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A HISTORY OF BRIGHAM YOUNG COLLEGE,

LOGAN, UTAH

by

Arnold K. Garr

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

of

MASTER OF ARTS

in

History

UTAH STATE UNIVERSITY  
Logan, Utah

1973

## PREFACE

Brigham Young College was founded July 24, 1877 by its namesake Brigham Young, the president of the Mormon church. In its forty-nine year history nearly forty thousand students attended B. Y. C.<sup>1</sup> When the church gave word that it must be closed, many were shocked at the news. The final annual commencement exercises for the college were held May 23, 1926 in the Logan Tabernacle at Logan, Utah. This marked the end of a school that holds a warm spot in the hearts of many people living in Cache Valley and the surrounding communities.

The history of Brigham Young College can be divided into three general periods. The first period, from 1877 to 1894, covers the time when the school was founded and operated basically as a normal college. The second period was from 1894 to 1909. During this time the school inaugurated college courses and granted bachelors degrees for the first time. The final period covered the years 1909 to 1926. During this time the school shifted to the status of a standard two-year junior college.

The history of Brigham Young College is largely an unwritten one. There have been a few scattered articles, probably the most prominent is that of A. N. Sorensen, written in History of a Valley: Cache Valley, Utah-Idaho. Most of the articles are informative, but none of them are particularly extensive or interpretative.

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<sup>1</sup>"Logan to Lose its Great Pioneer College," Journal (Logan, Utah) April 1, 1926.

There are four objectives of this work. First, to write an extensive, interpretative history of Brigham Young College. Second, to show the extent to which B. Y. C. was unique from other institutions of higher learning sponsored by the church and state, and the extent to which it shared their fate. Third, to explain some of the events that occurred in Utah during the school's history which ultimately would cause B. Y. C. to close. Fourth, to discuss the influence B. Y. C. played in its surrounding communities through the activities of those closely associated with the school.

The writer wishes to thank those who have assisted during the study. Dr. S. George Ellsworth, the committee chairman, gave a great deal of guidance with research and writing throughout the study. Dr. Charles S. Peterson and Dr. Orson B. Tew, the other members of the committee also made some helpful suggestions with the writing.

Appreciation is also expressed to Dr. Douglas D. Alder and Dr. Stanford G. Cazier for their help during the early stages of research and writing, and to A. J. Simmonds, who very willingly made available many important research materials pertaining to Brigham Young College.

I acknowledge my love and gratitude to my wife, Cherie, and daughter, Wendi Lee, for the sacrifices they were required to make because of the study.

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## CHAPTER I

### BACKGROUND

Before Brigham Young College was founded in 1877, a variety of schools existed in Utah. The Mormons at first, and later the Protestants and Catholics made significant contributions to education in the territory.

Education has always played an important role in the philosophy of the Mormon church. In the early days of church history, the Mormons founded schools in the places they settled. This policy continued when they settled in Utah.

There were various types of schools among the Mormons in early days.<sup>1</sup> A voluntary school was held by Mary Jane Dilworth during the winter of 1847-48. She did not ask for a salary and held classes in her own tent. Schools similar to this were held in most of the settlements. Private schools were opened by persons interested in making a living by teaching. These schools were opened to all and tuition was charged. Ward schools were founded in each ward or settlement in Utah. The schooling was free and the main subject taught was religion. The teacher was appointed by the bishop and school was originally held in the church meeting house. By 1854, there was a schoolhouse in every ward in the territory. Public schools were founded in the territory and were called common schools.

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<sup>1</sup>S. George Ellsworth, Utah's Heritage (Santa Barbara and Salt Lake City: Peregrine Smith Inc., 1972), 203.

Special schools were also organized by groups for educational, professional, and social purposes.

The University of Deseret was founded in Salt Lake City on February 28, 1850 by the territorial legislature. The school was forced to close its doors from 1852 to 1867 because of lack of appropriations.<sup>2</sup> Even after 1867 the school experienced a difficult time for years. The University of Deseret later became the University of Utah.

Brigham Young Academy was founded in Provo, Utah, in 1875 by the Mormon church. For several years B. Y. A. served as a normal college and eventually became Brigham Young University.

The Mormons were not the only religious group to contribute to education in Utah before the founding of Brigham Young College. Several different religious groups founded excellent schools in the 1860s and 1870s.<sup>3</sup>

The Episcopal church, under the direction of the Reverend Daniel S. Tuttle, founded schools in most of the major cities in Utah. Saint Marks Day School was founded in Salt Lake City in 1867, the School of the Good Shephard in Ogden (1870), Saint John's School in Logan (1873), and Saint Paul's in Plain City (1873).

The Methodist church organized schools from 1870 to 1876 in Salt Lake City, Corinne, Tooele, Provo, and Beaver. The Reverend G. M. Pierce was the leading Methodist at that time.

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<sup>2</sup> Ralph V. Chamberlin, The University of Utah: A History of Its First Hundred Years, 1850 to 1950 (Salt Lake City: University of Utah Press, 1960), 57.

<sup>3</sup> Ellsworth, 233, 235, 236, 393.



The Presbyterian church founded the Salt Lake Collegiate Institute in 1874 and thirty-six mission schools between the years 1875 and 1883. Though the mission schools were sponsored by the Presbyterians, the greatest number of students were Mormons. The Reverend Josiah Welch was the most prominent Presbyterian leader during this period.

The Catholic church established Saint Mary's Academy in Salt Lake City in 1875 under the guidance of the Reverend Lawrence Scanlan.

Utah was involved in many educational adventures from 1847 to 1877 because of the efforts made by the Mormons, Protestants and Catholics. It was now ready to embark upon yet another interesting and important adventure in education.

## CHAPTER II

### THE FOUNDING

In the spring of 1874, while inspecting a church farm near Logan, Utah, Brigham Young told those present of his plans to found Brigham Young College.

On and by the use of this tract of land we will establish a free educational institution to accommodate from 500 to 1000 young people where they can spend all their time for a period of from four to six years in acquiring a liberal and scientific education as complete as can be found in any part of the world.

But besides that, every young man must learn a trade, such as blacksmithing, carpentry, wheelwright, masonry, etc., and also scientific farming and stock raising. Every young woman must learn to spin, weave, cut, sew, dairying, poultry raising, flower gardening, etc. About one-third of the time of each student should be given to the institution in actual work on the farm in dairy-ing or shops for its maintenance.

The gospel, true theology, must be taught and practiced by all, both students and teachers. Any young men or women of good moral character should be admitted, whether members of the church or not, but while there must live the lives of good Latter-day Saints. They must keep the Word of Wisdom, no intoxicating liquor or tobacco will be kept, sold or used in the institution.

After graduation each student should be equipped free with a set of tools for his particular trade, a team and wagon, farming implements made at the institution worth about \$500.00 so he could start right out producing results.<sup>1</sup>

The land that the college was to be located on was in Cache Valley. In 1855 the territorial legislature granted Brigham Young all of Cache Valley for the purpose of grazing church cattle as well as some cattle owned by Brigham

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<sup>1</sup>A. N. Sorensen, "Brigham Young College," in Joel E. Ricks and Everett L. Cooley, eds., The History of a Valley--Cache Valley, Utah-Idaho (Logan: Cache Valley Centennial Commission, 1956) 349. Hereafter cited as Sorensen, "B. Y. C."

Young personally. President Young did not keep all this land; however, he did retain a very choice portion for himself. This portion, south of Logan, was used primarily for grazing church cattle from 1855-1877. John C. Dowdle and William Garr built a log cabin and corral, and the site was christened "Elke Horne Ranch" but was commonly called "The Church Farm."<sup>2</sup>

On July 24, 1877, in Salt Lake City, Brigham Young deeded this land, which amounted to 9,642.07 acres, to the trustees and their duly appointed successors of Brigham Young College as an endowment to help maintain Brigham Young College. This included all the area in what is now known as the College and Young wards and part of West Millville, Providence, and Wellsville.<sup>3</sup>

The important character of the event seemed to be emphasized by the date chosen on which the endowment was made. One of the most familiar dates in Mormon history is July 24, the date the Mormons entered the Salt Lake Valley in 1847. Brigham Young chose July 24, 1877 as the date to found Brigham Young College.<sup>4</sup>

In order that the great endowment might be handled according to the best methods President Young sent W. W. Riter to the East to make a study of endowed institutions. A. N. Sorensen suggests that Brigham Young could have possibly received the idea of a liberal, scientific, practical, co-educational, self supporting

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<sup>2</sup> John A. Hansen, "The History of College and Young Wards, Cache County, Utah," (M.S. Thesis, Utah State University, 1968), 5.

<sup>3</sup> Ibid., 9.

<sup>4</sup> Joseph A. Geddes, "History," Brigham Young College Bulletin, (Final Volume, Final Number, June 1926), 54.

religious institution, with emphasis on high moral standards, from Oberlin College. This college was established in Ohio near the Mormon settlement Kirtland, and is unique in that it was the first co-educational college in the United States.<sup>5</sup>

It seems evident that Brigham Young had high goals for the institution when he spoke of an "education as complete as can be found in any part of the world."<sup>6</sup> It is interesting to note that of all the institutions of learning founded by Brigham Young, B. Y. C. of Logan was the only one that he deeded land to for an endowment.<sup>7</sup> It should be remembered too, that the land he gave was owned by him personally. Some people maintain that if Brigham Young had lived a few years longer that B. Y. C. would have developed much more rapidly than it actually did.<sup>8</sup> Evidently President Young planned to add to the endowment other revenue producing properties later on, but this never happened because he died just two weeks later on August 6, 1877.

The trust and deed specifically stated that the property could not be sold without the written consent of Brigham Young or his successors in office as president of the Church of Jesus Christ of Latter-day Saints. Nor could the property be leased or rented for a period of more than five years without first

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<sup>5</sup> Sorensen, "B. Y. C.," 350.

<sup>6</sup> Ibid., 349.

<sup>7</sup> Orson F. Whitney, "Brigham Young College," American University Magazine, (June 1896), 4.

<sup>8</sup> Prospectus of the Brigham Young College, (1884), 2.

obtaining written consent from the church president. All the rents, issues and profits received thereof were to be used for the benefit of the college.<sup>9</sup> The first people to lease this land were to be the first members of what was later known as the College Ward.<sup>10</sup>

The trustees were to be appointed and subject to removal by the president of the church. President Young appointed Brigham Young Jr., William B. Preston, Milton D. Hammond, Moses Thatcher, C. O. Card, George W. Thatcher and Ida Ione Cook to be the members of the first board of trustees.

The responsibilities of the board members were to elect a president, a secretary and a treasurer. They were to carry out the objects of the trust, and have the power to make the rules and regulations of the school. However, everything that the board did was to be subject to the approval of the president of the church.<sup>11</sup> The trustees met on August 7, 1877 and elected Brigham Young Jr. as president of the board, M. D. Hammond as treasurer and Ida Ione Cook as secretary.<sup>12</sup>

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<sup>9</sup> Copy of Trust Deed, Brigham Young to Trustees of Brigham Young College. 1.

<sup>10</sup> Hansen, 8.

<sup>11</sup> Copy of Trust Deed.

<sup>12</sup> Sorensen, "B.Y.C.," 350.

## CHAPTER III

## THE EARLY YEARS, 1878-1894

The history of Brigham Young College from 1878-1894 is basically the history of a small, struggling, normal school. The role of a normal school was to prepare students to become elementary school teachers. Although the normal course was more specialized than traditional secondary education as we know it today, it was not considered collegiate work until about the second decade of the twentieth century. Though the school's courses were not yet clearly collegiate, B.Y.C. served as the cultural and educational center of Cache Valley during the first seventeen years of the school's history.

President Young wanted classwork to begin in the fall of 1877; however, it was not possible to rent enough of the endowment land fast enough to raise revenue to start school on time. It is important to recall that there were a number of events which happened in the year 1877 in Cache Valley that most certainly received more attention than Brigham Young College. In January 1877, the basement of the Logan Tabernacle had been dedicated, but there was still much more work to be done before the entire building would be completed. In May 1877, ground had been broken and dedicated for the Logan temple. Of course the completion of the temple was all important to the people of the valley. Also in May, President Young had set apart Moses Thatcher as the first president of the Cache Valley Stake. The organization of the valley's first stake obviously demanded much of the time of the leaders. The death of President Young in

August of 1877 was also a discouraging factor. Nevertheless, the school officially opened on September 9, 1878.

#### Faculty and administration

During the first seventeen years of the school's history the faculty grew from just one person in 1878 to eleven instructors in 1893. These years were characterized by frequent turnover in the office of principal. Four different persons served as principal during this period of time.

The first principal and only instructor during the 1878-1879 school year was Miss Ida Ione Cook. One would assume that the first principal of a Mormon school would be of the Mormon faith, but Miss Cook was not. She was one of three sisters who came West in the seventies to make their home. Before being chosen principal she had been acting president of the University of Deseret from 1871-1873 and county superintendent of district schools.<sup>1</sup> She was the first woman in the territory of Utah to hold such high positions in the field of education. Miss Cook had a reputation for being a strict disciplinarian and was a respected member of the community.

The next year William Apperly became the second teacher added to the staff. Apperly had formerly been a teacher in the local Third Ward school. An interesting description of Apperly was given by one of his former students Dr. George Thomas.

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<sup>1</sup>George Thomas, "The Teachers I Have Known," Brigham Young College Bulletin, (Final Volume, Final Number, June 1826), 64.

Brother Apperly was entirely self-taught. I have heard him tell about teaching school in Logan and after the term had ended getting his brother-in-law's team and going from house to house gathering up flour and meat and potatoes and other supplies to carry him through the winter; and it was with exceeding difficulty that he was able to secure enough food for himself and his family. Such things seem strange to us now, but they were real events in those days. Brother Apperly's knowledge of rhetoric, the subject he taught, was much deeper than was usually accredited to him. Nature had given him a peculiar, falsetto voice. To us wild and untrained youngsters from the ranches, this afforded considerable amusement until we became familiar with it. It worked to his disadvantage for awhile, and afforded a means of making fun by way of imitation. At the same time it can be truthfully said that to those who came there to learn, brother Apperly was able to give real assistance. Brother Apperly, however did not get along very well with idlers and flappers and notwithstanding the good accounts the older people give of themselves, there were such young people in those days. Such students irritated brother Apperly, and on some occasions he lost his temper. In the main he was extremely good natured; his philosophy of life was such that it prepared him to meet almost every emergency in a happy mood. One day, I remember, two students were enjoying themselves and paying little attention to the recitation, when brother Apperly turned quickly about and said, "one of you is as bad as the other, and worse." That became one of our bywords.

Human minds affect other human minds in different ways. Brother Apperly, with all his peculiarities of person and speech, was a real inspiration to me, and I owe much to him. . . .<sup>2</sup>

The following year 1880-1881, Horace Cummings replaced William Apperly and William H. Smart became the third member of the faculty.

William H. Smart, who finally left teaching and went into pioneering work in Uintah Basin, was our instructor in bookkeeping. He had gone to Cornell with the idea of getting a college education, but when he had been there a few months his lungs failed him and he left, and when he reached home his voice was scarcely audible. He was a great lover of athletics, which consisted in those days of wrestling,

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<sup>2</sup> Ibid., 64-65.



broad and high jumping; and of course he always had a bunch of boys about him.<sup>3</sup>

In 1884, George Thatcher, one of the most prominent businessmen in the community replaced Brigham Young Jr. as the new president of the board of trustees, whose members had not yet changed since the founding of the school. Thatcher remained president of the board for the next thirteen years.

In 1884 Judge J. Z. Stewart became the school's new principal. Miss Cook stayed on as a member of the faculty after being replaced as principal. Judge Stewart had studied mathematics and other subjects with Orson Pratt, a famous early church leader. He had also served a mission in Mexico with Moses Thatcher, a prominent Logan man. He taught religion and his Bible classes were very popular. Mr. Stewart emphasized high moral standards and required every student to sign an agreement to honor the rules and regulations of the college. During his administration the faculty continued to grow.

The next change in the administration came in 1888. In that year J. M. Tanner became the third principal of the school. Mr Tanner had just returned from a mission to Turkey, and he had also visited the Holy Land. In addition to his duties as principal, Tanner taught a variety of subjects including history, theology, and pedagogy (education).

He was one of Karl G. Maeser's capable students. He wore a long Prince Albert Coat, had sideburns and a mustache, and with his large stature was very imposing. Occasionally he gave us a sentence in German or French and we looked upon him as a veritable walking encyclopedia of knowledge.<sup>4</sup>

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<sup>3</sup> Ibid., 68.

<sup>4</sup> Ibid., 65.

In 1890 Dr. Tanner resigned from the college to attend Harvard Law School and J. H. Paul succeeded Tanner as principal. Principal Paul was born in Salt Lake City in 1863. He was a student at the University of Utah from 1880 to 1885, and a teacher at the same institution from 1882 to 1889. He also served as associate editor of the Salt Lake Herald in 1890. The new principal had an excellent mind, a broad cultural background and a great appreciation of the fine arts. He was very much interested in politics and was a close associate of Moses Thatcher.<sup>5</sup> Paul taught classes in mental science, Latin, logic and principles of teaching. While J. H. Paul was principal, he was instrumental in reorganizing the school by extending the normal courses from two years to four, and in upgrading the scholastic requirements. The faculty continued to expand during Paul's administration, as it had done under the administration of all his predecessors.

#### Facilities

Brigham Young College, in its first six years, was obliged to hold school at two temporary sites before it finally found a permanent home in 1884. The first home of B. Y. C. was in rooms rented in the Logan City Hall on First East and Second North. This building also known as Linqvist Hall previously had been the home of the Logan High School or Seminary.<sup>6</sup> It was a three story building.

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<sup>5</sup> Joel Edward Ricks, The Utah State Agricultural College: A History of Fifty Years, 1888-1938 (Salt Lake City, Utah: The Deseret News Press, 1938), 48.

<sup>6</sup> M. R. Hovey, "History of Cache Valley," 55.

The basement was very large and had a jail in the northwest corner, which remained locked and unused. The building is still standing at the time of this writing. The school outgrew this building after five years and had to hold classes for the school year 1883-1884 in the basement of the Logan Tabernacle while waiting for its first permanent building to be completed.

Plans for the school's first permanent building were initiated in the year 1882. In that year there were over 200 students enrolled and the need for a larger permanent building was felt. Seven acres were purchased from the Thatcher family for a building site. Later, another sixteen acres, which enlarged the campus to over twenty-three acres, were acquired from the Thatcher family.<sup>7</sup> This plot of land was on the corner of First West and First South in Logan. Evidently, acquisition of this land from the Thatcher family greatly influenced the decision to move the college campus to Logan City instead of out on the college farm land, south of Logan as was originally planned.

At a meeting of the board of trustees in December, 1882, D. C. Young of Salt Lake City was assigned to prepare plans and estimates for the building. The finance committee was authorized to start raising funds, and construction was scheduled to begin in the spring of 1883.<sup>8</sup> The building was finally completed in 1884 and was dedicated January 1, 1885.

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<sup>7</sup>Brigham Young College Bulletin (Final Volume, Final Number, June 1926), 2.

<sup>8</sup>Journal History of the Church of Jesus Christ of Latter-day Saints, December 19, 1882, 6.

The dedication of the college's first building, known as the East Building turned out to be a tremendous occasion for the community. It was held at 12:00 o'clock noon on New Year's Day 1885, on the second floor of the new building. Attending were a number of local bishops and ward representatives each of whom was present by special invitation. Also in attendance were Wilford Woodruff, a member of the First Presidency of the Mormon church, Moses Thatcher, apostle in the Mormon church, W. B. Preston, presiding bishop of the Mormon church, Professor Karl G. Maeser, principal of Brigham Young Academy in Provo, and several members of the board of trustees and faculty of B. Y. C.

Moses Thatcher addressed the assembly and said that if the tuition would be sufficient to pay the faculty, the people of the community would be welcome to the free use of the college facilities. Thatcher also stated that in the future the college planned to build another building which would be the main building proper, and that the ultimate use of the present building was to be a dormitory for the students.

President Wilford Woodruff offered the prayer, dedicating the new building and other buildings occupied by the college, along with the land in Logan City and the college farm.

After the prayer Bishop W. B. Preston addressed the assembly and stated that the Latter-day Saints should be second to no people on earth in intelligence and should lead the world in that respect.

Professor Karl G. Maeser of Brigham Young Academy also spoke and said that the success of the college would not depend on the amount of money it would receive, but on the degree of the Holy Spirit with which it would be conducted.

After several more speeches the benediction was pronounced by M. D. Hammond and the faculty members led those in attendance through the building. That evening the board of trustees sponsored a ball held in the city's opera house.<sup>9</sup>

The dimensions of the first building were thirty-six feet by seventy feet. There was a tower on the front or east side. It was a four story building including the basement. The bottom floor had a dining room and a kitchen. On the north end of the floor were located indoor lavatories of which the people seemed to be especially proud. Three features of the bathrooms were particularly modern. They were inside, they had hot and cold running water, and there were separate bathrooms for the ladies and gentlemen.

On both the second and third floors were two large school rooms equipped with desks, maps, charts, globes and blackboards. The fourth floor was initially left vacant, but they planned to use it in the future for laboratory space. All portions of the building were heated by steam radiators, at that time the most modern and sophisticated system of heating.

After the completion of the East Building, the classrooms on the second and third floors were made available as study rooms during the time that classes were not in session. By 1890 the important periodicals and books of reference were provided in a well arranged reading room. The following year the school purchased an extensive and diversified private collection from the school's principal, J. M. Tanner, which was made available to the students. The

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<sup>9</sup>Ibid., January 3, 1885, 2-3.

collection of books became the real foundation of the library, which by 1893 had encyclopedias, historical, general, and statistical works.<sup>10</sup>

A museum was also located in the East Building. Students, faculty and friends were asked to donate fossils, ores, animals, and relics to the museum. A special plea went out to the church missionaries, that were sent all over the country and to foreign lands, to send specimens that they might acquire while in other parts of the world. The college would pay shipping expenses. In 1893 the museum could boast of plants and flora native to New York State, donated by J. H. Paul, valuable specimens in minerology donated by D. M. Todd, a collection of Irish ferns and mosses donated by R. W. Sloan, and specimens of ore donated by LaPlata Mining Company.<sup>11</sup>

Other buildings on the grounds included a structure just west of the East Building that became the official residence of the college principal. A frame structure originally built for the late Hezekiah Thatcher, was used as sleeping apartments for the female students who boarded at the college. West of the girls dormitory was a similar structure for the male students, formerly the residence of A. D. Thatcher. There were also some outhouses on the ground as well as a large stone barn that was converted into a laboratory. The physical, biological, and chemical laboratories were located in the barn.

Much of the new campus property was covered with an orchard which made the grounds very attractive, especially during the summer months. The lower

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<sup>10</sup> Circular of Brigham Young College (1892-1893), 23.

<sup>11</sup> Ibid., 22.

campus, which was located across the river from the college buildings provided an excellent place for the students to play baseball, football, and other sports.

### Finances

It was the intention of Brigham Young that the college be self supporting through rent received from the original endowment, but the first renters paid only \$1.00 to \$2.00 a year per acre. The rents received were not enough to pay the faculty and it was sometimes necessary to pay them with tithing script or produce received from the students. Therefore in 1890 Wilford Woodruff, the fourth president of the church, let it be known that the land could now be sold, and the settlers immediately responded by buying the land and making permanent improvements on it. John C. Dowdle was appointed representative of the people to petition the college for the right to purchase this land. The new owners of the land were the first permanent settlers of what is now known as the College Ward. Simpson B. Molen suggested the ward be named such, because the funds used to purchase the land were used to support Brigham Young College.<sup>12</sup>

In addition to money received by sales and rent of the college property, tuition was paid by the students. During the years 1878-1897 tuition varied from \$5.00 to \$12.00 a term, depending on the course of study.

All students that were from out of town were required to stay at the college boarding house or some place approved by the president of the board of trustees. The college boarding house charged a student \$3.00 a week. This included room,

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<sup>12</sup>Hansen, 19.

bedstead with woven wire mattress, lights, fuel and hot and cold baths as often as desired without additional charge.<sup>13</sup> Students staying at the college boarding house were under direct supervision of the faculty . Boarding in private homes during this period usually cost from \$2.50 to \$3.00 a week. Sometimes students would board together in order to reduce their expenses.

Arrangements were also made with the railroad officers for students attending B. Y. C. to obtain half-fare rates on railroads within the territory if the students would apply through the president of the college.

### Curriculum

Guidelines for a curriculum to be taught at B. Y. C. were established by the founder Brigham Young, as far back as 1874 when the school was nothing more than an idea. Three basic areas were to be emphasized: (1) a liberal and scientific education; (2) every student must be taught a trade such as carpentry, blacksmithing, or farming; (3) Mormon church doctrine must be taught to all.

No book shall be used that misrepresents or speaks lightly of the divine mission of our Savior, or of the prophet Joseph Smith, or in any manner advances ideas antagonistic to the principles of the gospel as it is written in the Bible, Book of Mormon and the Doctrine and Covenants.<sup>14</sup>

B. Y. C. was basically a normal college, although lesser grades were always taught at the school. Therefore, many people who attended B. Y. C. through the years received only an elementary or secondary education.

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<sup>13</sup>Prospectus, 6.

<sup>14</sup>Copy of Trust Deed. 1.



When Miss Cook opened the school in 1878, the subjects taught were spelling, reading, arithmetic, orthography (writing) and the Bible. Miss Cook taught all subjects herself. The following year, when Mr. Apperly joined Miss Cook on the faculty, the curriculum was expanded to include United States and Ancient history, rhetoric, natural philosophy, physiology, algebra and bookkeeping. Each year other courses were added such as sociology, elocution, mechanical and architectural drawing.

An important change in the church school system was made in the year 1888. In that year the church organized the General Board of Education in order to unify and co-ordinate the activities of the existing schools and establish new academies throughout the church. At this time and soon after, a number of new academies were organized in Utah, Idaho, Wyoming, Colorado, Arizona, Canada and Mexico to bring the total to twenty-two in all. Most of these academies never taught normal courses or collegiate courses. Some that ultimately taught advanced courses are presently functioning as Colleges. They were Ricks Academy in Idaho, Snow Academy in Ephriam, Dixie Academy in St. George and Weber Academy in Ogden. Under this new organization B. Y. C. became subject to the Church Board of Education and, in essence, lost the autonomy it previously enjoyed.

In 1888 under Principal J. M. Tanner, the college offered three general courses of study. They were classified under the headings of Intermediate, Normal, and Collegiate.

The intermediate department was for the benefit of those not sufficiently advanced to enter the regular courses of study in the college proper. At first

this department was located upstairs in the main building and was under the direction of D. M. Todd.

The two courses of study in the college proper were the normal and the collegiate. The normal courses included, in addition to the common branches of study, English classics, elocution, vocal music, drawing, methods of primary teaching, rhetoric, physiology, general biology, botany, United States history, Elementary algebra, plane geometry, bookkeeping, mental science and principles, and practice of teaching. Upon completion of this course, which lasted two years, the student would be qualified to assume the professional duties of a teacher in the schools of the territory. This department occupied the south room on the main floor, and was under the direction of Principal J. M. Tanner.

The collegiate course was divided into language, mathematics and science. The language course was a study of rhetoric, English, Latin, French and German. The mathematics course was a study of bookkeeping arithmetic, algebra, geometry, trigonometry and surveying. The science course was a study of physics, chemistry, physiology, geology, astronomy, zoology and botany. Though this course of study was given the title collegiate, it was considered only a high school course until 1894. The college course until 1894 did offer the student a good general education however. This department was in the north room on the main floor under the direction of W. J. Kerr.

By the late 1880s the school was becoming established academically, but according to one former student the history classes left something to be desired.

There is one thing in my study at B.Y.C. that I did not understand then and do not understand now. None of us in the class in fact, knew anything about history, ancient, mediaeval, or modern, and I

think most of us were totally ignorant of even an elementary knowledge of United States history. We signed up for a course in general history, and spent the year studying the history of Australia. We really knew so little about the world that for the time being this seemed all right to us. Aside from Bible history, none of us knew whether civilization had originated on the islands of the Pacific or in some other part of the globe.<sup>15</sup>

In 1891, under Principal J. H. Paul's direction the name of the intermediate department was changed to preparatory department, and it was moved to a separate building though it still was in connection with the college. The textbooks used in the preparatory department were Bancroft's Fifth Reader, Harper's Second Book in Arithmetic, Reed and Kellogg's Graded Lessons in English, Harrington's Graded Speller, Spencerian and Michael's Systems of Penmanship, and White's Industrial System of Drawing.<sup>16</sup>

The normal course continued to be a two year course but in 1891 the collegiate course, was extended to four years. A student had to be at least fifteen years of age to enroll in the normal or collegiate course. This age was changed to sixteen in 1892. To be accepted into the college proper the student was required to take an examination in the following subjects unless his proficiency was already known by the college.

Grammar--Reed and Kellogg's Higher Lessons in English

Arithmetic--Harper's Second Book

Geography--Appleton's Higher Geography

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<sup>15</sup>Thomas, 65-66.

<sup>16</sup>Circular (1891-1892), 2.

Reading, etc.--Reading from The Merchant of Venice, with tests  
in definition and explanation.<sup>17</sup>

If the student had already completed one or more of the studies and could pass or had passed a satisfactory examination in the same, he would be given credit for and permitted to pursue the other studies.<sup>18</sup>

In addition to the traditional courses of study, theology was a course taken every term regardless of major. In the theology courses the Bible, Book of Mormon, and Doctrine and Covenants were used as class books.

Vocal music and drawing were very popular as were classes in sewing and needlework for the young ladies. Occasionally special lectures were given by members of the board of trustees, faculty, and other influential people of the community.

To accommodate those students who had to work on the farm during the summer months, a special Winter Course, as it was called, was started in 1892-1893. This course extended only through the second and third term, from early November to late March.<sup>19</sup> Also for those potentially good students who found it impossible to attend the college a non-resident course leading to a diploma was established that offered degrees in the scientific, literary, and general courses. This extension course lasted three years and was quite unique for this period of time.

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<sup>17</sup>Ibid., (1892-1893), 5.

<sup>18</sup>Journal History, August 7, 1891, 2-3.

<sup>19</sup>Circular (1892-1893), 9.

The 1891-1892 school year was the first time a list of texts was published. The college Circular of that year gives the following listing:

Grammar--Reed and Kellog's Higher Lesson in English

Arithmetic--Harper's Second Book

English Classics--Clark and Maynard's English Classics

Geography--Appleton's Higher Geography and Higher Physical Geography

Elocution--Hamill's and Paul's Reading and Recitations

Algebra--Wentworth's Complete Algebra

Trigonometry and Surveying--Wentworth's Trigonometry and Surveying

Rhetoric--Hill's Principles of Rhetoric

English Literature--Shaw's New History of English Literature

Shakespeare--Rolfe's and Hudson's Shakespeare

United States History--Eggleston's United States History

General History--Meyer's General History

Physiology--Walker's and Martin's The Human Body

Chemistry--Shepard's Elements of Chemistry and Avery's and

Stoddard's Outlines of Qualitative Analysis

Physics--Avery's Elements of Physics

Civil Government--Young's Class Book of Civil Government

Political Economy--Macvane's Political Economy

Geology--LeContes Compendis of Geology

Botany--Gray and Coulter's Botany

Astronomy--Rolfe and Gillet's Astronomy

Latin--Jones' First Lesson; Harkness' Latin Grammar; Harkness'

Caesar; Chase and Stuart's Cicero; Searing's Vergil

German--Bacon's Leiffaden; Worman's Collegiate German Reader

with Selections from German Classics; Whitney's German

Grammar

French--Keetel's Collegiate Grammar

Mental Science--Baldwin's Elementary Psychology

Logic--Hill's and Jevon's Logic

Principles and Practice of Teaching--Raub's Methods of Teaching

Raub's School Management

Drawing--White's Drawing

Vocal Music--Stephens' Music Readers

Bookkeeping--Bryant's Commercial Bookkeeping

Theology--Bible; Book of Mormon; Doctrine and Covenants; Compendium

Until 1885-1886 the school was on a system of three terms of ten weeks each, usually starting in mid-October. In 1885 the school changed to three terms of twelve weeks starting in late-September. Then in 1890-1891 the school changed to four terms over an eight month period.

#### Educational methods

Instruction at Brigham Young College throughout its history emphasized a great deal of practical application by the students, a reasonable amount of academic freedom for the faculty, and strict discipline both inside and outside of the classroom.

From the first year the school opened, it always had a primary or elementary department where the students studying to be teachers could practice the methods they had learned on the younger or less advanced students. This was easily arranged because each teacher of advanced classes had charge of the elementary classes that led to the higher work. This situation was also good for the beginning students because they had the advantage of instruction at the hands of a specialist. This particular arrangement of teacher specialization in elementary classes was a unique feature in the schools of that period of time. The college felt that this method was far superior to the common method of placing students in common elementary schools in the charge of only one or two elementary teachers.<sup>20</sup>

Brigham Young recommended a liberal education but he believed that a man to be fully educated must develop mentally, physically, morally and spiritually. He wanted to prepare men for complete living not only in this life, but in the life hereafter. In order to carry out more fully the wishes of the founder of the college, arrangements were made with the different manufacturing companies and artisans of Logan, by which labor at some useful trade or art would be given to the male students of the college, as provided in the deed of trust. The extensive grounds of the college were utilized to teach the students lessons in practical and landscape gardening. Arrangements were also made to give the lady students practical lessons in domestic economy, needlework and fitting.<sup>21</sup>

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<sup>20</sup>Journal History, June 2, 1892, 5.

<sup>21</sup>Ibid., August 7, 1885, 5.

B. Y. C. had a reasonable amount of academic freedom compared to most church sponsored schools at that period of time. A good example to illustrate the academic freedom is this account of a discussion in a theological class on the parting of the Red Sea.

Principal Tanner cited a number of authorities, explaining that Biblical scholars thought perhaps the wind might have driven the waters back and that after the passage of the Israelites, when the Egyptians came in, the waves returned and submerged them. We youthful believers in the Bible hotly resented any one's part to explain this miracle in such a simple way. As I look back, the idea of Principal Tanner was not to enforce that view upon us, but to simply give us the idea of what some others thought of it.<sup>22</sup>

The faculty at B. Y. C., especially during this early period, were encouraged to be strict disciplinarians. When Judge Stewart was principal each student was required to sign a contract to uphold the rules and regulations of the school. Following is a transcription or copy of such a contract.

#### RULES AND REGULATIONS

For pupils in the Brigham Young College

Term Commencing \_\_\_\_\_ and ending \_\_\_\_\_ 188 \_\_\_\_\_

1. I will not use tobacco.
2. I will not mark or deface in any way, any college furniture, building, fence or tree.
3. I will not visit places of amusement nor leave school without permission.
4. I will not play nor be noisy in any of the school rooms between school hours, nor be disorderly in school.
5. I will not visit saloons or places of bad reputation while I am a pupil of the college.

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<sup>22</sup>Thomas, 65.



6. I will faithfully try to prepare my lessons, and to set a good example at all times.
7. I will be clean and tidy in person and dress, and kind and courteous to my teachers and fellow students.
8. I will take good care of my health.
9. I will try to be obedient to my parents and teachers.
10. I will try to do to others as I would like to be done by at all times, and mind my own business.

I sign this freely and in all sincerity \_\_\_\_\_ pupil.

To the best of our knowledge, the above rules and regulations have been faithfully kept \_\_\_\_\_

This will be signed by the teachers in the college and returned at the close of the term of each pupil who is considered worthy.<sup>23</sup>

Daily rolls were kept in each class by the teacher. Record of discipline and intellectual standing were sent to the parents at the end of the second and fourth term.

### Students

The students that attended the college came from Cache Valley and other parts of Utah, but also from Idaho, Montana, Wyoming, Arizona and Colorado.

When the school opened in 1878, seventy-one students enrolled. The following year 198 students enrolled, forty-nine of whom belonged to the primary grades. Then for the next several years enrollment leveled off at around 200 students.

Throughout its history, one characteristic of B. Y. C. was its comparatively older and more mature students, though classes taught during this early

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<sup>23</sup>Sorensen, "B. Y. C.," 353.

period were comparable to grade or secondary school. The minimum age was fifteen but many attended until they were eighteen and there were a few students in their twenties. One student, Christian C. Bindrup, did not attend until he was twenty-four years old.<sup>24</sup>

When J. M. Tanner was principal he encouraged the college's most outstanding students to attend Harvard University upon graduation from B. Y. C. Tanner himself had attended Harvard. Some of the students during this period of time that took the principal's advice were George Thomas, John A. Widtsoe, George C. Jensen and Henry Peterson.<sup>25</sup> These men all became outstanding educators in the state later on.

An alumni association was formed in May 1893. All those who held certificates or diplomas of graduation from the college, or who completed preparatory, normal, business, general science, or letters course, were eligible for membership. The object of the association was to promote in every proper way the interests of the college, and to perpetuate among the graduates a feeling of regard for one another and of attachment to their alma mater. The association met annually on the day preceding commencement.

#### Officers 1894-1895

President, Joseph E. Cardon

Vice President, Mrs. Rettie Omsby

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<sup>24</sup> Christian C. Bindrup, Journal, June 28, 1891.

<sup>25</sup> Sorensen, "B. Y. C.," 355.

Secretary, Melvin J. Ballard

Treasurer, Ernest P. Oldham<sup>26</sup>

#### Student body activities

Compared to colleges and high schools of today B. Y. C. did not have many organized activities prior to the twentieth century, but students in those days also had their share of fun.

Students had to be careful what kind of activities they became involved in outside of the classroom because of the reporting and monitoring systems the school experimented with at different times. When Judge Stewart was principal he adopted a system whereby each student was required to give an account of his conduct, or how his time had been occupied outside of college hours. When J. M. Tanner became principal he introduced a monitor system. Students were appointed to monitor in each of the boarding houses. The monitor's duties were to keep order during studying periods and report on himself and others if they were out after hours. Each month the monitor had to give a report. Neither of these systems worked very well and were soon done away with.

Though there were strict regulations, there were always those who got into a little trouble. Following is an account of a mischievous prank pulled on a faculty member by the students.

Brother Apperly was accustomed to go down into the basement into a little office, to eat his lunch, and as he was going back from lunch he would walk up the stairs. We placed a small amount of this stuff (Nitrogen-Iodine) on each step, and as he placed his foot rather heavily

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<sup>26</sup> Catalogue (1894-1895), 14.

on the first step the compound exploded with a loud report. The same thing followed on the second step, and so on up, the report being so loud that Brother Apperly hastened his speed till he reached the top. We were called in to answer for this mischievous prank and to receive our reprimand and punishment. Brother Apperly, however, had not studied chemistry, and became very much interested in how we brought that about, and when we proceeded to explain the chemical compound and its properties and reactions, he became so thoroughly interested in our explanation that he forgot all about what he had called us for. Presently the bell rang and he had to report to his class, and we heard nothing more about the prank we played.<sup>27</sup>

One of the chief forms of diversion was a good old fashioned dance.

Principal Tanner, being an alumnus of B.Y.A. in Provo desired to promote friendly relations with his alma mater. Accordingly he invited the students of the academy in Provo to a "get together" at Logan in 1889. Seventy-five students came and were entertained by the students and faculty of B.Y.C. The events culminated with a grand ball at the Palace Hall.<sup>28</sup>

First mention of any kind of an organized club was in 1890. The college Circular mentions the Polysophical Society. The purpose of the society was "for acquiring general information, receiving recreation, and obtaining practice in public speaking, and acquaintance with parliamentary rules." During the same year field clubs were organized for field work in science and surveying.

During this era of the college's history there was no organized athletic competition between schools.

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<sup>27</sup> Thomas, 66-68.

<sup>28</sup> A. N. Sorensen, "Brigham Young College," Original Manuscript, 8. Hereafter cited as Sorensen, Original Manuscript.

## CHAPTER IV

## THE GOLDEN AGE, 1894-1909

Traditionally the administration of J. H. Linford, which spanned the years 1900-1913 has been referred to as "The Golden Age."<sup>1</sup> It would seem however, in a purely academic sense, that "The Golden Age" actually started earlier in 1894, during W. J. Kerr's administration. This is when true college courses leading to a bachelors degree were first offered. In the same vein of thinking, "The Golden Age" should probably end fifteen years later in 1909. This is when college courses leading to a bachelors degree were dropped. At any rate, in this particular work, the period 1894-1909 will be referred to as "The Golden Age."

Faculty and administration

From 1894 to 1909 the faculty at B. Y. C. made a remarkable growth not only in quantity but also in quality. During this same period the faculty and administration experienced a great many organizational changes.

The board of trustees underwent organizational changes. George Thatcher served as president of the board until 1897 when he was replaced by Brigham Young Jr. President Young was one of the original members of the board when

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<sup>1</sup>Bulletin (Final Volume, Final Number, June 1926), 57

the college was first founded. In 1903 he died and was replaced by President Joseph F. Smith, who had been acting president while President Young was ill.

At a meeting of the trustees in March, 1906, it was decided to increase the membership of the board in order that the college might have the benefit of the service of a greater number of representative men. In accordance with this action, on May 4, 1906, after the necessary legal steps had been taken, four additional members were appointed, thereby increasing the board from seven to eleven members. The new appointees were Judge Charles H. Hart, the Honorable William H. Maughan, President Oleen N. Stohl, and President Milton H. Welling. At the same time President Alma Merrill was appointed to fill the vacancy caused by the death of his father, Apostle Marriner W. Merrill.<sup>2</sup>

Then, in 1909, Chalres W. Nibley was appointed to the board.

In 1894 W. J. Kerr was named first president of the college. The head of the college until this time was referred to as principal. J. H. Paul, who had been the head of B. Y. C. was made president of the Agricultural College across town.

President Kerr was born in 1863 in Richmond, Utah, a small town thirteen miles from Logan. He received a common school education in his native town and in 1882 entered the University of Utah, where he pursued the normal course. During the two years 1885-1887 he taught in the public schools of Smithfield, Utah, and in September, 1887, was employed as instructor in physiology, geology and physics at the Brigham Young College. From 1888-1890 he was instructor in mathematics at the same institution. In 1890 he resigned his position at the college and entered Cornell University, where he studied during

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<sup>2</sup>W. W. Henderson, "The President's Report," Bulletin (Final Volume, Final Number, June 1926), 18-19.

the year 1890-1891 and during the three following summers. While East he visited a number of leading colleges and universities of the United States and Canada. Returning, he spent another year at the Brigham Young College as instructor in mathematics, and in 1892 accepted the professorship of mathematics and astronomy at the University of Utah. This chair he filled until June, 1894, at which time he resigned the position to accept the presidency of the Brigham Young College. He was a member of the American Mathematical Society and president of the Utah Mathematical Society. Under his administration B. Y. C. started a prosperous new era.<sup>3</sup>

President Kerr adopted the slogan "A general education is the birthright of every man and woman in America," a statement which appeared on the title page of the school catalogues from then on.

The college's first professorships were established in 1894. That year's catalogue listed the following: President William J. Kerr, professor of mathematics; Douglas M. Todd, professor of the science of the art of teaching; William H. Apperly, professor of English language and literature; Ephriam G. Gowans, professor of physics and chemistry; James H. Linford, professor of biology; and Jacob F. Miller, professor of history and political science.

A few years later in 1899 a professorship in theology was established. Then in April, 1900, additional professorships and assistant professorships were established. A college council was organized, consisting of the president, professors, and assistant professors when in charge of departments.

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<sup>3</sup>Whitney, 8-11.

Some interesting personalities were on the faculty when William J. Kerr was president.

Miss Harding was an excellent art teacher who developed the talents of many backward students. H. K. Merrill was a live and stimulating exponent of the scriptures. Herschel Bullen always understood the student's point of view; always was on hand to mediate in disputes. Jennie Hubbard was mellow and gracious. She handed out many samples of pies and cakes to fellows whose sense of smell drew them to her kitchen. The music teacher was an undersized Englishman named Tom Pinder. He had a bald spot on top of his head, wore sideburns and a neat mustache, and moved about like an elf. His height was under five feet. A mischievous set of freshmen put the class out of gear at times by pinning assorted ribbons and valentines on his coat tails. At best Pinder was an excellent musician and won the students respect as he patiently rehearsed them in choruses from The Beggars Opera.<sup>4</sup>

In 1900 W. J. Kerr became president of Utah Agricultural College and was succeeded as president of B. Y. C. by James H. Linford. President Linford had been a teacher at B. Y. C. for the last eight years. He attended the University of Chicago and was professor of biology and curator of the museum at B. Y. C. He sat in all the important councils which ultimately led to the expansion and development of the college thus far and was well indoctrinated in the traditions of B. Y. C. Under his administration, more than any other, the school enjoyed its greatest prestige.

When James H. Linford was president there was a definite trend among the faculty to go East, especially during the summer, to study at secular universities. By 1908 the college Bulletin listed a faculty of forty-five, eighteen of which had attended universities in the East.

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<sup>4</sup>Sorensen, Original Manuscript, 14.



Fifteen teachers attended the University of Chicago. They were: James H. Linford, president; Weston Vernon, professor of English language and literature; William H. Chamberlin, professor of theology; Charles Henry Skidmore, professor of mathematics; Daniel C. Jensen, professor of education and philosophy; Albert Ernest Bowen, professor of history; Franklin Arza Hinkley, professor of physics; Charles Franklin Bowen, professor of geology and mineralogy; George C. Jensen, assistant professor of English; John Henry Kemp, assistant professor of chemistry; Elvin Jensen Norton, assistant professor of ancient language; Charles Bitter, assistant professor of German and French; Arthur Hill Badenoch, director of physical education.

Three members of the faculty attended Harvard. They were: George Hendricks, professor of economics; William H. Chamberlin and George C. Jensen who had also attended the University of Chicago.

Ray Benedict West, assistant professor of civil engineering and William Williams Henderson, professor of zoology each attended Cornell University. Jean Cox, assistant professor of domestic science, attended Columbia and Charles Franklin Bowen, professor of geology and mineralogy attended the University of Wisconsin.

Special recognition should be given to William H. Chamberlin, one of the greatest scholars the state of Utah ever produced and the most prominent scholar to ever teach at B. Y. C. Before coming to B. Y. C. in 1900, Professor Chamberlin taught a year in the public schools and was professor of mathematics for six years at the Latter-day Saint Academy in Salt Lake City. He received a

bachelor's degree at the University of Utah in 1896 and served a mission for the church in the Society Islands from 1897-1900.

During his years at B.Y.C. Professor Chamberlin's primary interests changed from mathematics and science to theology and philosophy. Each summer he would take classes in theology and philosophy at the University of Chicago or the University of California, and received a master's degree at the University of California in 1906. He later received a doctor's degree at Harvard University in 1917. During the time his interests changed, the classes he taught also gradually changed. From 1900-1902 he was professor of geology and mineralogy. During the school year 1902-1903 he was professor of mathematics and astronomy. However from 1903 until he left the college in 1909 he was professor of theology. He taught religion on the basis of philosophy and enjoyed a great deal of academic freedom during his stay at B.Y.C. In Life And Philosophy Of W. H. Chamberlin, the author describes Chamberlin's years at Brigham Young College as "fruitful in his personal intellectual development and happy in agreeable association with colleagues, students and townspeople."<sup>5</sup> W. H. Chamberlin became a highly respected philosopher in the church and in Utah.

#### Facilities

A majority of the most prominent buildings on the college campus were built during the years 1894-1909. Before these buildings were constructed however it was necessary to use a number of buildings off campus.

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<sup>5</sup>Ralph V. Chamberlin, Life and Philosophy of W. H. Chamberlin (Salt Lake City, Utah: The Deseret News Press, 1926), 136.

In 1895 three large classrooms in the Preston Block were placed at the service of the B. Y. C. The Preston Block was the old tithing office on First North just east of Main Street. It was first used for English and mathematics and later, in 1903, it was used for training school activities.

Another important off-campus building used during this period was the Opera House. It was located on the corner of Center and Main. The Thatcher family allowed the college to use this building, which seated about 800 people, for special lectures and large gatherings.

The Woodruff School, one of the local public schools, was also used by the college at this time as a normal training center for the prospective school teachers that the college was training. This building was located on First South and First West.

Other off-campus buildings used at one time or another were the Eccles-Howell Hall for work in physical culture and the old Amussen residence on the southwest corner of First West and Center street. This structure was then the home of the Budge Hospital and the school used it as a nurses training school.

Undoubtedly the most prominent building on the college campus was the West Building. This building was completed in 1898 and was the largest of all the buildings built on campus. It was 188 feet long and 86 feet wide and three stories high. The building contained fifteen classrooms, a gymnasium, and a general assembly hall. The students liked it because it had a gymnasium for physical education classes and dances.<sup>6</sup>

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<sup>6</sup> Catalogue (1897-1898), 13.

Some of the student body undoubtedly remembered for many years W. B. Preston's opposition to the building of gymnasiums. He told the students if they wanted more exercises they should go milk a cow backwards.<sup>7</sup>

The West Building always stood out in people's minds because it had a beautiful crimson "C" mounted on a steel tower on top of the building.

In 1902, \$1,000 was donated by Joseph Morrell for equipping a mechanical arts laboratory. Soon thereafter the college purchased some property directly across the street from the East Building for a mechanical arts building. Already on the property was the old Z.C.M.I. building which in earlier years had served as the Logan Elks Lodge. This structure was demolished to make way for the new building that would be completed in 1906. The new Mechanical Arts Building was 95 feet long by 50 feet wide and four stories in height. It contained two large rooms for forging and carpentry and fourteen classrooms for drawing and domestic science courses. Much of the work on the building was done by volunteers. Anthon Anderson, founder of Anderson Lumber Company, energized the financing and construction of the building.

A donation of \$15,000 by bishop C. W. Nibley financed the construction of Nibley Hall, which was 108 feet long and 60 feet wide and served primarily as an auditorium. It had a stage and an organ contributed by Mrs. Luna Young Thatcher.<sup>8</sup> It also contained four classrooms and laboratories for physics, geology, and mineralogy.

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<sup>7</sup> Robert D. Lewis, "Banner of Crimson: The Brigham Young College In Logan," 6.

<sup>8</sup> Sorensen, "B. Y. C.," 360.

The library was first moved to one of the largest rooms in the East Building and then finally moved to the third floor of the West Building where it remained.

During the year 1894-1895 the college was the recipient of a large contribution to the library, including encyclopedias, dictionaries, scientific, historical, philosophical and statistical works, presented by the authorities of the church, the college trustees and faculty and other prominent citizens. The Mutual Improvement Associations of Cache County contributed a collection of about two hundred historical and miscellaneous works. In February 1895, the trustees opened to the public the Brigham Young College free library and reading room.

By 1909 the library contained about 5,000 bound volumes and 1500 pamphlets.

The college museum was located in the Main Building during this era and people continued to donate sometimes rather strange items: For example in the 1898-1899 catalogue it listed the following donations:

- A table fork, made in Brigham Young's blacksmith shop
- A deformed lamb
- A cannibal's cook stove
- Two opossum
- A piece of wood from General Grant's headquarters at city point
- One green snake
- Tuckahoe root
- One earwig

After 1909 the construction of new buildings came to an end on the B. Y. C. campus, but a continuous effort was made to improve and beautify the facilities and grounds.

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<sup>9</sup> Catalogue (1896-1897), 8-9.

The north end of the Logan river ran through the school's property, naturally dividing it into the upper and lower campus. The upper campus was beautifully landscaped with walks, driveways, shrubbery and flowers. On this campus was situated the president's house, the Mechanical Arts Building, the East Building, the West Building, Nibley Hall and the Laboratory Building. These buildings contained over one hundred rooms including a large library, a well equipped gymnasium, a swimming pool, and an excellent auditorium.

The lower campus was a level area across the river from the buildings. It provided an ideal athletics field second to none in the state. It was equipped with a new stadium with a seating capacity of a thousand. The lower campus also had a cinder track, a well kept football and baseball field and a cement tennis court.<sup>10</sup>

With all the improvements and new buildings that were constructed the very appearance of the whole campus took on a new look. This most certainly made the community rightfully proud.

#### Finances

During President Kerr's administration there was some talk of closing down B. Y. C. because the church could not afford to make the necessary appropriations.<sup>11</sup> However the church managed to maintain B. Y. C. and its other academies by selling bonds and encouraging donations.

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<sup>10</sup>Henderson, 16.

<sup>11</sup>Thomas, 70.

In 1899 Lorenzo Snow, who had become president of the church a year earlier, issued the first of three \$500,000 bonds. The sale of these bonds along with President Snow's strong emphasis on payment of tithing, made it possible for the church to pay off all of its debts by 1907.<sup>12</sup>

The college itself also borrowed money. On October 9, 1899 the board authorized the president, the chairman of the executive committee and the secretary to borrow \$15,000 from the Deseret Savings Bank, \$5,000 from the State Bank of Utah and \$15,000 from the Thatcher Brothers Bank.<sup>13</sup> The college received many generous gifts throughout the first decade of the twentieth century. In 1902 President Morrell donated \$1,000 in cash which made it possible to establish work in mechanical arts.<sup>14</sup>

In 1903 Professor W. H. Chamberlin presented to the college a modern three-and one-half inch telescope worth \$175.00, and Mrs. Mary Linford donated two sewing machines to the department of domestic arts.<sup>15</sup>

In 1907 Charles W. Nibley gave \$15,000, the most generous gift given to the school since its founding, to finance the building of Nibley Hall.<sup>16</sup>

<sup>12</sup> Leonard J. Arrington Great Basin Kingdom: An Economic History of the Latter-day Saints, 1830-1900 (Cambridge: Harvard University Press, 1958; Reprint: Lincoln: University of Nebraska Press, 1966), 403.

<sup>13</sup> Geddes, 56.

<sup>14</sup> Bulletin (1902-1903), 5.

<sup>15</sup> Bulletin (1903-1904), 9-10.

<sup>16</sup> Bulletin (1907-1908), 19.

Then in 1908 the college was given \$10,000 in stock by the United Development Company, of which Edward R. South was the president.<sup>17</sup>

Scholarships were offered to students for the first time in 1894-1895.

Thirty scholarships were provided by the school to worthy young men and women who were desirous of obtaining a normal education. Each scholarship provided one student one year's free tuition. Students interested were to submit applications to the president no later than two weeks prior to the beginning of the regular school year.<sup>18</sup>

By 1897 tuition was free to all students but everybody had to pay a \$10.00 entrance fee, \$5.00 for a degree, and \$3.00 for a certificate of graduation.

Room and board at private homes during this period was \$2.50 to \$3.50 per week. A room without boarding cost from \$1.50 to \$2.00 per week.

### Curriculum

"The Golden Age" was a time of considerable academic growth. During this time the credits of B.Y.C. were accepted in the great eastern universities.<sup>19</sup> It was a time of optimism and enthusiasm.

Probably the most significant development during "The Golden Age" was the extension of classwork to include college courses that led to a bachelor's

<sup>17</sup> Bulletin (1908-1909), 19.

<sup>18</sup> Catalogue (1894-1895), 15.

<sup>19</sup> A. N. Sorensen, "From Old B. Y. College Came a Noteworthy Product; Its Golden Age Eas In Early 1900's," Herald-Journal (Logan, Utah), March 25, 1956. Hereafter cited as Sorensen, "Old B. Y."



degree. This policy began in 1894 and lasted until 1909. The college offered a bachelor of science and a bachelor of letters degree. During these years less emphasis was placed on a practical education and more on a liberal education. As a result, by the turn of the century B.Y.C. was one of the finest, if not the finest institution of higher learning in the state.

College courses were rapidly added to the curriculum especially after the turn of the century. The 1902-1903 catalogue listed the following courses:

1. Course in Arts, four years.
2. Course in Classics, four years.
3. Scientific Course, four years.
4. Normal Course, four years.
5. Business Course, four years.
6. Industrial Course, four years.
7. Mechanical Arts, four years.
8. Domestic Course, four years.
9. Short Business Course, two years.
10. Short Domestic Course, two years.
11. Missionary Course, one year.
12. Preparatory Course, one year.

High school courses continued at B.Y.C. as usual. Graduates of the territorial district schools and those who had completed the preparatory courses at the college were admitted without examination to one of three high school courses. These three courses were entitled Normal, Business, and College Preparatory.

All others had to take an entrance examination. The English examination was based on Maxwell's Introductory Lessons in English Grammar. The geography examination was based on Appleton's Standard Higher Geography, and the arithmetic examination was based on Harper's Second Book in Arithmetic.<sup>20</sup>

In 1902-1903 the entrance examination was based on Southworth and Garrard's Elements of Composition and Grammar. Reading was based on the Franklin Fifth Reader. Spelling was based on words from The Modern Spelling Book. United States history was based on Maury's United States History or an equivalent. Geography was based on Fryer's Complete Geography. The arithmetic examination was still based on Harper's Second Book in Arithmetic, and penmanship was based on Michael's System of Rapid Writing.<sup>21</sup>

By 1908-1909 the entrance examinations were based on the same texts as in 1902-1903 except English was based on Kellogg's Higher Lessons In English or an equivalent. Reading was based on Stepping Stones to Literature, Book VIII. United States history was based on Thomas' or Ellis' United States History or an equivalent. Geography was based on Tarr and McMurray's Complete Geography or an equivalent, and arithmetic was based on Southworth's Essentials of Arithmetic Book II or an equivalent.<sup>22</sup> All three high school courses led to a certificate of graduation. Students receiving a certificate of graduation in one of these courses could be admitted to the new collegiate courses without examination.

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<sup>20</sup>Catalogue (1894-1895), 17.

<sup>21</sup>Catalogue (1901-1902), 19.

<sup>22</sup>Thomas, 66-67.

A unique addition to the curriculum in 1894 was a special M.I.A. (Mutual Improvement Association) course. The normal work of the Mutual Improvement Association of all the northern stakes of the church, beginning with Weber and Morgan, was assigned by the General Superintendency of the Young Men's Mutual Improvement Association to the college. One member of each of the associations in the stakes named were admitted to the course free of charge. The course began November 5, and extended twenty weeks to April 3. This course instructed the M.I.A. people on how to conduct the subjects outlined in the M.I.A. manual. Professor Todd taught a general manual course, Professor Miller taught a course in civil government, Mr. Farrell taught a clerical course and Mr. Hyde taught a vocal music course. In addition, any student taking the M.I.A. course could take any other course the college offered free of charge.<sup>23</sup>

Another unique addition to the curriculum was a missionary class usually taught during the winter months. This class prepared young L.D.S. men for church missions. These missions were something most worthy L.D.S. boys dreamed of one day fulfilling, so the class was usually well attended.

In 1894-1895 when a high school student completed a three year normal course he could then enroll in a one year advanced normal course. In 1895-1896 the advance normal course was extended to two years. Then in 1896-1897 the college offered a normal course which lasted four years. The last three year normal students graduated in 1898.<sup>24</sup> In 1899 a normal training school was

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<sup>23</sup> Catalogue (1894-1895), 53.

<sup>24</sup> Catalogue, (1898-1899), 11.

established at the college proper.<sup>25</sup> In answer to a demand for more practical education the trustees established a four-year mechanical arts course in 1902 and a course in civil engineering in 1903. Then in order to further carry out the wishes of the founder, a four-year agricultural course was established in 1904, along with a new course in forging.<sup>26</sup> Along these same lines a bricklaying course was started in the school year 1905-1906. Finally in the same year, a kindergarten department in connection with the training school was established. This four-year course was started to meet the demand in the state for more kindergarten teachers.<sup>27</sup>

From 1894-1895 to 1896-1897 the college offered its course work in three terms. Then in 1896-1897 it went to two terms until the school year 1922-1923. In that year the school once again returned to three terms until it closed in 1926.

In 1909 the Church Board of Education announced that college courses would be discontinued at B. Y. C. For those that were close to the college the announcement came as a great shock, and was very difficult to accept. The board had reasoned however, that there simply was not enough demand for the courses. Brigham Young Academy, in Provo, offered advanced courses leading to a baccalaureate degree as did the University of Utah and the Utah Agricultural College. This was thought to be sufficient. At the same time there was a rising demand

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<sup>25</sup> Catalogue (1899-1900), 12.

<sup>26</sup> Bulletin (1904-1905), 14.

<sup>27</sup> Bulletin (1905-1906), 17.

for school teachers in the area because of the rapidly growing school system. It was therefore determined that B.Y.C. should concentrate its efforts basically on training school teachers. Nevertheless, with the discontinuance of advanced college courses, the most exciting part of the school's history came to an end.

#### Educational methods

Brigham Young College had a reputation for being strict with its students. This was particularly the case with the young people who attended the B.Y.C. training school.

Throughout the period a very good training school was constructed in the Preston Block. Indeed, the sign "Brigham Young College" was prominent on the front of the building. Andrew Jensen was principal. Critic teachers of note were Matilda Peterson, Louisa Wangsgard, Margaret Jones, May Sorensen, Marian Hendricks, and Edith Bowen. Miss Jones, Hendricks and Bowen were also instructors in normal school. It was common opinion at the time that the Logan City officials steered all difficult students to the training school. Certainly some of them were recalcitrant, but they were handled sympathetically and firmly. Many good teachers acquired discipline, skill and understanding from their course in teacher training. The record, in fact, of B.Y.C. trained teachers was always good.<sup>28</sup>

Life on campus at the college proper was also quite structured compared to today's standards.

Devotional exercises were held each day. There was prayer, music from a tuneful choir, necessary announcements, appreciations for individual and class accomplishment, and a short talk on religion, morals, or character building. . . . Occasionally the period was given over to classes which had challenges to make or wished to present a program of merit. All that was going on in college was made known in "devotional," which came as a natural part of a day's work.<sup>29</sup>

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<sup>28</sup> Sorensen, Original Manuscript, 20.

<sup>29</sup> Sorensen, "B.Y.C.," 361.

All attended devotional exercises; out-of-town students attended the college Sunday School. Twice a year men and women met in separate sessions to hear solemn talks on sexual continence and the disastrous effect of immorality. Men are still living who recall the awful stillness in the chapel and the tingling nerves as W. J. Kerr depicted the tragic toll of venereal diseases. A domestic committee assisted the president in looking after the home life of students.<sup>30</sup>

### Publications

Few records are preserved for the first seven years of the college's existence. Sorensen speaks of a Circular that was printed as early as 1879-1880. In 1884 the Prospectus was printed, followed by the Circular from 1885 to 1894. These gave a brief history of the school in addition to general information about the courses to be taught and their cost. They also mentioned the general policies of the school.

The college issued its first catalogue in 1894-1895. This Catalogue superseded the Circular which has been published until then. In 1902 the college regularized its publications by publishing the college Bulletin quarterly.

The college Bulletin was miscellaneous in nature. The only part that remained consistent throughout its history was number one of each volume, a volume being one years publications. Number one of each volume was always the school catalogue for the following year. For a few years the "president's Report" was issued as a Bulletin. Then in 1907 the "President's Report" was dropped in favor of a booklet of photographs of the college, called Views.

Another number that was somewhat regularized over the years was an alumni bulletin. This included a list of recent graduates, news of past graduates,

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<sup>30</sup>Ibid., 357.

and articles contributed by alumni members. While some numbers of each volume were fixed, the subject matter of other numbers varied greatly. They included special reports or publications of campus organizations, announcements of correspondence courses and student compositions, among others.<sup>31</sup>

The Record was apparently the first student newspaper. It was published bi-weekly from November 1892 to May 1893. It was succeeded by the Crimson in 1903, which was published as a monthly until 1920, and as a bi-weekly from 1920 to 1926.<sup>32</sup> It was originally issued in the form of a pamphlet, but it changed to a folio newspaper when it became bi-weekly.

A yearbook, the Crimson Annual was first published in 1913 and every year after that until the school closed. The most unique publication of the yearbook was in 1918. That year, in honor of World War I, the yearbook staff dropped the traditional crimson name and color and for that year only, called the book Camouflage.

### Students

The students at B. Y. C. had it much harder during this particular era than students are used to today on college campuses. A. N. Sorensen describes what college life was like for some students.

Although a little money was in circulation in the first decade of the present century, out-of-town students got along on a small budget. The load of hay with a cow tied behind it, ham, slab of bacon, sacks of flour and potatoes, vegetables, plus butter and jars of fruit arrived on schedule at residences in which rooms were rented; and

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<sup>31</sup>A. J. Simmonds, "A Guide to the Brigham Young College Collection," 10.

<sup>32</sup>Ibid., 18.

the students settled down to housekeeping. Lucky were the fellows who had sisters to do the cooking. However, men "batched" without complaint and without damage to health. In one house on the "Island," lived fifteen men in the six upper rooms. The rent was \$3.00 a month. Divided by two, the housing cost per man was \$13.50 for the school year. The cost in two of the rooms which housed three men each was \$9.00 for a school year. These fifteen men did their own cooking as well that not one of them missed a class in 1905-1906. And bear in mind that a family lived on the ground floor. From Second East to Depot street students found friendly Logan residents who furnished low-cost rooms. There were also boarding-houses in which students became members of family and were carefully guarded. These people were usually benefactors who were appreciated by the college as well as parents of students.<sup>33</sup>

During the fifteen years the college granted baccalaureate degrees the college catalogues and bulletins listed the following graduates.

1894-1895, Ephraim Gowans Gowans and William Zimmerman Terry.

1895-1896, Arthur Porter Jr.

1896-1897, None

1897-1898, None

1898-1899, James Henry Linford.

1899-1900, Mosiah Hall.

1900-1901, None

1901-1902, Charles Franklin Bowen, Franklin Arza Hinckley, and

Charles H. Skidmore.

1902-1903, Daniel C. Jensen, Albert Ernest Bowen.

1903-1904, John Henry Kemp, Ernest William Pehrson.

1904-1905, Ernest Mosiah Hall, Charles Bitter.

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<sup>33</sup> Sorensen, "B. Y. C." 359.



1905-1906, Franklin David Daines.

1906-1907, May McCarrey, Parley Peterson, Joseph A. Geddes.

1907-1908, Mettie Maughan Daines, John W. Gardner, Lyman L. Daines,  
Joseph Jenson, Ephraim Erickson, Louis W. Larsen, Alma  
D. Erickson, Hyrum Schneider, Carl W. Johnson, John A.  
Nielsen.

1908-1909, W. Lyle Allred, Wilkie Blood, Lettie A. Cole, Joseph J. Hill,  
A. Lowell Merrill, Elvin J. Norton, A. N. Sorensen, David  
O. Wangsgard, William H. Griffiths, Charles O. Roskelly,  
William O. Wangsgard

This does not seem like very many graduates compared to today's standards, but the ten graduates in 1908 and the eleven in 1909 were considered to be a goodly number for the times. Of course there was a much greater number of students who graduated with normal degrees during the same period.

It should be remembered that students who stayed on for college degrees spent seven years at the college. These students naturally held many responsible positions in student government and other student organizations and had a very stabilizing effect on the student body.

#### Student body activities

"The Golden Age" was a time when many student societies or clubs were formed. The Polysophical Society, was a public speaking club founded in 1890 and presided over by the faculty. The Philomathic Society, also a public speaking club, was conducted completely by the students. Both of these societies were

open to men and women students. In 1895 Webster Society was organized for men and in 1901 the Usona was organized for the ladies. These two clubs were also public speaking and debate clubs.

The most memorable contest held between the Usona ladies society and Webster society happened in 1907. Usona made a challenge, in the chapel, for Webster to debate the ladies the subject: "resolved that old maids are happier than bachelors." Webster accepted. Matters such as chairman, judges, timekeepers were observed scrupulously. Usona had two brilliant girls on her team. At the appointed hour the assembly hall was filled to capacity. Many extras stood up. The ladies were considerably flustered when, just before time to begin all the Websters, dressed in various colors and wearing little nightcaps, marched onto the stage and did ballet steps as they sang:

"Here's fourscore and ten of us  
poor old maids  
and what the devil could be worse  
than poor old maids"

The debate went on then, the ladies taking high ground, and the men a lighter vein. One argument the ladies stressed was that old maids live longer. This was a choice morsel for J. W. Gardner who had the last rebuttal for Webster. He said, solemnly, "old maids don't live longer. It only seems longer." Yes, everybody had a good time.<sup>34</sup>

In 1905 a biological society was organized. Its purpose was to teach its students to observe biological material systematically and make collections in order to enrich the working museum of the college.<sup>35</sup>

Finally in 1907 an engineering society was organized to emphasize the application of mathematics and physics. Those that joined this society were members for life.<sup>36</sup>

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<sup>34</sup> Sorensen, Original Manuscript, 23.

<sup>35</sup> Bulletin (1908-1909), 23.

<sup>36</sup> Bulletin, 23.

The Crimson Girls were a notable group of young ladies that added charm and enthusiasm to the campus. These girls dressed in the school color, crimson, and wore crimson caps. They were a colorful and welcome addition to the school rallies, celebrations, parades and games.<sup>37</sup>

A brass band and orchestra were organized and directed by W. O. Robinson. They were both very successful and were an important part of student body activities. There was also a college choir which furnished music for devotional exercises and other types of entertainment.<sup>38</sup>

In those days it seems that those that excelled in debate and writing received as much recognition as those that participate in athletics receive during our day. Following is a description of a celebration that took place following a victory over the Agricultural College in a literary contest.

The great day for 1908 was February 24. Early in the day classes demonstrated signs of a celebration and began to gather in the halls. There were yells, cheers and songs, strained faces and hilarious antics; there were smiling professors and a jovial president. A general meetings was called at 10:15. At the meeting Charles England of The Journal presented a crimson banner to the college in recognition of victory in a literary contest with Utah Agricultural College. Coach Badenoch and his team were given an ovation; Herschel Bullen delivered one of his best orations; and then there began a march uptown, headed by the band and the team on loyal, proud shoulders. The paraders marched to First North, then south to Center and west to The Journal office where photographs were taken. The rest of the day was spent in felicitation and dancing.<sup>39</sup>

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<sup>37</sup> Sorensen, Original Manuscript, 27.

<sup>38</sup> Bulletin (1903-1904), 6.

<sup>39</sup> Sorensen, Original Manuscript, 26.

There was also the friendly rivalry between classes at B.Y.C.

The most exciting contest occurred in the springtime when some presumptuous class displayed its colors high on a pole or tree. Other classes denied the right, and a struggle followed, resulting in ruffled hair and torn shirts. After the colors were lowered, the students repaired to their classrooms. One such tussle touched on the hazardous. A class raised its colors on the roof of the West Building. Accepting the challenge, other classes finally managed to get onto the roof, and a wild free-for-all followed. Faculty members, who saw the danger and were really excited, finally stopped the battle and prohibited any other roof-top-events.<sup>40</sup>

In addition to the more traditional clubs and student activities mentioned above, B.Y.C. also had some rather unique organizations. In 1901 a Sunday School was established. This was a special Sunday School for students who did not live in Logan. Its purpose was to train young ladies and men for teaching Sunday School after they graduated from the college.<sup>41</sup>

Then in 1905 a Society of American Archaeology was organized. Its purpose was to seek external and internal evidences of authenticity of the Book of Mormon.

It desires to collect and to preserve records, maps, implements, together with other archaeological material, and evidences relation to aboriginies of America; and to promote a careful study of Nephite lands and Nephite history.<sup>42</sup>

Intercollegiate athletics at the college became quite prominent after 1894. James H. Linford came to the college as a English teacher and was soon hired as the football coach. Suddenly a capable football team sprang up. Some of its

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<sup>40</sup>Ibid., 17.

<sup>41</sup>Bulletin (1908-1909), 24.

<sup>42</sup>Bulletin (1906-1907), 24.

members were A. E. Bowen, F. A. Hinkley, E. R. Davis, O. H. Budge. Sam McKinnon, Dave Olsen, Moroni Heiner, Joe Nelson, and C. F. Bowen. This team was not in a league, but they did schedule games with the local colleges. Enthusiasm for football was beginning to grow when the game was discontinued at the church schools. The Church Board of Education made this ruling because a young boy from Salt Lake City was killed while playing the game. The sport was reinstated years later when Heber J. Grant, a football fan, became president of the church.<sup>43</sup>

At the turn of the century basketball was receiving attention west of the Mississippi. Soon Weber Academy, Latter-day Saint Academy, Brigham Young University and Brigham Young College sponsored teams. In 1901-1902 one of the first, if not the first basketball team in the state was organized at B.Y.C. A few students acquired some old Y.M.C.A. rules they found in a Spaulding Book and began to play. This 1901-1902 team was composed of S.L. Olsen, Ed Hansen, Dave Allen, Arthur Bergeson, Hyrum Norris, and A. J. Ridges. In 1902-1903 the team wore suits with pants that extended below the knees and "B. Y." sweaters. This team competed in a church league and its players were Merkley, Blair, Dahle, Dopp, and Merrill. The team members remained the same until 1904-1905 when Dave Henderson joined the group.

The 1906 lineup was Allred, Hill, Jensen, Hovey, Wangsgard, Roskelly and Wilcox. From this team a potent five . . . Jensen, a great center; Hill a hook shot artist; Wilcox, a fast elusive, dead-shot forward; and Wangsgard and Roskelly, two of the best guards ever seen on the

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<sup>43</sup>Sorensen, Original Manuscript, 14.

"B. Y." floor electrified the crowds. Hovey, Allred and Geddes were available when needed.<sup>44</sup>

In 1907 the Utah Intercollegiate Association was formed. The members were University of Utah, Utah Agricultural College, Brigham Young University and Brigham Young College. It was set up to control all athletic contests except football.<sup>45</sup>

In 1907 the crucial game was played with Brigham Young University in the small University of Utah court. With seconds remaining, someone fouled Dave Wangsgard, and he got a chance to win. With the air quivering with suppressed groans, Dave threw the ball neatly through the hoop.<sup>46</sup>

Probably the best known athletic team in the history of the college was the 1908 basketball team.

In 1908 "B. Y. U." came up to play a scheduled game. The college officials wanted to postpone it. Three leading members of the "B. Y. C." team had mumps. "Play the game or forfeit it," said the visitors. Coach Badenoch rounded up his substitutes and produced an agreement to win. The team did win, to the shouts of hysterical students. The championship was "B. Y. C."<sup>47</sup>

On the road to the championship the B. Y. C. beat the University of Utah, Brigham Young University and the Utah Agricultural College. When the regular season was over Badenoch took the team back to Chicago for a post season Middle West Basketball Tournament. The team did not win the tournament but did represent the school well.

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<sup>44</sup>Ibid., 25.

<sup>45</sup>Chamberlin, The University of Utah, 304.

<sup>46</sup>Sorensen, Original Manuscript, 26.

<sup>47</sup>Ibid., 26.

Basketball was the major sport on campus but the school also had a successful baseball team. For example in 1903 the college could boast that its baseball team was victorious in nearly all contests it entered.<sup>48</sup>

Track was only held on an interclass basis until 1906. That year the first track meet was with U.A.C. Brigham Young College did not win but did quite well in many events. One event in which B.Y.C. was victorious was the pole vault. Merlin Hovey won the event with a vault of nine feet, which is not even half the height a good vaulter would reach during our time. Another unique feature of the event is that Hovey was the only participant.<sup>49</sup>

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<sup>48</sup> Bulletin (1903-1904), 9.

<sup>49</sup> Sorensen, Original Manuscript, 27.

## CHAPTER V

## THE DECLINING YEARS, 1909-1926

From 1909 to 1926 the number of courses offered declined, the number of students declined and the number of faculty declined. The courses still offered were of excellent quality. The students that attended were still outstanding, and the faculty members that taught were among the finest. The decline should properly be thought of as one of quantity rather than quality. The future role of the college would be limited, but the education within the role would be of the same standard of excellence as in the past.

Faculty and administration

When college courses were discontinued at the end of the 1908-1909 school year, some of the faculty either found employment at colleges that still offered collegiate work or they went into private business. George C. Jensen, Ray B. West and George B. Hendricks moved to the Agricultural College; W. H. Chamberlin went to the University of Utah for a year and then to Brigham Young University. Herschel Bullen and C. F. Bowen went into private business.<sup>1</sup> The college Bulletin shows that the number on the faculty gradually declined from forty-five in 1909 to twenty-eight in 1926.

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<sup>1</sup>Sorensen, Original Manuscript, 30.



In 1909-1910 President Linford started a new policy of appointing counselors to the college president. Linford's initial first counselor was Daniel C. Jensen, who also taught education and psychology classes. The second counselor was William Williams Henderson, who also taught zoology and botany. Then in 1912, Franklin Arza Hinkley, a professor of physics and mathematics, was made second counselor.

In 1913 President Linford resigned and was replaced by Dr. Christian Nephi Jensen of the botany staff of the A.C. Dr. Jensen chose Elvin Jensen Norton, an economics professor, as his first counselor and John William Gardner, a history professor, as his second counselor. In 1916 F. A. Hinkley, who had been a counselor to President Linford earlier, was made first counselor to President Jensen. Then in 1917, the system of having counselors was dropped.

President Jensen encouraged the faculty to cultivate a more friendly and personable relationship with the students on campus. He and Mrs. Jensen would personally attend nearly all the school's social functions.<sup>2</sup>

Joseph F. Smith remained president of the board of trustees until his death in 1918. He was replaced by President Heber J. Grant who remained president of the board until the school was closed in 1926.

In 1920 President Jensen resigned and William Williams Henderson was named as president. President Henderson had worked for the United States government and had taught biology at the A.C. President Henderson had also

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<sup>2</sup>Sorensen, "Old B. Y.," 7.

served as second counselor to President Linford. His faculty had a great deal of respect for him and it was said that he had a deep love for the school.<sup>3</sup>

With the limited number of courses now offered, many of the faculty were rightfully worried about the future of their jobs. In 1920 Heber J. Grant met with the faculty and gave them the following vote of confidence:

We will support you. Your tenure, if you deserve it, is secure. Your salaries will equal the average of the best college teachers in Utah.<sup>4</sup>

President Grant's words were consoling, but the number of faculty members continued to decline until the school closed. In 1925-1926 the final year of the school's history the Bulletin listed the following faculty members:

William Williams Henderson, president

Alma Nichols Sorensen, language and literature

William Lyle Allred, physics and mathematics

Reynolds Cluff Merrill, education

Joseph Arch Geddes, history

Henry Otte, instrumental music

Albert James Southwick, vocal music

Parley Alma Christensen, English

William Lindsat, Commerce

David Shepard, director of under college division and biology

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<sup>3</sup>Sorensen, "B. Y. C.," 367.

<sup>4</sup>Ibid., 367.

George Christian Jensen, modern language

Thomas Harmon Porter, manual arts

May McCarrey, shorthand and typewriting

George Gardner, history

Mary E. Sorensen, library science

Edward John Massey, geology and mineralogy

John Karl Wood, education

Emma Baker Sorensen, homemaking

Lisle Lindsay, physical education and drama

Robert Burns Crookston, athletic and physical education director

Yeppu Lund, physics and chemistry

Venice M. Lindsay, stenography and typewriting

Barbara Baxter Maugh, training school

Phoebe Harding, training school

Myrtle Jaques, training school

Mabel Maugh Nelson, training school

Laveta Wallace, training school

Thorpe Beal Isaacson, training school

### Finances

The cost of education continued to rise from one decade to the next, as it does in our day. In 1909 room and board in a private house cost \$3.50 to \$4.50 a week. A room without board cost \$2.00 to \$5.00 a month.<sup>5</sup> By 1926 room and

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<sup>5</sup> Bulletin (1909-1910), 17.

board in private houses cost \$5.00 to \$7.00 a week. A room without board cost \$3.00 to \$6.00 per month.<sup>6</sup>

All during this period tuition was free, however students were required to pay an annual entrance fee. This fee was \$10.00 from 1909 to 1914. It was then raised to \$12.50 from 1914 to 1916. In 1916 the fee was raised to \$15.00 for high school students and \$17.00 for college students. Then in 1923, the fee for college students was raised again to \$25.00. Finally in 1925 all regular students were required to pay \$25.00 entrance fee. Those students who only wanted to go part time were required to pay a reduced fee.

In addition to the entrance fee, the students were also charged for special certificates and certificates of graduation when they completed the course. These certificates cost \$3.00 to \$6.50.

In 1909 the students also paid \$1.00 for a library and gymnasium fee. Finally by 1926 they were required to pay \$6.00 for a material and equipment fee and \$6.00 for a social activity fee.

During the 1917-1918 school year the faculty, student body and Wobyca and Kappa Nu societies purchased some liberty bonds which they donated to the college as a permanent endowment. The increment of the endowment was used for scholarships. As a result, four scholarships were awarded by the administrative committee to students "possessing moral character and having the

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<sup>6</sup> Bulletin, (1924-1925), 30.

highest grades in their respective subjects." These "Liberty Bond Scholarships" were worth \$15.00 and were awarded every year until the school closed.<sup>7</sup>

In 1923 the school's alumni made a great effort to start an endowment fund for the college. By the time the college closed the president could report that nearly \$20,000 had been collected and more than \$40,000 was in sight. When the school was finally closed the contributions were returned to the donors of course.<sup>8</sup>

### Curriculum

By the time Dr. Jensen had become president of the college in 1913, the State Board of Education had increased the requirements for the normal school teachers from four to six years training. The college received permission to extend its normal course work to meet the State Board requirements. This meant that college courses would once again be taught at B.Y.C. President Jensen now channeled all of the school's efforts to function in its new role as a two-year teachers college. A training school was also established in 1913 in conjunction with the college so the normal students could have experience in practical teaching.

In 1920 the church Board of Education began a policy of phasing out high school classes one by one. That year the first high school class was eliminated. 1920 was also the first year the Bulletin referred to the more

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<sup>7</sup> Bulletin (1918-1919), 6.

<sup>8</sup> Henderson, 18.

advanced normal classes as junior college courses. A certificate of graduation was given each student completing 65 hours beyond high school work. By 1922 the requirements were extended to 90 hours beyond high school for a junior college certificate.<sup>9</sup>

In 1923 the second year of high school was eliminated and in 1924 the third year was eliminated. From then until the college was closed it offered only the last year of high school and the first and second years of college.<sup>10</sup>

#### Educational methods

In 1911 an incident took place at Brigham Young University, in Provo, which serves to illustrate the large measure of academic freedom which existed at Brigham Young College as compared to Brigham Young University at the same period of time. The incident involved a professor who was hired at Brigham Young College even though he had been forced to resign from the Brigham Young University because of the theories he taught. The professor was the venerable W. H. Chamberlin and the incident is commonly called "The Mormon Scopes Trial."

In 1910 William H. Chamberlin accepted a call to Brigham Young University as a professor of ancient languages and philosophy, however before his first year was over an official effort began to restrain the free teaching of the sciences. The problem was brought about by the apparent gap between traditional

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<sup>9</sup> Lewis, 17.

<sup>10</sup> Bulletin (1923-1924), 10; (1925-1926), 14.

theological thought and scientific thought. Dr. Chamberlin was trying to guide his students to a harmonious adjustment between the two positions which would cause them to abandon neither. Two other teachers that were trying to accomplish the same attitude among the students were Dr. Joseph Peterson and Professor Henry Peterson.

Horace H. Cummings, the superintendent of church schools, addressed the faculty of B. Y. U. and warned them that they must "clean up" the institution by eliminating such unorthodox teachings. He filed charges with the Church Board of Education against these three members of the faculty. The board appointed a committee to ascertain to what extent the charges were based on fact, and the three men were duly summoned to meet with this committee on February 11, 1911.

The three men were ultimately charged with: including man in the process of evolution; describing Joseph Smith's visions in their psychological, and therefore subjective aspects; rejecting literal interpretations of biblical accounts of a universal flood, the confusion of languages at the tower of Babel, and the dividing of the Red Sea. The three men admitted that they could not teach the infallibility of the Bible, and that the specific charges brought against them were substantially correct. They denied, however, the implication that their teachings had been such as to undermine the religious faith of the students. They insisted it had been constructive, not destructive.

The committee found that the statements of the superintendent were substantially correct. According to an account published in the Provo Post on February 21, 1911, the committee recommended to the Board of Trustees of

Brigham Young University:

. . . that these professors be required to refrain from teaching doctrines that have not received the approval of the church . . . and that the power and authority of determining whether any professor . . . is out of harmony with doctrines and attitudes of the church be delegated to the presidency of the university.

In the hands of George Brimhall, the president of the university, the matter rested without positive action. How these instructions would be interpreted and applied in detail was in no way made clear. Much discussion continued both inside and outside the institution, to which the newspaper gave frequent attention. Technically the teachers were never asked to resign, but they felt that under the conditions they must either modify their teachings and thus break faith with themselves and their students, or appear to the public as having agreed to a course against conscience and thus break faith with humanity. Accordingly, the men took action themselves and, for the ensuing year, found employment elsewhere.<sup>11</sup>

In 1920 Dr. Chamberlin was rehired by Brigham Young College. When he taught at B.Y.C. from 1900-1909 he always experienced a pleasant relationship with the administration of the school and the college was happy to have him back in 1920. This experience suggests that B.Y.C. tolerated more academic freedom among its faculty during this period of time than did B.Y.U. in Provo.

#### Students

Enrollment of the student body decreased sharply when the board started eliminating high school classes in 1920. The last year the school was in session

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<sup>11</sup> Chamberlin, Life and Philosophy of W. H. Chamberlin, 137, 140-144, 146-149.



the enrollment of the entire student body was only 323. This was the lowest enrollment in twenty years and only about half of a long standing average.

During that same period however, the students enrollment in the two year collegiate course at the school steadily grew to an all time high. The following list tells the story:

1920, 24 students  
 1921, 43 students  
 1922, 64 students  
 1923, 115 students  
 1924, 235 students  
 1925, 253 students<sup>12</sup>

The officers of the alumni association the final year the college was in operation were:

President, George W. Skidmore  
 Vice President, Clara Nebeker  
 Secretary-Treasurer, William Lindsay  
 Assistant Secretary-Treasurer, Mary Ballantyne  
 Editing Staff, Parley A. Christensen, Mary Carlsie Sorensen and  
                   J. C. Allen  
 Member of Athletic Board, Silvin Peterson  
 Alumni Council, Alma Sonne, Edith Bowen, W. W. Henderson,  
                   Joseph Geddes, W. O. Darley, H. E. Hatch, H. K.  
                   Merrill, George W. Skidmore.<sup>13</sup>

#### Student body activities

There were new societies organized during this final period of the school's history. Kappa Nu Society included every girl in school. They tried to have something to meet the social needs of the girls. They sponsored such

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<sup>12</sup>Henderson, 18.

<sup>13</sup>Bulletin (Final Volume, Final Number, June 1926), 112.

activities as, Haloween parties, Washington's birthday parties, and field day hikes.<sup>14</sup>

Another society for girls was the Pierean Literary Society. Its purpose was to meet the intellectual needs of the girl students of "advance standing."<sup>15</sup>

The girls Crimson Club claimed to "promote college enthusiasm and loyalty" through social and intellectual advancement.<sup>16</sup> The Athletic Girls was not only an athletic association, but also produced a vaudeville each year.<sup>17</sup> Wobyca and Athanaeum were two other societies which were organized during this time.

In 1918 the theme of student body activities was "Patriotism," brought about by the United States entry into World War I. The 1918 yearbook printed this forward:

One year ago The Great War came home to us here in America. Since then we have lived economical patriotic lives. The war has reached deep. It touches vitally our school life. Every great movement finds a hearty response in schools and colleges. We are fighting with our soldier comrades. The war has taken a share of our students. We at home and school are thinking of them, working with them and living for them.

Every expense in school has been minimized and funds saved have been used for prosecution of this war. Fifteen hundred dollars to the soldiers welfare fund and an inestimable amount of aid to the Red Cross have been our contribution.

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<sup>14</sup> Crimson Annual (1914), 106.

<sup>15</sup> Ibid., 117.

<sup>16</sup> Ibid., 111.

<sup>17</sup> Ibid., 113.

When the war came, many young men at the college enlisted. A military training program was at the school for a short time. Later it merged with a unit on the Agricultural College campus.

Athletics continued to be important on campus. Joseph R. Jensen was the coach until 1918 when he took a job at the Agricultural College. He produced many successful basketball teams in particular. Jensen was replaced by A. J. Knapp who also had some good teams.

Athletics received a shot in the arm when Heber J. Grant became president of the church. Once again football was allowed to be played by the church schools. R. Burns Crookston was made coach and physical education director. He was a successful coach in football, basketball, and track. The 1925 Crimson Annual showed Crookston's record in football as 21 wins and 6 loses, in basketball 74 wins and 12 loses, and in track 6 wins and 2 loses. Some of the schools B.Y.C. played at this time were Weber, Snow, Ricks, Westminster, and U.A.C. freshman.

Athletics were not the only activities B.Y.C. excelled in. The debate teams were outstanding. Dr. Joseph Geddes coached championship teams every year from 1922 to 1926.

## CHAPTER IV

## THE CLOSING

Brigham Young College had an important history and made a significant contribution to education in Utah. During its forty-nine years it experienced periods of excitement and disappointment. It was forced to change with the times and made many adjustments in its long history of growth. However, as times changed and other educational systems evolved in Utah, the Mormon church was required to adjust its educational policy and programs. Accordingly the close of B. Y. C. was almost inevitable and was met with great disappointment in Cache Valley.

Dr. Joseph A. Geddes gave an explanation for the close of the college:

Brigham Young did not know as President Grant does know that another large college would grow up in Logan. Those who are alive perceive duplication and unnecessary expense in the maintenance of two colleges.<sup>1</sup>

Indeed duplication was the basic reason Brigham Young College was forced to close. Duplication of secondary education with public schools; duplication of religious education with the new seminary system; and duplication of teacher training with the Agricultural College.

Duplication of secondary education began in 1890 when the first public education system was established in Utah.<sup>2</sup> This meant that from 1890 on, the

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<sup>1</sup> Geddes, 59.

<sup>2</sup> Hansen, 61.

predominant Mormon population would be obliged to financially support two educational systems. State taxes would support public education and church tithing would support church education. It became financially impractical for Mormons to send their children to church schools and pay for tuition, fees and books when they could receive it all for nothing in the public schools. Not only that, but most of the teachers in public schools were Mormons, educated in a church academy. Even though teachers were not allowed to teach church doctrines in public schools, the majority of the Mormon teachers certainly would not be inclined to teach anything negative about the church. As a result, Mormon families increasingly sent their children to public schools.

The following analysis of student apportionment in secondary non-Mormon Mormon, and public schools from 1890 to 1924 reveals the dramatic shift from private to public schools.

	<u>Non-Mormon</u>	<u>Mormon</u>	<u>Public</u>
1890	65%	27%	8%
1910	4%	48%	48% <sub>3</sub>
1924	1%	9%	90%

This transfer of students to public high schools was felt most at B. Y. C. after 1917 when the Logan High School was established.

Duplication of religious education started in 1912 when the church established its new seminary system. Seminaries taught religious education only, in buildings constructed on church owned land adjacent to public high schools and colleges. The idea took hold rapidly and there were soon many requests for their

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<sup>3</sup> Charles P. McGregor, "The Status of Teacher Rating in Utah," (M.S. thesis, Utah State Agricultural College, 1928), 280-282.

establishment. By 1926 there were already fifty-nine seminaries in existence and applications for fifteen more. As a result the cost of religious education roughly doubled. Since the monetary demand exceeded the sum available it was deemed necessary to discontinue the academy system in favor of the new seminary system. It was therefore proposed that in place of Brigham Young College two seminaries be established, one in connection with Logan High School, the other for students attending the Agricultural College.<sup>4</sup>

Duplication of teacher training started in 1920 when a school of education was established at the Agricultural College across town. Until that time, duplication with the Agricultural College was not critical because traditionally a person that wanted to study education attended B.Y.C. and those that wanted to study agriculture attended the Agricultural College. After 1920 however, the choice would not be so clear. The net result was that the Agricultural College, which started to drain students from B.Y.C. as early as 1888 when it was founded, was simply drawing too many students away to make it practical to have two colleges in the same city anymore.

Regardless of what the reasons for the closing were, many were shocked and became disenchanted because of the decision. Perhaps some of those who were the closest to the college, became a little too emotional and overly sentimental. For example, the valedictorian's oration sounded very much like a funeral sermon.

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<sup>4</sup>"Logan to Lose its Great Pioneer College," Journal (Logan, Utah), April 1, 1926.

But now, out of the clear sky, crashes the blow that forever stills the life of this great institution of promise--that was to have lived for all time. We stagger under the forces of the tragedy; we are puzzled about what the course of events seems to have coldly demanded. Tears well up to fill our hearts. There appears nothing ahead to cheer or console. Thus it is that we here lament, with all who have loved her, the death of our B.Y. With the present students of the college--they who have stood by her in this last crisis and have borne gladly a share of the burden, we bow in sorrow. . . . We regret the passing of this great fountain of inspiration. . . . To close our school makes this a day of mourning.<sup>5</sup>

Some people seemed to encourage sorrow.

There are those who criticize you for sorrowing for B.Y. Good Heavens! What is required at the hands of people? Can this great institution go out with a simple nod of the head, or a gesture of the hand? We would despise you if your loyalty were not deeper rooted. Those who criticize have never yet come even close to the spirit of B.Y.; never have half felt its force.

Do not feel censured because your emotions are stirred--sorrow until time softens the blow.<sup>6</sup>

There were also some who encouraged discontent.

Oh men! What are you all made of? I heard men speak of waiting a year and waiting for developments. Good heavens men! Who wants to sleep; to wait for opportunity?

What did Alexander the Great say when one of his soldiers said to him: "Shall we wait for the opportunity to take this city?"

Alexander said with force: Men make their own opportunities they do not wait for them.

So to the people of Logan, and I love you all, I say: "For heavens sake awaken that force of character you once had when B.Y.C. was at its best. If it is dead, bring it back to life. Don't let a man or men tear your heart out and stand by and say, "Its too bad he is so mean."

A battle is never lost until we lay down and give up.

You have not given up. You are just resting. Show them what you are made of. I know you can hold our dear old B.Y.C.<sup>7</sup>

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<sup>5</sup>Scott Nelson, "Valedictory," Bulletin (Final Volume, Final Number, June 1926), 26-27.

<sup>6</sup>Edith Bowen, "W. W. Henderson and the Faculty," Bulletin (Final Volume, Final Number, June 1926), 10.

<sup>7</sup>J. M. Whitney, "Call to Battle by B. Y. C. Alumnus," Journal, May 22, 1926.

The final commencement exercise seemed to have the atmosphere of a funeral. Besides the valedictorian's oration previously mentioned, there was also a rather emotional final veiling of the Crimson Banner.

As a young lady upon each side gradually lowered the veil forever obscuring from sight as a living, vital emblem, the glorious old banner, the entire audience stood at attention while from beneath the platform an instrumental trio composed of J. Karl Wood, Lyle Wood and Gilbert Thorpe, softly and with great feeling played at a solemn dirge the sweet, sad strains of Tosti's immortal "Goodbye." It was an affecting scene and a solemn, sad moment. Tears suffused the eyes of the girls of the college choir, and those hundreds in the audience. And so, with appropriate ceremonies, did loving hearts consign their beloved school to an eternal cessation of its useful, invaluable life of service. But "thought lost to sight, to memory dear" the spirit of B.Y.C. will live forever in the hearts of those who have profited by its instructions, and in those of the countless friends it has made. Great its mission, and glorious its end.<sup>8</sup>

Many felt that the decision to close was made in haste and they openly attacked the church. The Journal argued that the school was very important as a teacher training center and that this need was still present.<sup>9</sup> However, by 1927-1928 there was no urgent demand for teachers in Utah. In actuality, just the opposite was the case. There was by then a teacher surplus in the state.<sup>10</sup>

Some people speculated that if certain events in history had been different that B.Y.C. might not have had to close. If, for example, the Agricultural College had been built in Providence instead of Logan, which very nearly happened,

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<sup>8</sup>"Brigham Young College," Journal, May 22, 1926.

<sup>9</sup>"Editorial." Journal, April 3, 1926.

<sup>10</sup>McGregor, 2.



it is not improbable to think that the two cities would be of equal size. Had that been the case, it is not inconceivable that B. Y. C. could have continued on.<sup>11</sup>

Others claimed that if the school's endowment land had not been sold, it would have provided for the school's needs until 1926. The revenue derived from the rental in those days however was not sufficient. The college had to sell the endowment land.

It should be remembered also, that B. Y. C. was not the only church school closed in or near 1926. Brigham Young College was just one of twenty-two church schools that were affected when the church decided to discontinue the academy system. Of those twenty-two, fifteen were forced to close. Of the seven that were not closed, only three are still operated by the church. They are B. Y. U. in Provo, Ricks in Rexburg, Idaho and L. D. S. Business College in Salt Lake City. The other four were in cities that did not already have another college, and were taken over by the state. It was impractical for the state to assume B. Y. C. because there was already a state college in Logan.<sup>12</sup>

Despite all of the apparent sorrow and discontent that came with the close of B. Y. C. , it seems in retrospect that the decision to close was a wise one. The Agricultural College and Logan High School have both grown and served the public

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<sup>11</sup> A. J. Simmonds, "But for Providence. U.S.U. Would be There," Outlook, June 1970.

<sup>12</sup> Barbara Perkins Jacobsen, "A History of the Latter-day Saints Church Academies with Emphasis on Curriculum, Student Expenses, Facilities, Educational Methods, and Activities," (M.S. thesis, Utah State Agricultural College, 1954), 51-54.

well. The seminary system is still growing, sixty years later, and has proven to be very successful also. By closing down most of its schools the Mormon church was able to escape the dilemma of financing a great number of schools, which has been a very serious problem of the Catholic church in recent years.

CHAPTER VII  
THE INFLUENCE OF B. Y. C.

In reading the many publications of Brigham Young College, one will notice frequent reference to "the spirit of B. Y. C." Of course all college and high school students make reference to their school spirit, but after the public was informed that the college would soon be closed "the spirit of B. Y. C." seemed to have almost a religious connotation to it. The second verse of "Hail, B. Y., Hail" seemed to have more meaning then.

Forever live, yes ever, B. Y. C.  
Yes, for our hearts are true, yes ever true to thee  
Triumphant shall thou ever be,  
Hail, B. Y., Hail.

Indeed, the spirit of B. Y. C. does live on through the contributions it has made to the community, and through the achievements of its outstanding alumni and others closely associated with it.

Two of the finest contributions B. Y. C. made to the community were its beautiful buildings and grounds, and its fine library. The college property consisted of approximately twenty-four acres of land and seven buildings. The buildings were all in excellent condition. The board appraised the property at a valuation of \$209,000 and the equipment at \$50,000. They were sold to Logan City schools and became the home of Logan High School.

The church gave the school's library to the Agricultural College at the request of Dr. Henderson. The collection had 15,000 books in it and was valued

at \$25,000. Needless to say this contribution vastly improved the library at the A. C.; especially in the field of Liberal Arts.<sup>1</sup>

Many of those closely associated with Brigham Young College went on to excel in business, government, agriculture, and most other occupations in life. The most prominent of those associated with the school, however, excelled mostly in the fields of education and religion. This was obviously so because it was a church owned school that traditionally specialized in education.

Three of B. Y. C.'s presidents went on to serve as president of the Agricultural College. They were Joshua H. Paul, Joseph M. Tanner and William J. Kerr. Dr. Paul was president of the A. C. from 1894-1896. While president, he initiated a great drive to boost enrollment which was down at the time because of the financial panic mentioned earlier. When he left U. A. C. he went on to serve as president of the Latter-day Saint College in Salt Lake City from 1899 to 1906. Then from 1906 to 1927 he occupied the chair of natural science at the University of Utah.<sup>2</sup>

Dr. Tanner was president of the Agricultural College from 1896 to 1900. He was very popular with the students at the A. C. just as he had been at B. Y. C. After he resigned he went on to become first Deputy State Superintendent of Schools, then L. D. S. Superintendent of Schools.<sup>3</sup>

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<sup>1</sup>Executive Committee Meeting of Board of Trustees, Brigham Young College, May 31, 1927.

<sup>2</sup>Ricks, A History of Fifty Years, 52-53.

<sup>3</sup>Ibid., 57.

William J. Kerr was president of the Agricultural College from 1900 to 1907. During his administration the A. C. underwent thorough reorganization. Professorships were established and the school was upgraded in all respects. After he resigned he went on to an outstanding career of thirty-one years in Oregon, first as president of Oregon State University then as Chancellor of the Oregon State System of Higher Education until 1935, when he became Chancellor Emeritus.<sup>4</sup>

There were also many faculty members from B.Y.C. that went on to further distinguish themselves in the field of education. One of the most prominent members of the faculty was W. H. Chamberlin, who was discussed earlier in this work. He was an outstanding philosopher and one of Utah's most respected scholars.

Many faculty members from B.Y.C. took teaching positions at the Agricultural College after B.Y.C. closed. Dr. E. G. Peterson, long time president of the A. C., said that a wealth of human material had come to the Agricultural College from B.Y.C. He mentioned some of the prominent teachers including J. H. Linford and W. W. Henderson, both former B.Y.C. presidents, Joseph A. Geddes, A. N. Sorensen, George B. Hendricks, Joseph Jenson, George C. Jensen, Joanna Moen, J. E. Hickman, Mary Sorensen, Edith Bowen, and Frank B. Nebeker.<sup>5</sup>

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<sup>4</sup>Ibid., 71

<sup>5</sup>Lewis, 25.

There were also some outstanding alumni at B. Y. C. that went on to make great names for themselves in education. If one were to pick the most prominent alumnus of B. Y. C. it might probably be John A. Widstoe.

Widstoe, a Norwegian immigrant who grew up in secluded Cache Valley, graduated "Summa Cum Laude" in chemistry from Harvard, studied advanced chemistry at Gottingen, and became president of Utah State Agricultural College and later president of University of Utah. He wrote thirty books, seven agriculture and the remainder on aspects of Mormonism. His pamphlets, study course, literary articles, and editorials run to estimate 800 titles.<sup>6</sup>

He also served as one of the Twelve Apostles of the Mormon Church from 1921 until his death.

Other outstanding Alumni in the field of education were:

George Thomas, president of University of Utah.

Ephraim Ericksen, chairman of philosophy department and dean of arts and science at the University of Utah.

James Lambert, chairman of mathematics department at the Brigham Young University.

L. L. Daines, dean of medical school at University of Utah.

Evan B. Murry, chairman of economics department at Utah Agricultural College.

Niels Nelson, athletics director at University of Utah.

Albert C. Mathesen, State Superintendent of Public Instruction.

Charles H. Skidmore, State Superintendent of Public Instruction.

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<sup>6</sup>Ibid., 6.

In the field of religion, B. Y. C. produced four general authorities in the Mormon Church other than John A. Widstoe. Albert E. Bowen, Richard R. Lyman and Melvin J. Ballard were members of the Council of the Twelve Apostles. Elder Ballard also served as a member of the board of trustees for B. Y. C.<sup>7</sup> Alma Sonne is an Assistant to the Council of the Twelve and also served as president of the board of trustees for the Agricultural College.

It is interesting to point out that some of the most venerated men in Mormon history have been closely associated with the college. Members of the Mormon church hold their church presidents in the same esteem as apostles and prophets of the Bible. Brigham Young, John Taylor, Wilford Woodruff, Lorenzo Snow, Joseph F. Smith and Heber J. Grant were church presidents that had to make decisions which directly affected Brigham Young College.

An appropriate summary of the influence B. Y. C. had on the society of Utah was made by E. J. Norton.

The influence of a stream upon a body of water into which it flows depends upon the quality of the stream, as well as upon the volume of the current compared with others running into the same body. . . .

For half a century the Brigham Young College has poured a stream of culture into the society of Utah and surrounding states. During the first decade or two of its history it was the center of culture and education north of the Salt Lake Valley; and up to the present (1926) it has continued as one of four or five institutions of higher learning in the state.<sup>8</sup>

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<sup>7</sup> A. D. Ericksen, "Students," Bulletin (Final Volume, Final Number, June 1926), 73.

<sup>8</sup> E. J. Norton, "Brigham Young College--Her Place in Western Culture," Bulletin (Final Volume, Final Number, June 1926), 3.

The college itself is nothing but a memory now. A memory that is rapidly fading. Almost all of its faculty have died. Frequently one can read in the newspaper of the death of a B.Y.C. alumnus. At one time the members of the alumni could console themselves with words:

For we know in our hearts that thou never shalt die,  
While thy children remember B.Y.<sup>9</sup>

Even though there are still quite a number of B.Y.'s "children" left to remember, in one or two decades they too will be gone. Hopefully this history will help stimulate the memory of the school's outstanding contributions.

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<sup>9</sup>Bulletin (Final Volume, Final Number, June 1926), 80.



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