industry; marriages were numerous.

All together the crisis of the Second World War caused the college to lose approximately two-thirds of its regular enrollment, a loss over twice as large as occurred in the First World War when the decline in enrollment was 29%. It was also twice the size of the loss in enrollment suffered during the most serious part of the Great Depression from the fall of 1934 to the spring of 1938 when the decline was fully one-third. During the First World War compulsory military service did not extend down to the age groups normally found in freshmen and sophomore classes and the St. Cloud State Normal School had no junior or senior classes at that time.

The summer school enrollments declined seriously but not as much as during the regular college year.

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As the war crisis developed, President Selke's burdens increased materially. In February 1941 he had been elected president of the American Association of Teachers Colleges. At the same time he was also chosen governor of the Minnesota-Dakota District of Kiwanis. In August he was called to Baltimore, Maryland to attend a conference on Relationships Between Higher Education and War. His problems were also multiplied by an increasing turnover in the faculty and by a growing oversupply of faculty members in some departments as the college enrollment declined. In August 1941 two members of the science department, Dr. Carl Beltz and Dr. Ralph Engstrom resigned to accept research positions in connection with the defense program. From March to August 1942 six members of the faculty left to enter the armed forces or to accept civilian positions in the defense program.

Members of the State Teachers College Board were discussing possible rules which might be set up for reducing the size of the faculty to conform more closely to the actual enrollment. It was finally decided that there should be no compulsory reduction. On the other hand, positions left vacant should remain vacant if possible until the end of the war. Sabbatical leaves, which since 1939 included half pay, were to be granted freely and without restriction as to number. Leaves of absence without pay were to be granted to any staff members whose services were not immediately needed for almost any purpose. Such leaves of absence, however, were to be accompanied by the right of recall on due notice as soon as the post war enrollment demanded a larger faculty.
President Selke became War Manpower Commissioner for the State of Minnesota in the summer of 1942. The duties of this position made it necessary for him to be absent from the campus for even longer periods. At the turn of the year President Selke decided that it would be impossible for him to carry on as War Manpower Commissioner and as president. He, therefore, asked the State Teachers College Board for a leave of absence. At his suggestion the Board appointed as acting president Dudley S. Brainard who for over 10 years had been assistant director of the summer sessions and had acted in President Selke's place during absences. Mr. Brainard assumed office the 1st of February, 1943. Six months later President Selke entered the United States Army with the rank of captain and later major in the Allied Government of Occupied Territories which was to be established in Europe as soon as the German forces had been defeated. Mr. Brainard was now elected president to hold office until the return of President Selke. On leaving, President Selke told Mr. Brainard that in case he did not return, the State Teachers College Board would expect him to remain in office for a year after the war in order that the Board might appraise the post war situation and find a suitable candidate for president, a man who met their qualifications of a doctor's degree and under 50 years of age.

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

It became the fortune of the college to entertain on the campus a number of agencies connected with the war effort. The first of these was the National Youth Administration. This organization, originally set up as a relief enterprise, now became an organization designed primarily to train young people to take positions in war industries. The NYA dormitory built on that part of the campus lying east of the Mississippi river, was ready for occupancy in 1942. The first floor was used for dormitory purposes and included a well equipped kitchen. In the basement were shops full of machinery. Here the NYA trained young men and women for positions in war industries. Numerous college students became trainees, as many as 75 at a time, each trainee receiving $15.00 a month. On completing this course students often left to take positions in war industries either permanently or for the summer months.

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

President Selke anticipating a very large decline in enrollment and desiring that the St. Cloud State Teachers College should play a significant part in the war effort, had been endeavoring to secure a place for the college in the war program. In September 1942 the Board had authorized the colleges to make contracts for the training of pilots under the Civil Aeronautics Authority. The Federal Government had already established on the campus of the St. Cloud State Teachers College the Civilian Pilot Training course. Ostensibly this course was to train pilots for civilian air positions. Actually it was set up to provide a backlog of pilots for military service. The young men enrolled in the CPT program occupied Carol Hall as a dormitory for a period of one year. They took some classwork in the college and received aviation training at the St. Cloud airport. Dean John J. Weismann was in the charge of this program, which increased to 40 students in the fall and 44 in the winter. By March 1943 the government was ready to discontinue this type of work in order to make way for a regular military training program. It ended with a surplus of $12,665.

In February 1943 the St. Cloud State Teachers College was approved for B-1 Naval Program. Under this program young men enlisted in the Navy could attend college for a year preliminary to active service in the United States Navy. A few students entered the college in connection with this program.

The Minnesota State Legislature early in January, 1943, authorized the state teachers colleges to make contact with the armed forces for the training of military and naval personnel on the campus. The St. Cloud State Teachers College became one of 150 colleges which entered into contracts with the Western Flying Training Command of the Army Air Force. President Selke received a telegram on the 29th of January that the St. Cloud State Teachers College had been selected as a training center.

Events now moved rapidly. Just before leaving the campus, President Selke appointed Floyd E. Perkins as Co-ordinator of the new military program. Two months previously Dr. Herbert A. Clugston had been appointed Dean of Academic Administration. To him fell the duties of arranging the schedule of classes for the military personnel soon to arrive. All relationships with the Armed Forces went through the office of the co-ordinator. Not even the dean of administration or the president of the college made official contact with the army. To Co-ordinator Perkins therefore, was due the credit for the immense success attending this program.

Four officers and eight sergeants of the Army Air Force arrived on


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the 17th of February with First Lieutenant, later Captain John E. McElroy as commanding officer and Second Lieutenant, later First Lieutenant Donald Emmerich, Adjutant. On the first of the month the advance contingent of 103 enlisted men of the 72nd College Training Detachment arrived.

Meanwhile it had been necessary to evacuate all of the young women residing in Lawrence Hall in order that this dormitory could be transformed into a barracks for army use. The young women left their home in a cooperative spirit. Since all could not be accommodated in Shoemaker Hall, rooms had to be found in the city. Carol Hall also was transformed into a women's dormitory. The college, however, was embarrassed for some time because of the legal difficulties connected with the refund of money for board and room. For the ensuing 15 months Miss Irene Helgen, director of Lawrence Hall, became responsible for the mess for 250 soldiers, a most radical change.

The flight training for the cadets of the 72nd College Training Detachment took place at the St. Cloud Airport with Major Vandre in charge. On the campus 21 members of the regular staff taught classes composed of military personnel. Since the greatest emphasis was in the fields of physics, mathematics and physical education, with lesser emphasis on history, geography and English, it was necessary to employ six additional instructors in the first two fields mentioned. It was also necessary to employ M. E. Krafve and to transfer H. J. White from the State Department of Education to be first business managers of the St. Cloud State Teachers College. The problems incident to the transformation in part from a teachers college to a military college were manifold and difficult especially during the first weeks when a schedule of military classes had suddenly to be superimposed on the ordinary program of study. Program making was difficult because of frequent changes necessitated by the sudden arrival or departure of military personnel as well as by the arrival of new orders from military headquarters. These problems were gradually solved through the efforts of Dean H. A. Clugston, who became Director of the Academic Program for the A. A. F.

At this time the college program consisted of 109 civilian classes with a median enrollment of 9 students and 80 military classes of 25 cadets each. The academic program for the Army Air Force cadets was as follows:

Geography, History and English—three fifty-minute periods weekly.
Mathematics—five fifty-minute periods weekly.
Physics—three fifty-minute lecture and six fifty-minute laboratory periods weekly.
Medical Aid—five fifty-minute periods weekly.
Civil Air Regulations—seven fifty-minute periods for each departing class.
Physical Training—six fifty-minute periods weekly.
Supervised Study—five fifty-minute periods weekly.

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In the beginning, the 72nd College Training Detachment reported to the AAF at the Gulf Training Center, Randolph Field, Texas. A little later, however, Minnesota was transferred to the West Coast Flying Training Command with headquarters at Santa Ana, California. Altogether 921 pre-flight soldiers of the AAF were trained at the St. Cloud State Teachers College. The normal length of the curriculum was five months but the majority of these soldiers were transferred at the end of about three months because of the urgent need for men in other camps.

Both Captain McElroy and Lt. Emmerich were men of the finest type. The relationships of the college with these officers as well as with officials of higher rank who came at frequent intervals to inspect the command, were always at the highest level. Toward the end of the program, Captain McElroy was transferred to Utah State College, his place being taken by Captain Hugh B. Rankin, transferred from the University of North Dakota, while Lt. Emmerich remained until the end of the program. At the conclusion of the program the Commanding General of the Western Flying Training Command, Santa Ana, California, Lt. General B. K. Yount, presented to the college a Certificate of Award for meritorious service rendered to the Army Air Forces.

The enlisted personnel of the 72nd College Training Detachment had been fixed at 250. Those who passed the required tests became pilots, navigators, and bombardiers. However, the number actually in training varied greatly. In the fall of 1943, 404 enlisted men were in training on the campus and 355 during the winter of 1943-1944. After that the number declined sharply.

It was announced on the first of March, 1944 that the training program would be closed. In May 1944 the name of the unit was changed to 3,079th Army Air Force Base Unit (college training air crew). The last enlisted unit left the 25th of May, though a number of officers remained until June 12 to close the unit. During the last two or three months the morale of the enlisted personnel declined seriously because 60 of the men were shifted to the infantry and all of the others transferred to ground crews. An oversupply of officers had developed in the Army Air Force.

In June 1944 plans were already underway to reconvert Lawrence Hall as a women’s dormitory. It had, of course, received very severe use during occupation by the Army Air Force. Repairs and reconditioning of an extensive nature had become necessary. From the point of view of the faculty and college, the Army Air Force program had been extremely valuable. Every member of the staff had participated in a great national effort. All members of the faculty had been busy. The enrollment had doubled temporarily. For a year and a half at convocations the Army Air Force hymn had been sung along with the college hymn. The flag raising ceremony at sunrise and the equally colorful ceremony of taking down the flag at sunset had been attractive both to faculty and students and to numerous citizens of St. Cloud. Faculty and students looked back upon the period beginning February 1943 and ending May 1944 as a unique
and outstanding experience. For the first time in its history, the St. Cloud State Teachers College had been a military institution.

After the departure of the 72nd College Training Detachment the college reached the low point of the war period. The faculty was now greatly reduced in size with 18 members on leaves of absence for various reasons. Even then, in the spring of 1944 the median class size had fallen to 9 students. At this time Miss Ethel Graves retired to become the first executive secretary of the Alumni Association her position remaining vacant until the post war period. The following members of the faculty were absent on leave with the armed forces of the United States:

Captain, later Major George A. Selke, U. S. Army
Ensign Luella Anderson, U. S. Navy
Lieut. (J. G.), later Lt. Commander Roland Anderson, U. S. Navy
First Lieut., later Major Clair Daggett, Army Air Force
2nd Lt., later Captain Floyd Gilbert, U. S. Army
Lt. (J. G.) William Griffin, U. S. Navy
Sgt. Mason Hicks, U. S. Army
Lt. Ethel Kaump, SPARS
1st Lt., later Major Raymond Larson, Army Air Force
Lt. (J. G.) Arnold Schneider, U. S. Navy
Ensign James H. Shores, U. S. Navy
Harold M. Skadeland, U. S. Army
Specialist W. 1st Class Harvey Waugh, U. S. Navy
1st Lt. Leslie D. Zeleny, Army Air Force

Of this group 11 resumed their positions on the faculty after V.J. Day.

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

The impact of the war affected college life in manifold ways. After March 1, 1943 athletic contests except basketball were discontinued. Dramatic entertainments were dropped. Dancing parties became a thing of the past although a few were given for the young men of the Army Air Forces. Early in the war period, a faculty committee with Dean J. J. Weismann and C. O. Bemis in charge was set up for the purpose of advising young men who were soon to enter the armed forces. This committee functioned actively until the time approached when few young
men remained who were qualified for military service. A faculty-student committee promoted the sale of war stamps and bonds. At the end of the school year, 1944, the total sold amounted to $26,893.25. The college disposed of an accumulation of scrap iron and #10 tin cans. The Homecoming of 1942 was attended by the dedication of a service flag. Many students worked in Red Cross activities. Others served in the USO canteen. Many contributed to the blood donor campaign.

Forums were set up for the study of war and post-war problems. Courses were offered with the following titles, all pertinent to the war crisis:

- Economic Resources of the Nations at War
- Social Problems Arising from the War
- American Economic History and World War II
- Political Background of the Second Great War
- War Governments
- Labor Problems in the War
- Public Administration in the Emergency
- Geography of the Pacific.

Another committee with Dr. H. P. Lohnman as chairman took charge of the problems of civilian and student morale. It organized a speakers bureau and issued war information and victory books. An organized effort to maintain contact with students in the armed forces was attended with marked success. Scores of soldiers and sailors on leave visited the campus and registered name, rank and address in the president's office.

The entire program of war activities was in charge of an administration committee with Dean Beth Garvey as faculty chairman and Richard O. Fallon as student chairman. Over thirty members of the faculty served on special war committees with an equal number of students.

In addition members of the faculty participated in the war activities of the community. They served as air wardens and C. O. Bemis made a major contribution as a member of the draft board.

So far as possible college activities continued through the war period. The Chronicle appeared though at less frequent intervals. A Talahi was published annually. The 1942 number was of normal size. The 1943 number was thin but it included descriptions of the championship football team, though only six games were played, and also a championship basketball team. There was a section devoted to pictures of service men. In 1944 the edition was very small in size. Most of the contents dealt with girls activities and there was no athletic section. The 1945 number, the 75th anniversary issue, was also small. The 1946 number showed a return almost to normal size. It contained a list of 36 students who had given their lives for their country to whom the number was dedicated.
Just how many individuals from St. Cloud State Teachers College group served in the armed forces during the Second World War is difficult to determine. Nearly all of the three hundred young men enrolled at the beginning of the war crisis left college to enter the military service. In addition numerous former graduates and students as well as a considerable group of young women enlisted. To this group should be added the 921 members of the 72nd College Training Detachment and 14 members of the faculty. Following the conclusion of World War II, hundreds of veterans became students. At the peak 573 were enrolled at the same time and many veterans were still in attendance during the year 1953-54. Of course some of these were men who had been students prior to the war. However, since the largest group of veterans was enrolled in the freshman classes, it is evident that a majority were new to the campus. To this group should be added also veterans who were employed as members of the faculty during the post war period. It is certainly no overestimate to fix the total number of persons in the armed forces from the St. Cloud State Teachers College as in excess of 2,100.

The St. Cloud State Teachers College was one of the few institutions able to maintain a band throughout the war and also a small orchestra. Coach Lynch in the winter of 1944 kept basketball alive with a group of 4-F students. During the winter of 1945, with the return of the advance guard of service men, he was able to put together one of the greatest championship basketball teams in the history of the college. The captain of this team was Velko Rajacich. Going to the interstate meet at Kansas City his team lost only to the team which won the meet.

With World War II as a background, and with C. O. Bemis in charge, faculty and students in October of 1944 celebrated the 75th Anniversary of the opening of the Third State Normal School in 1869. On each day for a week faculty or student groups presented an appropriate program or activity. Governor Edward J. Thye was the principal speaker on the final program given in the Eastman Hall gymnasium because of the unsafe condition of the auditorium in Old Main. At this time the college had graduated 11,890 persons of whom 1,390 had received degrees. Nearly all of this large group had taught in the public schools of Minnesota.
A number of Japanese-American students, deported from the Pacific Coast states because of the war emergency, participated in this celebration.

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

The shortage of teachers already serious at the time of the Pearl Harbor attack soon became critical, especially in rural schools. In many places teachers could be secured only by persuading married women who had been out of teaching for many years to return to the classroom as an act of community service. Therefore, in the summer of 1944, the St. Cloud State Teachers College inaugurated a series of off-campus extension courses, designed to give refresher work to persons planning to return to the teaching profession. During that summer 215 persons enrolled in such courses. These refresher courses were continued during the following college year with a total enrollment of 213 while in the summer of 1945 refresher courses enrolled 148 students. Eventually the college developed a permanent program of extension classes.

One important addition to the campus occurred during the war period. On October 13, 1944 the Board accepted the gift to the college of Talahi Woods and Lodge. This tract of 25 acres of woodland purchased by the Alumni Association during the Selke Administration, improved by the planting of additional trees and by the erection of a lodge now became an important center of student activities.

The college became a member of the American Council on Education. The members of the faculty were classified and a salary schedule was adopted after a conference between the presidents and representatives of the faculties. The student activity funds controlled for some years by the Department of Administration in St. Paul were returned to local control. An honor day was made a part of the program of activities during Commencement week so that the awarding of honors and scholarships
could be separated from the graduating exercises. The need for and the character of a fifth year of training leading to a M. E. or a M. S. degree in education was under serious discussion.

The shortage of teachers during the war years was due in part to the decline in enrollments at all colleges. The decline at the St. Cloud State Teachers College was unusually large due to the failure of the college to be accredited by the Northern Central Association, to the large defense training program on the campus, to the fact that the bad condition of the college buildings had become widely known, and to the selective retention program of 1941.

Two-year graduates, who had for a decade been accepting positions in rural schools, now secured positions in village and city systems. In 1940 87% of the two-year graduates had accepted positions in rural schools. Now rural schools were, to an increasing degree, being staffed by married women. By Commencement Day 80% of all graduates were able to sign contracts. The desirability of reviving the one year rural course was under discussion. This was not done but the State Department of Education was forced to issue hundreds of emergency permits. It was suggested that scholarships be offered by the state in order to increase the number of candidates for teaching positions but this plan did not seem feasible. By the end of the war it had become evident that a shortage of teachers would endure for many years. Immediately the shortage was acute in the elementary grades but it was certain eventually to extend to the secondary schools.

Opposition to the existence of the teachers colleges was nothing new in Minnesota. During the war period, however, this opposition caused special concern to the administration at St. Cloud State Teachers College. A report of an Interim Committee to the State Legislature in 1941 had recommended the limitation of the teachers colleges to the training of elementary teachers and the abolition of the State Teachers College Board. It was proposed that the teachers colleges be placed under the control of the State Department of Education with the presidents appointed by the Commissioner of Education. These measures were opposed by the faculties of all the teachers colleges with the aid of the Minnesota Education Association, the State Federation of Teachers, and the Parent-Teachers Association. Senators and representatives from the six interested counties also aided in defeating this proposal in the 1943 Legislature. The bill did not get out of committee. At this time the Inter-faculty organization of the teachers colleges issued the following statement:

**WHAT THE LIMITING OF THE WORK OF THE STATE TEACHERS COLLEGES WILL DO:**

Recommendation of the Education Interim Committee denying the state teachers colleges their right to prepare high school teachers and limiting them to rural, elementary and junior high school work:

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"The state teachers colleges be specifically limited to the training of teachers for elementary, and junior high schools with the major emphasis on the adequate training of rural school teachers."

**WHAT WILL IT DO:**

1. Destroy the opportunity of thousands of economically handicapped but able boys and girls to obtain college education and achieve economic competence.

2. Administer a blow to democracy. Many young men and **women** will be denied the opportunity to obtain educational training in a public state college.

3. Administer a blow to education in Minnesota. The major function of the state teachers colleges is to prepare teachers for the public schools of the state. The teachers colleges are open to all classes of students.

4. Lower the educational standards of the State of Minnesota. Such a plan is contrary to the best educational practices of all progressive states which continually are striving to increase educational opportunities and raise educational standards through their state teachers colleges.

5. Turn the preparation of high school teachers over to the private colleges. Opportunities for young men and women will be limited to privileged groups and classes.

6. Intensify even more the present inequalities of opportunity to receive a college education in the State of Minnesota.

7. Cut the enrollment of the state teachers colleges in half.

8. Return the teachers colleges to their normal school level—be just a girls school.

9. Eliminate most of the boys. For example, during the past two years there have been between 250 and 300 boys in attendance at the Duluth State Teachers College. The number would probably be only one tenth as large.

10. Reduce the efficiency and competence of the colleges.
   1. Poorer Facilities.
   2. Poorer Students,
   3. Less Economical use of the facilities, as those used for preparing high-school teachers can be used to a large extent for teacher training in general.

11. The teachers colleges have attracted the abler young people from the classes which are willing to go into teaching; whereas the private colleges, which charge a high tuition, keep many desirable young
people out of teaching.

The state teachers colleges can better train teachers if they train teachers for all fields, rural, elementary, junior and senior high schools, than for only some of these fields. Facilities and faculties will be better for all fields, and because the work is related and integrated, there will be better results all around.

There has been a phenomenal improvement in the work done by the teachers colleges the past two decades because they have improved markedly their staff and equipment for doing their work more adequately.

WHAT THE ABOLISHMENT OF THE STATE TEACHERS COLLEGE BOARD WILL DO:

Recommendation of the Educational Interim Committee eliminating the State Teachers College Board:

"The State Teachers College Board be discontinued as a separate board, and its powers and duties be transferred to the State Board of Education."

This recommendation is probably not intended to be taken seriously. It certainly cannot be accepted seriously in view of the difficulties the State Board of Education is having and has had during the past few years. At present the State Board of Education has more than it can handle, and is in a chaotic state. It will take many years to straighten out the affairs of the Department of Education. No one would want to add the many problems of the state teachers colleges to the present difficulties in the State Department of Education. The colleges would suffer seriously from such an arrangement.

WHAT THE ABOLISHMENT OF THE STATE TEACHERS COLLEGE BOARD WILL DO:

1. Centralize the control of the colleges. There is too much centralization in Minnesota now.
2. Destroy local control.
3. Mix the control of common schools and state teachers colleges under one board. A single board is not logical, as the work to be done differs so widely.
4. Destroy the state teachers college board which devotes itself to the special problems of the state teachers colleges and has all it can do.
5. Place additional duties on a state board of education which now has more than it can do.
6. Cause both the public schools and state teachers colleges to suffer through poor administration by a greatly over-burdened board.
7. Able men will not accept appointment on a board which has too
much work to do. An able board will give excellent public service if not over-burdened.

8. It is inconsistent to deprive the state teachers colleges of the power to train high school teachers and at the same time place them under a board which has jurisdiction over the high school. The whole scheme is an illogical one that will complicate the administration of the common schools and state teachers colleges with resultant impairment of both."

This report of the Inter-faculty organization was of great help in defeating the attack on the teacher colleges.

However, since enrollments were at such a low level, many economy minded people were discussing the possibility of closing two or three of the teachers colleges. This proposal never met with the approval of Governor Thye or of Commissioner of Administration Driscoll. Nevertheless, since the students of all six teachers colleges could easily be accommodated on any one campus during the years 1943 to 1945, this talk was a matter of real concern to the administration. This was especially true at St. Cloud because with the exception of Eastman Hall, buildings were old and inadequate.

It was obvious that no new buildings would be constructed during the war period. Of the $395,000 appropriated for the new main building of 1941, $14,500 had been spent for plans which had been approved by President Selke. These plans, however, made no provision for industrial arts, for music, or for a cafeteria; and the number of classrooms was insufficient. In 1943 and again in 1945 the Legislature reappropriated funds for the proposed new main building with increases each time not only to provide for the steady rise in cost but also for the purpose of adding to the original plan. In 1945 the college administration requested additional funds for a new library and for a heating plant to be built south of Tenth Street. The unfavorable report of the fire marshall for September 1944 concerning conditions in Old Main and the Library was of great assistance. He criticized the electric wiring system which was badly overloaded as well as numerous fire hazards which were beyond remedy.

As the war period drew to a close, the college was fortunate in buying valuable equipment left by the National Youth Administration for $2,000. It also acquired for the same amount physical apparatus purchased in connection with the Army Air Force program at a cost of $10,000. The surplus of funds left over at the end of the Army Air Force program, amounting to $60,000 reverted to the General Revenue Fund in accordance with legislative enactments.
Chapter VIII

THE POST-WAR BOOM

The enrollment in the St. Cloud State Teachers College did not recover during the first post-war year, 1945-1946, as rapidly as had been anticipated. It increased from 390 in the fall to 511 in the spring quarter of that year. However, beginning in the fall of 1946 enrollments increased much more rapidly than had been expected. In fact presidents of various colleges had estimated that during the three succeeding years college enrollments would reach a maximum of only 75 to 90% of the pre-war figures. However, the registration at the St. Cloud State Teachers College within three years was double the normal pre-war enrollment as the following tabulation will indicate:

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>FALL</th>
<th>PERCENTAGE OF MEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946-1947</td>
<td>1116</td>
<td>55</td>
</tr>
<tr>
<td>1947-1948</td>
<td>1348</td>
<td>57</td>
</tr>
<tr>
<td>1948-1949</td>
<td>1608</td>
<td>57</td>
</tr>
<tr>
<td>1949-1950</td>
<td>1999</td>
<td>54</td>
</tr>
<tr>
<td>1950-1951</td>
<td>1728</td>
<td>50.7</td>
</tr>
<tr>
<td>1951-1952</td>
<td>1250</td>
<td>45.4</td>
</tr>
<tr>
<td>1952-1953</td>
<td>1191</td>
<td>50.8</td>
</tr>
</tbody>
</table>

The seven post-war years showed a rapid increase in enrollment to a total of 1999 in the fall of 1949 after which attendance declined to 1191 in the fall quarter of 1952. The peak enrollment in the post-war period was due to large measure to returned veterans attending college under the provisions of the G. I. Bill of Rights. Over a four-year period, 1946-1950, the number of students enrolled under this Bill of Rights exceeded 500.

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>1ST SS</th>
<th>2ND SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>44-45</td>
<td>4</td>
<td>511</td>
<td>572</td>
<td>165</td>
<td>125</td>
</tr>
<tr>
<td>45-46</td>
<td>12</td>
<td>546</td>
<td>550</td>
<td>277</td>
<td>226</td>
</tr>
<tr>
<td>46-47</td>
<td>66</td>
<td>558</td>
<td>571</td>
<td>346</td>
<td>292</td>
</tr>
<tr>
<td>47-48</td>
<td>571</td>
<td>514</td>
<td>573</td>
<td>353</td>
<td>310</td>
</tr>
<tr>
<td>48-49</td>
<td>511</td>
<td>325</td>
<td>511</td>
<td>280</td>
<td>220</td>
</tr>
<tr>
<td>49-50</td>
<td>558</td>
<td>279</td>
<td>470</td>
<td>280</td>
<td>150</td>
</tr>
<tr>
<td>50-51</td>
<td>514</td>
<td>249</td>
<td>470</td>
<td>280</td>
<td>150</td>
</tr>
<tr>
<td>51-52</td>
<td>325</td>
<td>177</td>
<td>279</td>
<td>280</td>
<td>150</td>
</tr>
</tbody>
</table>

Never before in the history of the college had the percentage of men been so large, reaching and averaging over 50% during the years 1947-1949. The decline in enrollments after 1950 was due in part to the departure of World War II veterans. It was also due to the low birth rate of the early 1930's which had produced a smaller group of young people of college age. In addition numerous students enlisted or were drafted into the armed forces as the Cold War became more and more serious and over 150 students entered the Army and Navy during the first year of the Korean War. During the single month of January 1951, 105 students left the campus due to enlistment, to the draft, and because of the calling of the National Guard. From the low point of 1952 indi-
cations pointed to a steady increase in enrollment as the high birth rates of the 1940's begin to affect college attendance.

Another interesting feature of the post-war college community was the presence of large numbers of young men in the older age groups including numerous married men with families. The Married Couples Club now became a campus group. For several years the influence of this mature group of students colored all campus activities. As the veterans of the Second World War declined in number a decrease in the number of married men occurred. By 1952, however, the number of older students again began to grow as veterans of the Korean War enrolled under a new G. I. Bill of Rights.

The post-war summer sessions also were larger than during the pre-war period. This was especially true of the second summer session which often was almost as large as the first. The summer quarter grew in size in part because of the presence of veterans in the student body. These men, planning to finish their college work as soon as possible, attended college for 12 months instead of nine. They were able to do so because the major part of their expenses was born by the Veterans Administration. Summer school enrollments also increased because many elementary teachers wished to qualify either for a two-year diploma or for a degree. Another cause for large summer registration was the resumption of off-campus extension classes which had been discontinued during the period of overcrowding immediately following the war. Because of the presence of veterans the number of men in the summer sessions was larger than in the pre-war period though, of course, not as large as during the regular college year.

<table>
<thead>
<tr>
<th>1st Summer Session</th>
<th>2nd Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946</td>
<td>583</td>
</tr>
<tr>
<td>1947</td>
<td>856</td>
</tr>
<tr>
<td>1948</td>
<td>1,125</td>
</tr>
<tr>
<td>1949</td>
<td>1,325</td>
</tr>
<tr>
<td>1950</td>
<td>1,299</td>
</tr>
<tr>
<td>1951</td>
<td>1,080</td>
</tr>
<tr>
<td>1952</td>
<td>1,226</td>
</tr>
</tbody>
</table>

As the college enrollment grew the size of the faculty increased as the following statistics indicate:

<table>
<thead>
<tr>
<th>Number of Faculty Members</th>
<th>Number Holding Ph. D Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1945-46</td>
<td>77</td>
</tr>
<tr>
<td>1946-47</td>
<td>78</td>
</tr>
<tr>
<td>1947-48</td>
<td>80</td>
</tr>
<tr>
<td>1948-49</td>
<td>88</td>
</tr>
<tr>
<td>1949-50</td>
<td>96</td>
</tr>
<tr>
<td>1950-51</td>
<td>122</td>
</tr>
<tr>
<td>1951-52</td>
<td>126</td>
</tr>
<tr>
<td>1952-53</td>
<td>119</td>
</tr>
</tbody>
</table>

—102—
In 1945-1946, 77 names appeared in the catalog as members of the faculty. No less than 18 were on leave of absence for various reasons. It became the duty of the college administration to bring back those on leave as quickly as possible. By 1951 the faculty had increased to 126. Unfortunately faculty growth lagged behind that of the student body. Hence, for a time serious overloading resulted. In the fall of 1947 the average student load per teacher was 22.8 and a year later 20.7, which is twice the optimum load.

More significant than the size of the faculty was the increase in the number of doctors. This group tripled in size, due in part to sabbatical leaves which were granted freely.

By the spring of 1946 a great majority of the members of the faculty who had received leaves of absence had returned to the campus. Among these was President George A. Selke who resumed his position on the 1st of April. A week later he resigned to take affect at the end of the month, having accepted a position as chancellor of the Greater University of Montana. George A. Selke had been president of the St. Cloud State Teachers College for nearly 16 years, the longest administration in the history of the college. President Brainard, who had been elected vice president now resumed his former position until the State Teachers College Board should make permanent arrangements for the administration of the college. In accepting the resignation of President Selke, the Board passed the following resolution:

"It is with the keenest regret that the resignation of Mr George A. Selke as President of the St. Cloud State Teachers College has been accepted as of April 29, 1946.

"President Selke was administrative head of the college from 1927 to 1943. His administration was attended by marked growth of the college. The four-year course was established; the faculty was increased, and the college became a member of the American Association of Teachers Colleges. The campus was greatly enlarged. Carol Hall was purchased. Eastman Hall and a dormitory were constructed. A large group of islands in the Mississippi river came into the possession of the college which are of unique value as an outdoor biological laboratory. The Sports Field was constructed. It is one of the finest belonging to one of the smaller colleges in the Northwest.

"It is impossible for us to enumerate, in the short space of this Resolution, all of the creative work for which we are indebted to Mr. Selke. It is desirable, however, to say that his personality and influence reach into every corner of the state and that he is a leader of eminence, not only for the St. Cloud State Teachers College but for all education.

"In consideration of his great service to the St. Cloud State
Teachers College, the Board now resolves that the Sports Field, for the construction of which Mr. Selke was fully responsible, and into which he put his whole thought and personality, be hereafter named the Selke Field."

During the legislative session of 1947 a large delegation of prominent citizens from the city of Duluth appeared before the Legislature with the request that the Duluth State Teachers College be changed into a branch of the University of Minnesota. The University of Minnesota raised no objection and the Legislature agreed. Since President R. C. Gibson of the Duluth State Teachers College was held in high esteem by the Board it was decided at once to offer him the presidency of the St. Cloud State Teachers college. President Gibson visited St. Cloud and made a very favorable impression on the faculty. However, since the University of Minnesota offered him a much higher salary as provost of the University Branch, he decided to remain in Duluth. Other legislative matters now took up the attention of the Board and no further action concerning the selection of a president was taken until July 1947, when Dr. John W. Headley was elected, taking office on the first of September.

President Headley had received a B. S. degree from the State Teachers College, Madison, South Dakota and M. A. and Ed. D. degrees from Colorado State College of Education, Greeley, Colorado. He had also attended the University of Wisconsin and several other colleges. He had taught in the rural schools of Clark County, South Dakota and in the elementary and junior high schools of Garden City, Hayti and Bryant, South Dakota. His administrative experience included terms as superintendent of schools at Coleman and Winner, South Dakota; Director of Special Services, State Teachers College, Madison, South Dakota; State Curriculum Co-ordinator, South Dakota Department of Public Instruction and President of the State Teachers College, Mayville, North Dakota. He was a veteran of the United States Navy.

By the summer of 1946 it had become evident that enrollments in all colleges would mount rapidly. The administration of the University of Minnesota discovered that applications for registration would be far in excess of capacity. Therefore, President Morrill and Vice President Middlebrook of the University of Minnesota called a conference to be held at the University of Minnesota on July 11, 1946 to consider possible solutions for the problem. Dean Clugston and President Brainard attended this conference as representatives from St. Cloud. President Morrill believed that it would be necessary for the teachers colleges to assume a part of the burden of providing for returned veterans by establishing pre-professional courses and admitting students who were not candidates for the teaching profession.

Vice President M. A. Willey of the University of Minnesota was present at the next meeting of the State Teachers College Board to discuss the question of how the colleges of the state were to meet the need of the 40,000 students expected in September. The State Teachers College Board then voted to establish a two-year curriculum and a four-year cur-
riculum for students who did not plan to enter the teaching profession. These two courses led to the degrees of A. A. and B. A. respectively. The Board also authorized the teachers colleges to arrange for pre-professional courses integrated with the University of Minnesota. At St. Cloud 20 of these pre-professional courses were given, some of them leading to the A. A. degree. For a time arrangements were made at the request of Vice President M. A. Willey for joint registration for students at St. Cloud and at the University of Minnesota. When the A. A. degree was authorized in September 1948, the A. E. degree was also established for persons completing the two-year course in elementary education. At their next meeting on December 11, 1946 the Board issued a statement to the public giving in detail the reasons for the new degrees and the new pre-professional and liberal arts courses of study. It was pointed out that the new curricula would benefit a clientele not served by other colleges.

In the beginning the number of persons, chiefly veterans, desiring to enroll in courses not leading to teaching was considerable. In the fall quarter of 1946 and the winter quarter of 1947 it amounted to 28% of the college enrollment. In the winter quarter of 1948 it was 22.6%; in the fall of the peak year of 1949 these students had increased in number to 368 but constituted only 18.4% of the college enrollment; by the spring quarter of 1952 the percentage had declined to 15.8%. These students were nearly all men and nearly all were enrolled in the division of business.

The addition of these new courses produced results beneficial to the St. Cloud State Teachers College. A permanent increase in the percentage of men in the student body resulted in more wholesome social activities. Another consequence was an increase in the number of persons training for the teaching profession. The atmosphere of the college was professional and educational. Hence numerous students enrolling on the pre-professional or other non-teaching courses in time decided to shift to a teacher training curriculum.

Other arrangements became necessary as the Second World War drew to a close. In the spring of 1944 a contract was entered into with the Veterans Administration for setting up a Testing, Counselling, and Guidance Bureau at the college for the purpose of advising returned veterans concerning employment and enrollment in college or vocational courses of study. To begin with Dean Weisman was director of this agency and Charles W. Emery assistant director with a staff of four, located in Old Main. When Dean Weisman returned to the regular college faculty, Mr. Emery became director. Later as the student body increased this agency was moved to the Wilson School; Mr. Emery joined the regular college staff and the agency ceased to have any relationship with the college.

Another problem became acute. How much college credit should be given for military service. It was decided to accept the recommendations of the American Council of Education of which the St. Cloud State Teachers College was a member. Regulations were set up whereby G. E. D. examinations were accepted for college credit and college credit was also
given for courses completed by soldiers in the Armed Forces Institute.

Immediately following V. J. Day the St. Cloud State Teachers College applied again for membership in the North Central Association of Colleges and Secondary Schools. This was the earliest time on which applications could be made because the North Central Association had not been accepting new members during the war period. The college administration was confident that the chief grounds for criticism made by the earlier examiners had been met. The chairman of the examining committee which visited the campus was President Sangren of Western State College of Education of Kalamazoo, Michigan. The examination was successful. In fact the examiners departed without meeting with the final conference groups apparently because they were already well satisfied. In December 1946 President Brainard appeared before the North Central Association at their annual meeting in Chicago and answered further questions regarding the institution. On May 15, 1947 official announcement was made that the St. Cloud State Teachers College had become a member of the North Central Association. Admission the North Central Association of Colleges and Secondary Schools not only increased the prestige of the college but guaranteed the admission of its graduates to graduate schools throughout the United States.

As the enrollments increased following the war the building needs of the St. Cloud State Teachers College became acute. The appropriation for a new main building including an auditorium, classrooms and administration offices originally made in 1941 had been reapportioned in 1943 and reapportioned again with further additions in 1945. Plans had been drawn and paid for back in 1941 with Louis Pinault as architect. Additions were now made to these plans so as to provide for a cafeteria and an industrial arts department as well as for some additional class rooms. With rapidly rising costs of construction the college administration was uncertain concerning the amount of money needed. In this problem the Department of Administration was very cooperative. They agreed to call for bids at the beginning of the legislative session of 1947 in order to ascertain the exact size of the required appropriation and then to postpone action with the expectation that the Legislature would appropriate the necessary sum. This was done.

At the time much criticism arose concerning the site selected for the new building. Some thought that it should be on the same site as Old Main. This, however, was impossible because the college could not be operated without at least part of Old Main and the new structure would be twice the size of the former building. Furthermore, the Legislature was not willing to appropriate funds for additional land. The administration of the college was told that the state would replace an obsolete building but would not construct additional facilities. The Department of Administration was not willing to continue Old Main in operation permanently. For this decision there was ample reason. Old Main was in bad shape. While it was of solid construction, it was also a fire trap. It needed a new roof, new floors throughout, new windows, a complete
reconstruction of the second floor, new plumbing, and new electrical equipment. All this would have demanded a very large sum of money with the result that the building would still have been obsolete.

The Hagstrom Construction Company began work on May 20, 1947 with the wrecking of the north wing of Old Main. This created a very difficult situation for both students and faculty because of noise, dust, and cold. The old auditorium was divided into six temporary classrooms which were extremely unsatisfactory. Fortunately the college administration secured two temporary classroom buildings, later known as A. and B. from a military installation at Sioux City Iowa. However, these buildings were not ready for occupancy until November and December respectively.

By this time the State Teachers College Board had named the new building Stewart Hall in honor of Warren Stewart who for over 7 years had been a board member and president of the Board during most of the period. His service during the war period had been invaluable.

Among the achievements while Warren Stewart was president of the Board had been the growth of democratic relationships between the Board and the college faculties. Before World War II a Faculty Organization composed of all members of the faculty except the administration had come into existence. Soon an Interfaculty Policies Committee developed, composed of representatives of similar organizations in all of the colleges. President Stewart invited two representatives of the Interfaculty Organization to attend all Board meetings along with the presidents. Salary schedules were arranged after consultation with representative faculty groups. In fact a revision of the salary schedule became necessary nearly every year because of the inflation which accompanied and followed World War II. Salaries lagged behind prices. In the ten year period ending in 1948, while national income had increased 200%, state income 264%, and Minnesota state revenue 108.6%, faculty salaries had risen only 42%. Whenever a new president was to be chosen, a large faculty committee was invited to be present and to advise.

A year later in August 1948, Warren Stewart resigned as resident director. In his place Governor Youngdahl appointed Wilbur W. Holes. On August 29, 1948 the State Teachers College Board gave a dinner at the St. Paul Hotel in appreciation of the valuable service of Warren Stewart to the Board and to all the teachers colleges of Minnesota. In attendance were all persons who had been members of the Board or presidents of a college during the Warren Stewart period. A month earlier the presidents of the five teachers colleges presented to the Board a “Statement of Appreciation of the Services of Warren H. Stewart.”

The corner stone of the new main building was laid the 21st of May with President Headley in charge of the ceremonies. Students and faculty moved into Stewart Hall on the 3rd and 4th of December 1948. Classes were dismissed. Hundreds of students carried chairs, tables and apparatus of all kinds from Old Main to new and better quarters. Stewart

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Hall was, however, not yet complete. The cafeteria did not open until September 1949 and the dedication ceremonies were delayed until March 30, 1950. Even then much of the equipment for Stewart Hall for which the 1949 Legislature had appropriated $250,000 was not in place.

Housing for the students became a serious problem by the fall of 1946. At that time 1,116 students were enrolled in the college and it was estimated that at least 400 additional students would have come had living quarters been available. Before the war numerous students had rented rooms in the city of St. Cloud. Since building operations had been suspended during the war the city had become crowded and rented rooms were hard to find. In March 1945 the Department of Administration had rented the vacant NYA building to the Veterans Administration for the housing of military personnel. The State Teachers College Board now gave notice that the building must be vacated by the summer of 1946. A contract was let for the completion of this building by installing partitions. Delays occurred first because it was difficult to find a contractor to do the work, and second, because materials were in short supply. The contract called for the completion of the partitions by the 10th of October at a cost of $20,000 but the dormitory was not ready for occupancy until Thanksgiving. Meantime, 148 men were housed in the main gymnasium of Eastman Hall living under very unsatisfactory conditions using double deck bunks secured from the army.

At Thanksgiving time 108 men with their bunks were transferred to the NYA building where over crowding still prevailed since three men occupied rooms designed for two. Since the dining room of the NYA building was too small and the kitchen entirely inadequate, President Headley arranged for a larger dining room and kitchen in the south wing of the basement. In September of 1947 the State Teachers College Board, at the request of the students living there, named the NYA building Brainard Hall in honor of the war time president of the college.

While the NYA building was in process of completion, the Eastman Home was made over for housing young men. The third floor of Carol Hall which had been left in an unfinished state was now completed so that 57 young women could be crowded into this building. The Lawrence Hall and Shoemaker Hall dining rooms which previously had served only residents of these dormitories were now opened to boarders, both men and women. Double deck bunks were installed in both Lawrence and Shoemaker Halls so that three girls could be accommodated in a room where two had formerly lived.

Lack of housing for married students created another serious difficulty. On November 27, 1945 President Brainard reported to the Board that the situation had become acute. Apartments were scarce in the city of St. Cloud. Most of the married men were financially unable to rent houses even if housing had been available. Numerous married couples were living in single rooms, were living apart, or with relatives or friends. Fortunately the college administration secured 48 housing units from the federal government in January 1946. A contract was let for the erection of
Stewart Hall, main administration and classroom building. Occupied 1948

Brainard Hall, Dormitory for Men Occupied 1946
these units by October of that year, the site selected being the northern and undeveloped third of the Selke Field area. The units were erected under agreement with the Federal Public Housing Authority which was to share the costs with the college. In all the State of Minnesota expended $23,582.22. Again serious delay occurred in the erection of the buildings and in making connection with the sewer, light, power, and telephone systems of St. Cloud. Some units were not occupied until the late February of 1947 and even then only a portion of the married men desiring quarters could be accommodated. Dean Weismann gave priority to veterans with children. For years there was a long waiting list of applicants. It was not until the winter of 1952-1953 that any vacancies occurred. Even then there were only four. Tenants paid rent at the rate of $21 per month, 30% of which was turned over to the F. P. H. A. On June 30, 1948 the F. P. H. A. was liquidated by the government. In due time the college secured title to these housing units.

These housing units were often referred to as Vetville. The inhabitants elected a mayor and six councilmen. In May 1949 the population of Vetville consisted of 96 adults and 62 children, only two of whom were of school age.

As the academic year 1946-1947 neared an end the housing problems became less acute, though all dormitories were overcrowded. The shortage of classrooms continued to be most serious. Due to rapidly increasing enrollments it remained acute even after the completion of Stewart Hall. Stewart Hall had been planned by President Selke for an enrollment of 1,200 students at a time when few anticipated that the United States would be drawn into the Second World War and nobody expected that enrollments would ever exceed that number.

Altogether the college year of 1946-1947 had been one of the most difficult periods in the history of the St. Cloud State Teachers College.

The 1947 Legislature appropriated $225,000 for a new heating plant to be built south of Tenth Street on land belonging to the college. Frank Jackson was appointed architect; the contract was let in August 1948 and the heating plant ready by January 1950. The college was deeply in debt to Senator Henry J. Sullivan, chairman of the Finance Committee of the Senate and to Representative Dewey Reed for aid in the passage of the appropriations which made possible the construction both of the heating plant and of Stewart Hall.

An outstanding achievement of the administration of President Headley was the construction of a splendid library building. This project had long been needed. The old library building was both too small and a serious fire hazard. Constructed originally as a laboratory school it was not strong enough to hold a heavy weight of books. Hence, during the war it had been necessary to move a large part of the books to the basement. The requests for a new library building had been before the Legislature for three sessions. The 1949 Legislature made the initial appropriation and Louis C. Pinault was appointed architect by Governor
David L. Kiehle Library. Occupied September 1952
Youngdahl. Plans were drawn but construction was delayed because of extensive building operations underway for state hospitals. With prices rising rapidly, the original appropriation became inadequate, necessitating an additional appropriation by the 1951 Legislature. The total cost including equipment came to $775,000. The new library was opened for use in September 1952.

Because President Headley's efforts had been responsible for the necessary appropriations, a number of people felt that the library should be named for him. Without his leadership there would have been no new library at this time. However, he refused the honor because he believed that no building should be named for a person who was still connected with the college. The Board, therefore, on recommendation of a faculty committee, voted to name the building after the distinguished second president of the St. Cloud State Normal School, David L. Kiehle. A year earlier the Board voted to name the Hilger Quarry Area, acquired by President Selke during the Depression, the George W. Friedrich Park after a retired member of the faculty who had played a major part in the development of this acreage.

Due to problems connected with the change in administration of the college the dedication of the David L. Kiehle Library was deferred for a year. The exercises were held on October 16 in connection with the 1953 Homecoming with President George F. Budd presiding and former President John W. Headley delivering the address. Former presidents George A. Selke and Dudley S. Brainard were in attendance. Commissioner of Administration, Earl W. Berg, presented the keys of the building to Resident Director Wilbur W. Holes. On this occasion special honors were bestowed on the librarians, Miss Edith E. H. Grannis and Miss Mamie R. Martin, who during years of thought and study had worked out the plan for this library, a plan so sound that in the opinion of President Headley, no one will ever want to remodel.

Another achievement of the Headley Administration involved a thoroughgoing reorganization of the college curriculum, including a program of general education for students of the freshmen and sophomore years. The Legislature had authorized the college to conduct off-campus extension classes for two-year periods on several occasions. The 1951 Legislature made this authorization permanent with the result that extension classes became a firmly organized part of the college program. In 1948 a reading clinic was set up with Dr. V. A. Lohmann in charge. William A. Donnelly joined the faculty to organize minor work in journalism, manage college publications and organize publicity for the college. The Nursery School was transferred to Eastman Home which underwent extensive repairs. Classes in drivers training were authorized.

In 1949 a Department of Audio-Visual Education became a significant addition. At this time Dr. Richard S. Mitchell joined the faculty to take charge of the program. At first audio-visual activities occupied temporary rooms in Stewart Hall. With the completion of Kiehle Library
the department moved into specially constructed permanent quarters in that building.

In 1937 the college had made an effort to provide counseling service for its students. The regular counseling staff consisted of the president, dean of women, dean of men, director of personnel, director of students aid, the registrar and the director of placement. Heads of various departments and the registrar were to advise concerning registration. In addition, certain members of the faculty were assigned to groups of freshmen to act as counselors for other than curriculum problems. Student mentors were appointed to aid new students through the orientation period giving needed direction and information. In 1949 the counseling and guidance services of the college were given a sounder and more professional organization with Dr. L. E. Saddler in charge.

An important change in the orientation program for freshmen students was introduced in September 1952 at the suggestion of President Budd. With Dr. L. E. Saddler in charge, assisted by numerous members of the faculty and by upper classmen, most of the orientation program took place in the Assembly Grounds at Lake Koronis where the entire group lived for three days. This experiment proved to be a great success. Never before had a freshman group become acquainted so quickly with their advisers and with each other. At the end of orientation week this freshman class was ready to participate with enthusiasm in college life and work.

In December 1951 the constitution of the St. Cloud State Teachers College prepared nine years earlier and amended on numerous occasions was revised and brought up-to-date. A significant addition was a preamble which embodied a general statement of the philosophy of the college and of its various curriculums and a statement of the objectives of the general education curriculum, of the teachers curriculum, of other professional and pre-professional curriculums and of the liberal arts curriculum.

The articles dealing with the faculty began with an outline of the duties of the various members of the administration group. The organization of the instructional staff provided for the same divisions which had been in operation previously. The bureaus of the college were still five in number but with different titles.

a. Bureau of Personnel Services, of which the placement services constituted one section. The placement services were now divided, one service dealing with graduates desirous of obtaining teaching positions and the other headed by Lyle Day, serving students who desired other types of positions.

b. Bureau of Research

c. Bureau of Resources

d. Bureau of Special Services

e. Educational Clinic
Standing committees of the faculty were now seven in number. The faculty council, the curriculum committee, the library committee, a committee on student activities, intercollegiate athletic committee, art advisory committee and health service committee. The constitution closed with an article describing the organization of the student body beginning with the student council.

In the fall of 1951 President Headley resigned to take effect at the end of the month of December having accepted the position of President of the South Dakota State College at Brookings. Both the Board and the faculty were very sorry to see President Headley leave. His relationship both with the legislature and with the state administrations had been notably successful while his educational leadership had resulted in marked growth. The State Teachers College Board therefore, met at St. Cloud to interview possible candidates and selected Dr. George F. Budd as the 13th president for the college, to begin work in February 1952. He was the unanimous choice both of the Board and of the advisory faculty committee.

President Budd was a graduate of Buffalo State Teachers College and received both M. A. and Ed. D. degrees from Teachers College, Columbia University. His experience included elementary teaching in Monticello, New York. He had been an administrative assistant in Horace Mann School; Director of Guidance at Cortland State Teachers College; Director of Teacher Education at Olympia, Washington; and Co-ordinator of Field Services, Oneonta State Teachers College. He was a veteran of the Army Air Corps.

An educational landmark was reached when the Board decided that beginning in 1952 graduates of the provisional elementary curriculum must complete 7 quarters of college work in place of six. The decision was also made that the requirement would be increased to 8 quarters beginning in 1953 and that further increases would be made until in 1962 at the end of 10 years, all persons qualifying for elementary teaching in Minnesota would be required to complete four years of training and receive a bachelor of science degree.

A proposal to change the name of the college from state teachers college to state college was presented to the 1947 legislature. This suggestion originated from G. I. student groups especially at Mankato and Duluth. On July 15, 1948 the Board voted to request the legislature to make this change in name because it was in accordance with the policy prevailing in other states where 56% of the teachers colleges had had a change of name, and because it correctly described the curriculum in operation. This action aroused extensive newspaper discussion. Dean Peik of the College of Education endorsed the proposal. The Minnesota Education Association condemned it as a stigma on the teaching profession. A conference between board members, presidents, faculty representatives, and representatives of the M.E.A. removed these misunderstandings. Both the administration and the faculty at St. Cloud were
lukewarm to this proposal which met with little support in the Legislature. In fact its presentation probably helped defeat the more important measure granting permission to offer a fifth year of work leading to the degree of Master of Science in Education.

The suggestion that the teachers colleges be designated as state colleges came before the Legislature in 1949 and again 1951 without success. The Board then voted to drop the proposal. However, in consideration of the tendencies prevailing throughout the Union and the large increases in college enrollments anticipated during the coming years, such a change is probably inevitable.

For a decade the proposal that a fifth year be added to the curriculum had been under discussion. This type of advanced study would be open to all teachers both elementary and secondary. It was anticipated however, that such offerings would attract secondary school teachers since the demand for high school teachers with five years of preparation was growing. In order to offer a fifth year legislative permission was essential. Such permission had been sought by President Brainard from the 1945 Legislature without success. President Headley made a special effort in the 1951 Legislature again without success. The House of Representatives passed the bill unanimously, but the Senate failed to vote. In August 1952 the Board passed a resolution requesting the 1953 Legislature to authorize a fifth year. President Budd now prepared another bill concerning a fifth year of work for presentation to the 1953 Legislature. Representative Dewey Reed piloted this bill through the House of Representatives where it passed unanimously. Senator Henry J. Sullivan and Senator Val Imm of Mankato successfully overcame such opposition as appeared in the Senate.

The year 1953 then marks the beginning of a new era in the history of the St. Cloud State Teachers College analogous to the year 1921 when the Legislature first authorized the granting of degrees.

In anticipation of favorable legislative action faculty committees had been at work during the college year 1952-1953 preparing a curriculum for the fifth year. By May 1953 agreement had been reached concerning a fifth year curriculum which President Budd presented to the Board. Favorable action on the part of the Board on May 11, 1953 made possible the offering of the fifth year of work in the 1953 summer session. When this summer session began, 69 students enrolled for graduate study.

In planning for the fifth year the following general principles were agreed upon at a meeting of the presidents and a faculty representative from each college held at the State Office Building in St. Paul on May 1 1953.

The name of the degree shall be Master of Science in Education.

The graduate professional program shall provide advanced preparation in the following service fields:

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1. Elementary Teaching
2. Elementary Principalships
3. Secondary Teaching

The basic design of the program shall consist of the following curricular areas:

1. The Teaching Field (The student's undergraduate major or minor fields) ........................................ 9 to 21 qtr. hours
2. The Professional Course ........................................ 9 qtr. hrs. minimum
3. Electives other than 1 and 2 ........................................ 9 qtr. hrs. minimum

Admission to Graduate Study

An applicant may be granted admission to graduate study:

1. If he has earned a Bachelor's Degree from a College or University accredited by the A A C T E, or the appropriate regional accrediting agency, or by a college recognized by the state university of the state in which the college or university is located. A student having a Bachelor's Degree from an institution not on the accredited or approval lists as previously designated, may be accepted conditionally.

2. If his application is approved by the Graduate Council.

At St. Cloud a faculty resolution described the nature and purposes of the graduate program in the following terms:

1. The program of the graduate studies is adapted to the increased maturity, the richer background, the stronger professional motivation, and the greater range of intellectual interests which characterize post-baccalaureate students who are accepted as candidates for the advanced degree at this college.

2. The program is planned cooperatively by learner and teacher and is rooted in the important aspects of study which find focus in the recognition and definition of a problem, gathering of data, and interpretation and application of the learnings secured.

3. Emphasis is placed on directed reading, techniques of primary investigation and independent and constructive thinking. High standards of performance in the ability to organize and evaluate evidence and defend conclusions are required.

4. The purposes of graduate study at this college are:

a. To develop to the optimum degree the professional ability of teachers who show promise of becoming superior professional workers. The program is designed to meet the needs of those who wish to continue preparation in the field of teaching by extending and augmenting their pro-
professional and cultural understandings and skills.

b. To provide for the concentrated study of the more strictly professional phases of preparation for teaching for students whose undergraduate study did not provide for those phases.

c. To develop appreciations, attitudes, and understandings characteristic of educated persons.

d. To provide some preparation and experience in educational research to the end that sensitivity to change and an attitude of intelligent inquiry may be fostered.

For the administration of the graduate program President George Budd appointed a Graduate Council of four. Dr. Marvin E. Holmgren was in charge with the title of co-ordinator assisted by Dr. Rowland C. Anderson, Dr. Rachel G. Bodah, and Dr. James G. Harris.

In 1947 the Legislature established a special committee to consider possible provisions which might be embodied in a new Constitution of the State of Minnesota to replace the constitution adopted in 1857. It was suggested that the State Teachers College Board be abolished and the teachers colleges be placed under the State Board of Education. On March 22, the State Teachers College Board passed a resolution in opposition to this suggestion and favoring a general grant of power with regard to education. Representatives of the college faculties appeared before the legislative committee and recommended the following section regarding education:

"Section 3000. The legislature shall provide for maintenance and support of free common schools, wherein all the children of the state may be educated and of such other educational institutions including institutions of higher learning as may be deemed necessary."

Nevertheless, this idea that the State Teachers College Board should be abolished continued to be entertained in certain quarters. In 1951 the Little Hoover report recommended again that the State Teachers College Board be abolished and its functions turned over to the State Board of Education. A bill providing for such a change introduced in the 1953 Legislature was vigorously opposed by the State Teachers College Board and by the presidents and faculties of the five colleges. Some advocates of this measure held that the State Teachers College Board had failed to insist on a sufficient degree of uniformity among the several colleges in fees, and in curriculum; and that the resident directors exercised too great an influence over decisions and policies. Other proponents of the measure felt that under the State Board of Education the teachers colleges would cease to grow and as a consequence would compete less with other institutions of higher learning and would be less of a burden on the taxpayers. The bill for the abolition of the State Teachers College Board failed to receive sufficient support in committee. A satisfactory compromise measure was now introduced which retained the State Teachers
College Board but added three directors at large so the resident directors would no longer be able to command a majority. This measure failed to reach a vote. A similar bill, however, will probably be introduced in the 1955 Legislature.

The organization and control of student activities had been developing at the St. Cloud State Teachers College over many years. In the post war period such activities became still more elaborate. The student activity budget accepted in the spring of 1950 called for an expenditure of $59,239 during the ensuing 12 month period.

Athletics which has been in abeyance during the war period recovered rapidly with the return of men to the campus and soon inter collegiate football, basketball, tennis, track, hockey, and golf were in full swing along with an elaborate intramural program.

Student life prospered under the general control of the Student Council, an elective body representing all phases of student life. Under it operated the Associated Women Students and the Mens Organization which supervised the special activities for men and women respectively. Also subordinate to the Student Council were the four class organizations, the Inter-Religious Council which looked after the spiritual activities of the college students and the Inter-Society Board which represented the mens fraternities and the womens societies.

In addition no less then 58 student organizations were divided into six main groups: honorary scholastic fraternities, religious organizations, athletic groups, musical groups, social organizations and other organizations ministering to a variety of intellectual, political and promotional activities.

**Honorary Fraternities**
- Kappa Pi
- Chi Sigma Chi
- Kappa Delta Pi
- Pi Omega Pi
- Alpha Psi Omega
- Tau Kappa Alpha
- Photozetean Honor Society

**Religious Groups**
- Baptist Fellowship
- Canterbury Club
- Lutheran Student Association
- Newman Club
- Wesley Foundation
- Westminster Fellowship
- Inter-Religious Council
- Inter Varsity Christian Fellowship
- Y. W. C. A.

**Athletic Groups**
- Aquatic Club
- Letterman's Club
- Recreational Swimming
- Women’s Athletic Association

**Music Groups**
- Band
- Cecelians, Girls Chorus
- Choral Club
- Girl’s Choir
- Men’s Chorus
- Orchestra
- Music Club
Social Organizations

Al Sirat  
Lambda Chi Beta  
Athenaeum Society  
Minerva Society  
Sigma Gamma Pi  
Story Tellers Society  
Married Couples Club  
Rangers Club  
Twin City Club  
Yo-Hi (Off-campus Girls Club)

Promotional Activities

Aero Club  
Academy of Science  
Association of Childhood Education  
Associated Women Students  
International Relations Club  
League of Women Voters  
Major-Minor Club  
Modern Dance Club  
Ornithology Club  
Players  
Poster Bureau  
Republic Club  
Square Dance Club  
Talahi Staff

Future Teachers of America  
Young Democrats Club

Since public institutions of higher learning have often been accused of indifference to religion, attention should be directed to the eight religious groups organized on the campus of the St. Cloud State Teachers College. Developing during many years under the sympathetic guidance of Dean Garvey and Dean Weismann, these groups became sufficiently numerous and diversified to provide religious activities for all but a tiny fraction of the student body. Annually the Inter-Religious Council in which all groups were represented, planned a series of programs for Religious Emphasis Week, the speakers being distinguished representatives of the clergy of various denominations.

Student health had been a matter of faculty concern for a long time. In 1907, for example, there was a typhoid fever scare. The catalog of that year made a special point of the fact that only one case of typhoid fever had ever occurred among the students, and that "thirteen flowing wells would supply pure water in the future." A picture of the flowing well was included in the catalog. Until the completion of the filtration plant, the students were warned every year not to drink water from the city supply system. During President J. C. Brown's administration a full-time nurse was added to the staff, and a Student Health Association was organized. President George A. Selke added general physical examinations for all students, vaccinations, free medical advice, and the proven tests for several diseases by competent physicians. For two years a full time college physician, Dr. D. V. Boardman, joined the faculty but the financial stress of the Great Depression ended this experiment. President Headley employed an assistant nurse because of the increased services
needed. For over 30 years the Health Service had been maintained as an extra-curricular activity supported by Student Activity Funds. In 1953 it became a regular function of the college supported by state funds.

The Second World War was followed by an acute shortage of teachers both in elementary and in secondary fields. Immediately the shortage of elementary teachers was most acute. The women enrolled in the college were not only less numerous than the men but less numerous than before the war. The shortage in women students was due in part to a high marriage rate and also to ample opportunities for employment in other occupations. Furthermore, the low enrollments of the war period meant small graduating classes during the early post war period. On March 10, 1948 Governor Thye called a conference to consider the shortage of elementary teachers. Five years later in March 1953 Governor Anderson called a similar conference, which issued a 26 page booklet describing accurately the causes of the shortage of teachers both elementary and secondary. Various proposals followed including free tuition for persons who would promise to enter the elementary field. During these years the vacancies in the elementary field were twice as numerous as the graduates trained for this type of work. All positions, however, were filled because hundreds of married women returned to the classroom.

The number of current graduates of the St. Cloud State Teachers College as well as the number of former graduates placed in teaching positions increased steadily as the following tabulation indicates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Graduates Placed</th>
<th>Former Graduates Placed</th>
<th>Unsuccessful A position Insecuring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1943-1944</td>
<td>171</td>
<td>183</td>
<td></td>
</tr>
<tr>
<td>1944-1945</td>
<td>127</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td>1945-1946</td>
<td>160</td>
<td>206</td>
<td></td>
</tr>
<tr>
<td>1946-1947</td>
<td>204</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>1947-1948</td>
<td>299</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>1948-1949</td>
<td>390</td>
<td>164</td>
<td>14</td>
</tr>
<tr>
<td>1949-1950</td>
<td>452</td>
<td>201</td>
<td>40</td>
</tr>
<tr>
<td>1950-1951</td>
<td>496</td>
<td>233</td>
<td>23</td>
</tr>
<tr>
<td>1951-1952</td>
<td>400</td>
<td>313</td>
<td></td>
</tr>
<tr>
<td>1952-1953</td>
<td>236</td>
<td>341</td>
<td></td>
</tr>
</tbody>
</table>

During the three years from 1948 to 1951 a surplus of secondary school teachers developed. This was due to the large number of veterans graduating during this period. These veterans were concentrated in the fields of industrial arts, social studies, physical education and coaching, and science, tending to overload the market. Hence, a surplus of secondary school teachers existed at the same time that a shortage existed in other secondary fields such as English commonly occupied by women. By 1952 the surplus of secondary school teachers had disappeared and a growing shortage existed which promised to grow rapidly worse as high school enrollments increased. The shortage in high school teachers was
more serious than in the elementary field because the number of married women who might possibly return to the classroom was much more limited.

The services performed by the St. Cloud State Teachers College for the public schools and for the people of Minnesota may be measured in part by the number of persons who have been graduated during the 83 year period covered by this history.

Number of graduates qualified for A. E. degrees, and for diplomas of various types. 12,239
Number graduates on A. A. degree 43
Number graduates on B. A. degree 229
Number graduates on B. S. and B. E. degrees 2,985
TOTAL 15,496

This number represented an increase of 3,146 in an 8 year period.

Nearly all of the 15,496 alumni of the St. Cloud State Teachers College and of its predecessor the St. Cloud State Normal School have taught in the public schools of Minnesota for periods varying from one year to a lifetime of service. In addition thousands of persons enrolled in this college for summer sessions or for longer periods who did not remain to graduate were able to qualify for certificates or for the renewal of certificates.

In September 1953 all placement work, both that designed to assist prospective teachers and that planned for those graduating with A. A. and B. A. degrees was unified with Charles W. Emery in charge.

The rapidity with which the list of alumni has grown can be judged by the size of graduating classes during the years following V. J. Day.

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Graduates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two year</td>
<td>Four year</td>
<td></td>
</tr>
<tr>
<td>1944-1945</td>
<td>82</td>
<td>58</td>
</tr>
<tr>
<td>1945-1946</td>
<td>105</td>
<td>80</td>
</tr>
<tr>
<td>1946-1947</td>
<td>114</td>
<td>112</td>
</tr>
<tr>
<td>1947-1948</td>
<td>154</td>
<td>155</td>
</tr>
<tr>
<td>1948-1949</td>
<td>223</td>
<td>262</td>
</tr>
<tr>
<td>1949-1950</td>
<td>259</td>
<td>260</td>
</tr>
<tr>
<td>1950-1951</td>
<td>343</td>
<td>332</td>
</tr>
<tr>
<td>1951-1952</td>
<td>286</td>
<td>321</td>
</tr>
<tr>
<td>1952-1953</td>
<td>209</td>
<td>285</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1775</strong></td>
<td><strong>1865</strong></td>
</tr>
</tbody>
</table>

Over 15,000 living alumni confronted the St. Cloud State Teachers College with a serious problem of organization. Thousands of these graduates cherished feelings of loyalty to the college and a keen interest in its growth. They desired to maintain contacts with others of their college period. Over 96% of the student body lived in Minnesota and nearly as many began their careers there. But as the years passed, removals
occurred until graduates of the college were to be found in every state and territory. The Alumni Association, started in 1881 had become a permanent though not often an active organization. It had played a major part in the Semi Centennial celebration with no less than 29 classes represented. Due to war conditions alumni were not numerous at the 75th Anniversary celebration in 1944 which was planned mostly by students and faculty. In 1892 with 466 members, an Alumni Correspondence Bureau proved very successful for a five year period but was discontinued as the number of alumni multiplied. Hence, it became necessary to employ an executive secretary for the Alumni Association, Miss Ethel Graves serving first. Then after an interval Miss Helen Hill was elected to this position in 1952.

In August 1952 the State Teachers College Board prepared a long range building program for the five state teachers colleges. This was done in anticipation of the large increase in enrollment in prospect during the next decade, an increase expected because of the rising birthrate, the enlarged demand for teachers and the extension of the time required for the preparation of teachers including the addition of a fifth year. Second on this list was a new laboratory school at St. Cloud and tenth a new physical education building. A month later in September these requests were revised placing the new laboratory school at St. Cloud third on the list and a new men's dormitory in sixth place.

President Budd considered the construction of a new laboratory school as of prime importance. The Riverview School, over 40 years old, was inferior to most elementary buildings throughout the state. Furthermore, the removal from the campus of the two temporary structures and the old Library building had to be delayed until the Riverview School could be converted to other purposes.

Eastman Hall even when constructed in 1929 was not large enough to meet the needs of a physical education program. By 1953 with an increased enrollment of men at least twice the existing facilities were needed in physical education.

The 1953 Legislature made no appropriation for buildings at St. Cloud State Teachers College. These three requests, a new laboratory school, a new men's dormitory, and a new physical education building remained as the prime physical needs of the college.
CHRONOLOGY OF IMPORTANT EVENTS
IN THE
HISTORY OF THE ST. CLOUD STATE TEACHERS COLLEGE

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Aug. 2, 1858 First State Legislature passed an act to establish three state normal schools.
Feb. 2, 1866 Act of Legislature designated St. Cloud as site of Third State Normal School.
Feb. 16, 1868 General C. C. Andrews became the first Resident Director.
Feb. 16, 1868 State Normal School Board selected Stearns House property as future site for the Normal School.
July 25, 1869 Nathan F. Barnes became the first Resident Director to serve while the Normal School was in session.
Mar. 17, 1869 Professor Ira Moore elected first principal of Third State Normal School.
Sept. 15, 1869 Third State Normal School opened.
Sept. 1874 Old Main ready for occupancy.
Sept. 1875 David L. Kiehle elected principal.
Sept. 1875 Thomas J. Gray joined the faculty.
Sept. 1877 W. B. Mitchell appointed Resident Director by Governor Pillsbury.
1878 Isabel Lawrence came to St. Cloud from Oswego Normal School, Oswego, N. Y. principal changed to president
1880 President Kiehle appointed State Superintendent of Schools.
1881 Waite A. Shoemaker joined the faculty.
Fall, 1881 Thomas J. Gray acting president.
Fall, 1881 Alumni Association organized.
1882 Dr. Jerome Allen became President.
1884 Thomas J. Gray elected President.
1885 Ladies Normal Home occupied.
1885 Kindergarten course established.
1886 Third State Normal School exhibit at New Orleans International Exhibition.
1886 Preparatory class discontinued.
1890 James Carhart elected President
1891 Normal School diplomas accepted as teachers certificates.
1891-3 South wing added to Old Main.
1892 Practice teaching organized in the public schools of St. Cloud.

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1894 Name of School changed to State Normal School at St. Cloud.
1895 Stearns House wrecked.
1895 George R. Kleberger elected President.
1895-7 North Wing added to Old Main.
1896 First graduating class including members with two years of training beyond high school.
1901 Alvah Eastman appointed as Resident Director by Governor Van Sant.
1901 Old Main reconstructed and enlarged.
1902 Waite A. Shoemaker elected President.
1904 First summer session began.
1905 Old Library Building constructed.
1905 Lawrence Hall burned.
1906 New Lawrence Hall occupied.
1907 Two six-week summer sessions held for 1st time.
1909 Karl Mathie appointed Resident Director.
1909 First championship football team.
1911 Riverview School constructed.
1911 Clarence L. Atwood appointed Resident Director by Governor A. O. Eberhart.
1914 Enrollment limited to high school graduates or experienced teachers.
1914 Isabel Lawrence acting President.

July 1916 Joseph C. Brown became President.
Sept. 1916 Shoemaker Hall occupied.
June 1917 Last students on secondary school level.
Aug. 9, 1918 Petrus Liljedahl, Class of 1915, killed in action Battle of the Somme.
1918 270 students and alumni enrolled in the Armed Forces of the United States.
1919 SemiCentennial Celebration of founding of College.
1921 The Normal School became a Teacher College.
1921 Isabel Lawrence retired.
1921 John Talbot new Director of Training.
1921 C. D. Schwab appointed Resident Director by Governor Preus.
1922 Last diplomas granted on one year elementary curriculum.
1924 L. G. Vandervelde first Dean of Men.
1925 Mrs. Beth Garvey first Dean of Women.
1925 Alvah Eastman appointed Resident Director a second time by Governor Christianson.
<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sept. 30, 1927</td>
<td>George A. Selke elected President.</td>
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<tr>
<td>1927</td>
<td>Brown Field dedicated.</td>
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<tr>
<td>1927</td>
<td>Placement Bureau organized.</td>
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<tr>
<td>1928</td>
<td>First degrees granted.</td>
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<tr>
<td>1929</td>
<td>Nursery School opened.</td>
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<tr>
<td>Feb. 1929</td>
<td>Accredited Class A College by American Association of Teachers Colleges.</td>
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<tr>
<td>1930</td>
<td>Eastman Hall dedicated.</td>
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<tr>
<td>1930</td>
<td>Music Studio occupied.</td>
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<tr>
<td>1932</td>
<td>Championship hockey teams.</td>
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<tr>
<td>1933, 1934;</td>
<td>Championships in basketball.</td>
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<tr>
<td>Date</td>
<td>Year</td>
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<tr>
<td>Feb.</td>
<td>1943</td>
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<td>Feb.</td>
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<td>Feb.</td>
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<tr>
<td>Spring</td>
<td>1944</td>
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<td>April</td>
<td>1946</td>
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<td>Sept.</td>
<td>1946</td>
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<td>Nov.</td>
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<tr>
<td>Winter</td>
<td>1946-7</td>
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<tr>
<td>Sept.</td>
<td>1947</td>
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<td>Dec.</td>
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<td>Jan.</td>
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<td>Jan.</td>
<td>1950</td>
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<td>Dec. 31</td>
<td>1951</td>
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<td>Feb.</td>
<td>1951</td>
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<td>Feb.</td>
<td>1952</td>
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<td>Sept.</td>
<td>1952</td>
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<td>April</td>
<td>1953</td>
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<tr>
<td>June 8</td>
<td>1953</td>
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<tr>
<td>March</td>
<td>1954</td>
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</table>
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