SNOW COLLEGE, ITS FOUNDING AND DEVELOPMENT

1888-1932

by

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Interesting viewpoints were obtained from interviews with P. D. Jensen, William G. Barton, P. C. Peterson and Lucy A. Phillips, all of whom have been connected with Snow College over the years.

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CHAPTER I
INTRODUCTION

Purpose of the Study

It is the purpose of this thesis to give an account of significant events in the founding and development of the school, now known as "Snow College", during the founding and maintenance by the Latter-day Saint Church.

Statement of Delimitation of the Problem

This study is confined to the forty-four years the institution was under the control of the Church of Jesus Christ of Latter-day Saints and deals largely with data of educational significance. The problem, thus, is the founding and the development of Snow College, while under the direction of the L. D. S. Church.

Previous Study and Source of Material

When the author began this study, he found there had been no definitive study in this area. Interpretations are available as historical sketches, gathered for speeches and brief sketches of the school history.

The primary source of data for this thesis are the records maintained at Snow College: Faculty Minutes, Minutes of the Board of Trustees, Curriculum, Financial Statements and Examination Questions. These records give a first hand account of the growth and development of the school from pioneer times. The Catalogues and Bulletins published by the College were also a primary source of material. Also Scribblers Scrapbook, which includes a verbatim copy of the Newton E. Noyes Diary and other original information, prepared by the Scribblers Club of Snow College, and on file in the college
A valuable secondary source of information was The Snowdrift, official organ of the student body of Snow College; also, the Snowonian, student annual. The author received some help from the Home Sentinel newspaper in Manti, Utah, now known as the Manti Messenger.

Viewpoints were obtained from interviews with pioneers still living in this area. Their help in clarifying various phases was valuable.

Method of Procedure

The general outline of study followed in this thesis covers the founding, growth and development of the Snow College at Ephraim, Utah. This work is, therefore, written in historical form.

It is presented in a topical rather than a chronological pattern because the subject matter lends itself better to a topical method of presentation.

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

Events Leading to Founding,
Administration and Organization,
Faculty,
Moral and Ethical Standards,
Campus Growth,
Name and Accreditation Changes,
The Original and Expanded Curriculum,
Student Personnel, and
Finance.

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

EVENTS LEADING TO THE FOUNDING

Sanpete Stake Academy opened its doors November 5, 1888, in Ephraim, Sanpete County, Utah. The first classes were held in the Social Hall in the Old Co-op store. This building, now used by Ephraim Roller Mills, is located on the corner of Main Street and College Avenue.

Concerning the first days at the Academy, Fannie Green Thompson, a member of the first class, has said:

I remember the opening day of the Sanpete Academy, Nov. 5, 1888. Pupils ranging in age from boys and girls eleven years of age to married men with homes and responsibilities, were enrolled in that first class, ninety-four of whom were from Ephraim. With only two teachers, Alma Greenwood and Carrie Henry as assistant, the school started on its career.

Sarah D. Jensen's opinion is typical of those expressed by pioneers and older citizens of Ephraim.

Snow College really began in the late '80's around the dinner table of my grandfather, Gannute Peterson's home. The school was then only an idea in his mind. Church authorities were always entertained in his home, and as they sat around the dinner table he approached them with the idea of a higher institution of learning.

The factors leading to the founding of the academy are a matter of record.

The authorities of the Church of Jesus Christ of Latter-day Saints

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1See Appendix A, Circular, Sanpete Stake Academy, 1888-89; see also Deseret News (Nov. 10, 1931) "Know Your Utah"; see also "The Snowdrift" Vol. 9 (Feb. 5, 1931) editorial; see also Appendix E.

2Quoted by Grace Johnson in Daughters Utah Pioneers A Centennial History of Sanpete County 1849 to 1947, p. 79.

3Ibid.
could see the tendency of the public school toward excluding religious training. President Brigham Young was aware of this tendency early in the development of the schools of the State. He, with the aid of his councillors, decided to organize a system of schools that would provide for complete development of the individual's physical, religious, and intellectual needs. A system of which the principles of the Gospel would form an important part.¹

An extract from a letter of President Wilford Woodruff of the Church Board of Education expresses his views and that of the Church Board in general:

We feel that the time has arrived when the proper education of our children should be taken in hand by us as a people. Religious training is practically excluded from the district schools. The books that we value as divine records are forbidden. Our children, if left to the training they receive in these schools, will grow up entirely ignorant of these principles of salvation for which the Latter-day Saints have made so many sacrifices. To permit this condition of things to exist among us would be criminal. The desire is universally expressed by all thinking people in the Church, that we should have schools wherein the Bible, Book of Mormon, the Book of the Doctrine and Covenants can be used as text books, and where the principles of our religion may form a part of the teachings of our schools. . .²

That this concern for the religious education of the youth was shared by local authorities is brought out in a discussion quoted later in this chapter.³

The question of the Academy was the big problem of discussion at the Sanpete Stake Conference, held February, 1886. Stake President Canute

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¹Circular, Sanpete Stake Academy 1888-89, p. 2; see also Appendix A.
²Circular of Snow Academy 1900-1901, p. 4.
³See pages 5, 6 of this study.
Peterson introduced the question and then opened the discussion. The editor of The Home Sentinel recorded the following summary of the discussion:

Once when President Taylor was here, he went over to see the spot of ground that is the proposed site for the Academy at Ephraim and he said, "I am so pleased that you have bought this piece of ground. This is the central place in the county, and I want you to build an Academy here. If there is no objection, and I don't think there will be, I will lend you a helping hand." I think it is about time to commence talking about it. I want to hear the Bishops speak on the subject, and an expression of the feelings of the people. We must not neglect our children, if we do we have lost our main object.

President Peterson then asked for the different Bishops of the wards to talk to the subject.

Bishop Allred, Spring City: Can't say much on the subject, I am not very well posted. I laid the matter before the brethren and we talked it up some, but I have no report and am not prepared to say what we can do. We lack school houses at home and most of the people feel like we should build them at home first. We consider that the Temple and our missionaries come first.

Bishop Niedsen, Mt. Pleasant: I have thought for years that we needed such an institution. We have a great home mission to perform, and we owe a great duty to our children.

Bishop's Councillor, Fountain Green: As to this move looking to the educational interests of this county, I felt when the question was sprung, and think it is the best thing Sanpete can do.

Bishop Tucker of Fairview: I am unable to comply with the request of President Peterson to fully report on the Academy matter. It has been talked up some, but I do not know how much has been subscribed. The collection is not finished.

Bishop Lund, Mt. Pleasant: I have visited the people and talked with them about the matter. Those who have realized the benefits of a high school talk very favorable, but generally there is not a great amount of enthusiasm displayed. There has been between $300 and $400 subscribed and will probably be more when it is better understood. At President Peterson's request I will

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7This statement is copied verbatim, but President Taylor was obviously misinformed. The purchase of the site was not made until a later date, 21 Dec. 1897. See Chapter VI.
state that the general objection has been that it can't be located in our own town.

President Peterson's reply: Yes, Mt. Pleasant wants the Academy, Moroni wants it and Manti wants it. We are all a little selfish... No one can claim it, but like other public institutions, it will belong to each of us so far as we can make use of it. The matter of location seems to be about the heaviest question, and that has been decided for us by President Taylor. I well understand that this is not a financial question, for all your Bishops tell me that since we began work on the Temple that you have more than doubled your wealth... I am not so anxious that it should be Ephraim, as that it should be somewhere and if President Woodruff says at Mt. Pleasant, or Manti, I will still assist with all the power I possess.

The question of the Academy was discussed further and finally the following Resolution was unanimously sustained by the vote of the conference:

We, the Latter-day Saints in Conference assembled, unanimously agree to sustain the proposition of President Peterson and councillors to build immediately a Sanpete Stake Academy at Ephraim, City, if agreeable to the wishes of President Wilford Woodruff and Council. After the authorization, the problem of where to hold the school at Ephraim was one of the first to be settled. There was no school building in 1888 that could be spared or that was large enough. It was finally decided to see if the Ephraim Social Hall could be used.

It was found the Ephraim Social Hall was available and, after proper arrangements were made for securing the hall, Alma Greenwood was hired

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8The following statement appears in the Snow College Bulletin, 1921-22: "Ephraim City is admirably situated for educational advantages, lying as it does in the center of the State of Utah; and its pleasant and healthful surroundings are well known. The climate and soil are strong and vigorous and the people are prosperous and industrious. The streets are well-lighted, and two railroads run in to the town bringing it within a few hours distance of the largest centers of the State."

9The Home Sentinel (Manti, Utah) Vol. 5, No. 46 (Feb. 29, 1888)

10Also known in Bulletins and Circulares and Noyes Diary (Scribblers Scrapbook) as Society Hall, Relief Society Hall or Amusement Hall; for example see Appendix A.
as principal, with Miss Carrie Henry (Payne) as his assistant. Authority
was granted the school to give instruction in the Preparatory, Intermediate
and Normal departments. The furniture\textsuperscript{11} was purchased for the Hall and the
building was put in readiness to open.

Thus on November 5, 1889 the Academy was opened.

That education of "the head, the heart and the hand"\textsuperscript{12} was a primary
objective in the establishment of the Sanpete Stake Academy; and that
this purpose persisted throughout the Church administration\textsuperscript{13} of the
Academy is indicated by numerous declarations in school Bulletins and
Minutes. A representative excerpt is:

Its special purpose is the instilling into the hearts of the young men and women a testimony of the truth of the gospel; in short, to make of them sincere Latter-day Saints in order that they might be useful at home and abroad, both to themselves and to others. Besides this, it aims to provide means for proper mental and physical training, which together with the moral and spiritual development, make up an ideal character. The desire is to promote educational interests generally, and to render assistance wherever possible so that the various communities in this educational district may feel its elevating influence, . . .

Nothing, therefore, has been left undone that in the opinion of the Faculty might add to the development of a symmetrical character. Every opportunity is given for advancement, broadly interpreted, and the patronage of the people is solicited on that ground.\textsuperscript{14}

The religious objective was explained to the students by Dr. Karl
G. Maeser, general Superintendent of Church Schools, in a meeting of the

\textsuperscript{11} It is interesting to note that this furniture consisted of a "pot-bellied" stove, several benches, and a table. See Appendix E, speech by Carrie Henry Payne, November 6, 1931.

\textsuperscript{12} Announcement of Snow College 1930-1931, p. 4.

\textsuperscript{13} Announcement of Snow Normal College, 1921-1922; also quoted verbatim or in paraphrase in College Bulletins, 1922 to 1931.

\textsuperscript{14} Ibid. p. 4.
Sanpete Students' Institute in the Ephraim Tabernacle March 15, 1890.

The substance of his talk as recorded in the Minutes of that meeting follows:

Dr. Karl G. Maeser of the E. Y. Academy then addressed the Academy Institute.

Spoke of the great number of church schools now completely organized in the Territory. Said that the opinion among the people, was that the only difference between church schools, and others in our midst, was the Theology taught. Explained the difference between them. Said that without the Spirit of God, we could do nothing in the line of teaching. Spoke of the most necessary preparation to be had, that of prayer to our Heavenly Father, for his aid and assistance, throughout the day, to carry ourselves right through our exercises.

Mentioned the sorrow's principals experience when some of their pupils are on the downward track. Spoke of the great labor before the youth, which they will have to perform. Said there was no need to be a prophet to select which path to travel. Said that knowledge was not power, it was character. Told that the most noble spirits had been reserved until this day for a great purpose.

Blessed all with the Spirit of the Lord.15

Summary

Sanpete Stake Academy was established as part of the L. D. S. Church school system to provide for spiritual guidance and to serve the needs of the people of this area.

In a meeting with the First Presidency on March 30, 1900 the standing of the Academy was established in the Church school system; and monetary support was pledged by the Church officials. Newton E. Noyes records the following account of that meeting:

... I was called on to make my report of the Academy. The Brethren seemed to like the report very much, and before I had finished President Snow asked me how much we wanted (appropriation). ... He immediately asked Brother Gibbs, the clerk to make us out an order for Two Thousand Dollars appropriation for the present school year. The most important thing

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15Minutes, Sanpete Students' Institute, March 15th, 1890. Not paged.
accomplished in this meeting was to establish our standing in the Church school system.16

CHAPTER III
ADMINISTRATION AND ORGANIZATION

Administrators

During Church Administration of the school, there were three administrators with the title of "Principal", and two known as "President", the title having been changed when the school became an accredited Junior College.

Alma Greenwood was chosen first principal\(^1\) and served in that position from 1888 to 1891 at which time he was succeeded by George Christensen who directed the school for one year.

In 1892 Newton E. Noyes became principal and worked in this capacity for 29 years. Under his direction the curriculum was expanded,\(^2\) a campus site obtained and two permanent buildings were erected.\(^3\)

Wayne B. Hales became President on July 16, 1921.\(^4\)

In 1924 Milton H. Knudsen was appointed president and was successful in expanding the curriculum, enlarging the campus and gaining recognition for Snow as an accredited institution. He spent one year as president under the State administration and was released to become President of the Norwegian Mission, Church of Jesus Christ of Latter-day Saints.

\(^1\)See also Appendix E.

\(^2\)See Chapter VIII for additional information.

\(^3\)See Chapter VI for additional information.

\(^4\)Announcement, Snow Normal College, 1921-22, p. 5. During the administration of Pres. Hales the high school was taken from the college and the name changed to Ephraim High School. See Chapter VIII.
TABLE 1

PRINCIPALS AND PRESIDENTS

The following Men served as Administrators of Snow College During Church Administration.

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</tr>
<tr>
<td>George Christensen</td>
<td>1891 - 1892</td>
</tr>
<tr>
<td>Newton E. Noyes</td>
<td>1892 - 1921</td>
</tr>
<tr>
<td>Wayne B. Hales</td>
<td>1921 - 1924</td>
</tr>
<tr>
<td>Milton H. Knudsen</td>
<td>1924 - 1933</td>
</tr>
</tbody>
</table>

Some biographical items regarding these administrators may be of interest.

Alma Greenwood

Little documentary information regarding Mr. Alma Greenwood is available. However, an interview recorded by Newton E. Noyes, and an obituary notice reveal some interesting facts.

Mr. Greenwood was born in American Fork, Utah, October 18, 1854. He received his early education in American Fork schools and continued by completing high school and college at the Brigham Young Academy. Upon completion of his education, he accepted a position at the Millard Stake Academy, Fillmore, Utah.

In 1888 he became principal of the Sampete Stake Academy and served

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7. See Appendix A.
for three years. It has been said of him that he was "a most capable adviser."

He died at his home in Delta, Utah, March 21, 1929.

George Christensen

George Christensen was born February 24, 1866 in Aarhus, Denmark, and immigrated to the United States with his parents and older brother.

His early education was received at Brigham City and Mt. Pleasant, Utah. He graduated from the Brigham Young University with a degree of Bachelor of Science. He continued his education at the University of Utah, and received his Bachelor of Arts at Central University, Indianapolis, Indiana in 1907.

After graduation from the Brigham Young Academy in 1889 he served for one year as principal of the Sanpete Stake Academy. This was during the school year 1891-1892.

He left the Academy in 1892 and for a number of years was active in various school, civic and church responsibilities in Sanpete County. In 1904, he was admitted to the bar of the U. S. Circuit Court, State of Utah, and Supreme Court of Utah and in 1906 was given a high school Life Diploma. During this time, he had returned to Snow Academy as an instructor.

He took up the practice of law in 1909, serving as County Attorney for Sanpete County and later judge of the Seventh Utah District Court.

Mr. Christensen married Dorthea M. Mogensen, December 31, 1890. They were the parents of three children. Mrs. Christensen died in 1899, and in 1902 Mr. Christensen married Frances Elizabeth Ellison and three children were born to this marriage.

It has been said of him that " . . . he was a mellow man, very kind and liked to see justice done everyone."  

Newton E. Noyes

The third principal was Newton E. Noyes, who was born in Fillmore, Utah, May 8, 1864. He obtained his early education in Fillmore and later received his A. B. Degree from the University of Indiana and his M. A. degree from Columbia University.

In 1892 he became principal of the Sanpete Stake Academy, where he served for twenty-nine years. He was instrumental in affecting many worthwhile changes while there.

His description of the years spent at the school is included because of his vivid portrayal of events concerning the growth of the school during his administration:

All of the years were interesting due to the changes that were made. Maybe 1904, '15, '16 were among the most interesting due to moving into the building now occupied by Snow. Struggles has been so strenuous in order to complete the building, it was a real joy when it was finished. Now the school could be housed under one roof and not scattered in different parts of Ephraim. Heating could be from a furnace instead of a dozen stoves.

Faculty was enlarged from two to fifteen. Students increased from twenty to four hundred. Fifty courses advanced from Preparatory and Intermediate grades to College grades.

Salaries of teachers increased from hundreds of dollars to thousands.

It is interesting to note that much of the expansion of the curriculum took place during the Noyes administration, as well as acquiring of the campus site, and construction of what is now known as the Noyes Building and

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9Catalogue, Passim.
11See Chapter VIII
and the original gymnasium. 12

He laid the groundwork for Snow to become an accredited Junior College.

He became affiliated with the Ephraim Seminary after leaving Snow College and was Principal there for 10 years. He served in the South Sanpete Stake Presidency for eleven years, and was on the Board of Trustees for Snow College at the time of transfer from Church to State in 1932. 13

He married Mary Beal July 13, 1904 and they were the parents of five children.

He died December 28, 1944 at his home in Ephraim, Utah.

Wayne B. Hales 14

Wayne B. Hales was born December 20, 1893 in Spanish Fork, Utah. He gained his elementary education in his native town and attended high school at Eureka, Utah. He received his B. A. degree from Brigham Young University in 1916; and in 1922 was conferred his M. A. degree from the University of Utah.

He spent 5 years as instructor at Ricks College, Rexburg, Idaho and in 1921 was appointed principal of Snow Normal College.

During his administration the name was changed from Snow Normal College to Snow Junior College and one year later to Snow College. 15 In March, 1923 the College was fully recognized and accredited as a Junior College by the State Board of Education. 16

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12 See Chapter VI.
13 Announcement, Snow College, 1931-32, p. 4.
14 Scribblers Scrapbook, pp. 41-42.
15 See Chapter VII.
16 Minutes of Board of Trustees, Snow Junior College, Mar. 17, 1923.
During the time Mr. Hales was in charge at the institution, courses in manual training, such as Carpentry, were dropped from the curriculum. Emphasis was placed on academic studies and preparation to attend higher institutions of learning was stressed.\textsuperscript{17}

In 1924 he left the college in Ephraim and spent two years at California Institute of Technology, Pasadena, California. In 1926 he was graduated as a Doctor of Philosophy.

He is at present Professor of Physics at Brigham Young University.

\textbf{Milton H. Knudsen}

The last president to serve Snow College as a church supported school was Milton H. Knudsen. His administration lasted for nine years and was marked by worthwhile achievements.\textsuperscript{18}

He was born June 30, 1881 in Provo, Utah. His early education was received in the district schools of Provo, his high school at the Brigham Young Academy. After spending two years as a missionary for the L. D. S. Church in Norway, he attended the Brigham Young University and was graduated in 1917 as Efficiency Student. He taught at the B. Y. U. from 1917 to 1919 when he left for Iowa State College, Ames Iowa where he received his master of science degree in 1920. He later spent two years in graduate study at the University of Wisconsin.\textsuperscript{19}

His administration of Snow College was from 1924 until 1933.

\textsuperscript{17}See Chapter VIII.

\textsuperscript{18}Annual Bulletin, Snow College, 1932-33, p. 5.

\textsuperscript{19}From a letter written to the author by Milton H. Knudsen, Aug. 10, 1951. See appendix Q.
Patterns of Organization

Five major patterns of organization were practiced during the administration of Snow College as a church school. Each contained different governing bodies that merit special consideration.

Pattern One

The initial organization consisted of a Stake Board of Education, made up of the Stake Presidency, the Bishops of the various wards of the stake, and the Executive Committee. This latter group was the members of the Stake Presidency with a secretary and treasurer.

This organization continued for thirteen years, until 1901, and was responsible for local affairs. The Church Board offered suggestions and set the general policy. This relationship is mentioned frequently in the minutes of the Stake Board of Education.

TABLE 2
ORGANIZATION OF SCHOOL BOARD
Pattern One

<table>
<thead>
<tr>
<th>THE STAKE BOARD OF EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canute Peterson, President</strong></td>
</tr>
<tr>
<td><strong>Henry Beal</strong></td>
</tr>
<tr>
<td><strong>John B. Maiben</strong></td>
</tr>
<tr>
<td><strong>William T. Reid</strong></td>
</tr>
</tbody>
</table>

**EXECUTIVE COMMITTEE**

| Canute Peterson | C. W. Peterson, Secretary |
| John B. Maiben  | J. A. Anderson, Treasurer |

---

20 Circular, Sanpete Stake Academy, 1892-93, p. 2. By comparison with other circulars, this information is authentic for the first 13 years.
During 1901-02, a change in organization took place and lasted for one year.

A Board of Trustees was organized, which served separately from the Stake Board and Executive Committee.

**TABLE 3**

**ORGANIZATION OF SCHOOL BOARD**

**1901-1902**

**Pattern Two**

**BOARD OF TRUSTEES**

Canute Peterson, President  
Henry Beal, Treasurer  
John B. Maiben  
William T. Reid  
C. N. Lund

**EXECUTIVE COMMITTEE**

Canute Peterson  
Henry Beal  
John B. Maiben

**SANPETE STAKE BOARD OF EDUCATION**

Canute Peterson, President  
Henry Beal, Treasurer  
John B. Maiben  
William D. Livingston

*Discontinued at death of President Canute Peterson

**Pattern Three**

The third form of organization occurred when Sanpete Stake was divided.

---

into North and South Stakes in 1902. This new organization consisted of a Board of Trustees and a Stake Board of Education for each of North and South Sanpete Stakes. There was no Executive Committee as it was discontinued at the time of the death of President Canute Peterson in 1903. The Church Board and Stake Boards were policy-making boards and the direct authority was given by the Academy Board of Trustees.

**TABLE 4**

**ORGANIZATION OF SCHOOL BOARD 1902 – 1912**

**Pattern Three**

<table>
<thead>
<tr>
<th>GENERAL CHURCH BOARD OF EDUCATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph F. Smith, President</td>
<td>George H. Brinham</td>
</tr>
<tr>
<td>Willard Young</td>
<td>Rudger Clawson</td>
</tr>
<tr>
<td>Anthon H. Lund</td>
<td>Charles W. Penrose</td>
</tr>
<tr>
<td>Horace Cummings</td>
<td>Francis M. Lyman</td>
</tr>
<tr>
<td>Orson F. Whitney</td>
<td></td>
</tr>
<tr>
<td>General Superintendent of Church Schools</td>
<td>Horace Cummings</td>
</tr>
</tbody>
</table>

**SNOw ACADEMY BOARD OF TRUSTEES**

<table>
<thead>
<tr>
<th>President</th>
<th>George H. Brinham</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthon H. Lund</td>
<td>Rudger Clawson</td>
</tr>
<tr>
<td>Lewis Anderson, Vice President</td>
<td>Charles W. Penrose</td>
</tr>
<tr>
<td>Newton E. Noyes, Secretary</td>
<td>Francis M. Lyman</td>
</tr>
<tr>
<td>Joseph Y. Jensen, Treasurer</td>
<td></td>
</tr>
<tr>
<td>Ezra Shoemaker</td>
<td></td>
</tr>
</tbody>
</table>

**STAKE BOARD OF EDUCATION**

<table>
<thead>
<tr>
<th>North Sanpete</th>
<th>South Sanpete</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. N. Lund, President</td>
<td>Lewis Anderson</td>
</tr>
<tr>
<td>Peter Matson</td>
<td>Joseph Y. Jensen</td>
</tr>
<tr>
<td>G. W. Sorensen</td>
<td>Ezra Shoemaker</td>
</tr>
<tr>
<td>John F. Allred</td>
<td>N. E. Noyes</td>
</tr>
<tr>
<td>Kate Rees Lewis</td>
<td>Joseph Christensen</td>
</tr>
</tbody>
</table>

---

22 *Catalogue, Snow Academy, 1911-12, p. 6.*
In 1912 another change in organization took place, with the discontinuance of the Stake Board of Education as local policy making groups. Since the Academy Board of Trustees consisted of members from the county as a whole, it was deemed unnecessary to duplicate their labors.

**TABLE 5**

**ORGANIZATION OF SCHOOL BOARD**

**1912-1922**

**Pattern Four**

<table>
<thead>
<tr>
<th>GENERAL CHURCH BOARD OF EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph F. Smith, President</td>
</tr>
<tr>
<td>Willard Young</td>
</tr>
<tr>
<td>Anthon H. Lund</td>
</tr>
<tr>
<td>Horace Cummings</td>
</tr>
<tr>
<td>Orson F. Whitney</td>
</tr>
<tr>
<td>Arthur Winters, Secretary</td>
</tr>
<tr>
<td>George H. Brimhall</td>
</tr>
<tr>
<td>Rudger Clawson</td>
</tr>
<tr>
<td>Charles W. Penrose</td>
</tr>
<tr>
<td>Francis M. Lyman</td>
</tr>
<tr>
<td>General Superintendent of Church Schools</td>
</tr>
<tr>
<td>Horace H. Cummings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SNOW ACADEMY BOARD OF TRUSTEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthon H. Lund, President</td>
</tr>
<tr>
<td>Newton E. Noyes, Secretary</td>
</tr>
<tr>
<td>Christian N. Lund</td>
</tr>
<tr>
<td>Lauritz O. Larsen</td>
</tr>
<tr>
<td>Ezra Shoemaker</td>
</tr>
<tr>
<td>Lewis Anderson, Vice-Pres.</td>
</tr>
<tr>
<td>Joseph Y. Jensen, Treasurer</td>
</tr>
<tr>
<td>George Christensen</td>
</tr>
<tr>
<td>R. D. Young</td>
</tr>
</tbody>
</table>

In 1922 the Executive Committee was again made part of the local Board of Trustees with the following membership:

**Lewis Anderson, Manti, Chairman**

**J. N. Dorius, Ephraim, Treasurer of the Board**

**Adolph Mers, Mt. Pleasant**

---

23Catalogue, Snow Academy, 1912-13, p. 4.

24Ibid.

25Announcement, Snow Junior College, 1922-23 p. 8
C. R. Dorius, Ephraim

Dr. A. J. Nielson, Ephraim \textsuperscript{26}

On March 17, 1923 in a meeting of the Executive Committee of the Board, J. N. Dorius moved " . . . that a request from the Board be made to President Grant that Emery, Garfield, Panguitch, and part of Millard Stakes be added to the Snow College district." Motion carried. \textsuperscript{27}

A special meeting of the Board of Trustees was held April 27, 1923 with Elder Stephen L. Richards in attendance, representing the General Church Board of Education. He announced that the district of Snow College had been extended " . . . so that it will consist of the territory occupied by the following stakes: North Sanpete, South Sanpete, North Sevier, Sevier, South Sevier, Garfield, Wayne, and Emery stakes." \textsuperscript{28}

The membership of the Board of Trustees at this time was made up of the Stake Presidents or their representative from the various stakes declared by the Church Board as part of the Snow College district. This was in accordance with the general policy of the Church Board. \textsuperscript{29} This type of organization gave the college officials better contact with prospective students and was a factor in the growth of the school. \textsuperscript{30}

\textsuperscript{26} Other men who served on this committee for the remainder of its existence to 1932 were: Soren M. Nielson, Mt. Pleasant, as vice-president, J. J. Jacobsen, Manti, N. E. Noyes, Ephraim, and Ernest Madsen, Manti.

\textsuperscript{27} Minutes of Executive Committee, 17 March 1923, p. 159.

\textsuperscript{28} Minutes of Special Board of Trustees Meeting, Snow College, Apr. 27, 1923.

\textsuperscript{29} Ibid.

\textsuperscript{30} See Chapter IX.
TABLE 6

ORGANIZATION OF SCHOOL BOARD
1923-1932

Pattern Five

<table>
<thead>
<tr>
<th>CHURCH BOARD OF EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heber J. Grant, President</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Anthony W. Evins</td>
</tr>
<tr>
<td>Chas. W. Nibley</td>
</tr>
<tr>
<td>Willard Young</td>
</tr>
<tr>
<td>Rudger Clawson</td>
</tr>
<tr>
<td>Orson F. Whitney</td>
</tr>
<tr>
<td>John A. Widtsoe</td>
</tr>
<tr>
<td>Joseph Fielding Smith</td>
</tr>
<tr>
<td>David O. Mackay</td>
</tr>
<tr>
<td>Stephen L. Richards</td>
</tr>
<tr>
<td>Richard R. Lyman</td>
</tr>
<tr>
<td>Adam S. Bennion</td>
</tr>
<tr>
<td>Joseph F. Merrill</td>
</tr>
<tr>
<td>Church Commissioner of Education</td>
</tr>
<tr>
<td>Dr. Joseph F. Merrill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOARD OF TRUSTEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis R. Anderson, President, Manti</td>
</tr>
<tr>
<td>Soren M. Nielson, Vice Pres., Mt. Pleasant</td>
</tr>
<tr>
<td>Robert D. Young, Richfield</td>
</tr>
<tr>
<td>Ernest Madsen, Manti</td>
</tr>
<tr>
<td>Dr. A. J. Nielson, Ephraim</td>
</tr>
<tr>
<td>James A. Christensen, Redmond</td>
</tr>
<tr>
<td>James R. Ware, Monroe</td>
</tr>
<tr>
<td>Wm. F. Webster, Loa</td>
</tr>
<tr>
<td>Newton E. Noyes, Ephraim</td>
</tr>
<tr>
<td>A. Richard Peterson, Ferron</td>
</tr>
<tr>
<td>James L. Nielson, Ft. Green</td>
</tr>
<tr>
<td>Chas. S. Hansen, Centerfield</td>
</tr>
<tr>
<td>Thos. A. King, Escalante</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXECUTIVE COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis R. Anderson, Chairman</td>
</tr>
<tr>
<td>Soren M. Nielson</td>
</tr>
<tr>
<td>Jacob J. Jacobsen</td>
</tr>
<tr>
<td>Dr. A. J. Nielson</td>
</tr>
<tr>
<td>H. E. Noyes</td>
</tr>
</tbody>
</table>

Presidents of the local Board of Trustees from the beginning of the Academy until taken over by the State in 1932 are listed in the following table, together with dates of their term of office.

TABLE 7

<table>
<thead>
<tr>
<th>PRESIDENTS OF BOARD OF TRUSTEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1888-1932</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Canute Peterson</td>
</tr>
<tr>
<td>Henry Beal</td>
</tr>
<tr>
<td>Anthon H. Lund</td>
</tr>
</tbody>
</table>
General Church Board of Education

When the school began in 1888, Wilford Woodruff was President of the L. D. S. Church and by virtue of this appointment was also President of the Church Board of Education. Dr. Karl C. Maeser was General Superintendent of Church Schools and was responsible to carry out the policy of the Church Board. Since the Academy was one of many schools under the control of the L. D. S. Church at this time, the policy of the Church Board was general and concerned its educational program as a whole. Therefore, the desires of the Church Board are given in the minutes of the Academy or local board by way of instructions directly from the general superintendent of Church schools. 33

... Dr. J. M. Tanner was present and counseled us regarding the high school movement. The church is desirous of having High Schools started in as many centrally located places as possible. 34

The Church Board of Education, like the Academy Board, had several changes in its organizational set up. The following table gives the over-all view of these changes, along with names of those who held positions as Church Board President and General Superintendent of Church Schools.

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31 Announcement, Snow College, 1931-32, p. 4. This board was active at the transfer from Church to State.

32 Information compiled from Catalogues on file at Snow College; also Minutes of Board of Education, passim. Book 2, (not paged); also Minutes of Board of Education, Snow Normal College, 20 Feb. 1922, p. 143.

33 See Appendix P.

34 Minutes of Board of Education, 1901-1902, p. 43.
<table>
<thead>
<tr>
<th>Year</th>
<th>President</th>
<th>Church Board of Education</th>
<th>General Supt. of Church Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1888-1898</td>
<td>Wilford Woodruff</td>
<td>President</td>
<td></td>
</tr>
<tr>
<td>1888-1901</td>
<td>Dr. Karl G. Maeser</td>
<td>General Supt. of Church Schools</td>
<td></td>
</tr>
<tr>
<td>1898-1901</td>
<td>Lorenzo Snow</td>
<td>President</td>
<td></td>
</tr>
<tr>
<td>1902-1906</td>
<td>Dr. J. M. Tanner</td>
<td>General Supt. of Church Schools</td>
<td></td>
</tr>
<tr>
<td>1907-1919</td>
<td>Joseph F. Smith, Horace H. Cummings</td>
<td>President</td>
<td></td>
</tr>
<tr>
<td>1919-1928</td>
<td>Heber J. Grant, David O. McKay, Richard R. Lyman, Stephen L. Richards, Adam S. Bennion</td>
<td>President</td>
<td>Church School Commissioners</td>
</tr>
<tr>
<td>1928-1932</td>
<td>Heber J. Grant, Dr. Joseph F. Merrill</td>
<td>President</td>
<td>Church Commissioner of Education</td>
</tr>
</tbody>
</table>

#Church School Commission was dissolved in 1925.

Note that in 1919, a group known as the Church School Commissioners was organized to function along with the Church Board and General Superintendent. Note also that in 1925 the Church Commission was discontinued and its members added to the regular Church Board of Education.

In 1928 the title of the "General Superintendent" was changed to "Church Commissioner of Education" and remained thus until the transfer of the school to state control, July 1, 1932.

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35 Information compiled from a complete list of Catalogues on file at Snow College 1888-1932, also Minutes of Board of Trustees, 1923-1932.
CHAPTER IV

FACULTY

A study of the faculty personnel—its growth, qualifications, rating and methods of employment—reveals some interesting facts, but leaves much unknown which is desirable to make a complete record.

Source material records more about the development of the institution and its operation, than about aspects of faculty personnel. Some entries, however, in the various publications and records make what can be considered an authentic interpretation.

Size

The first teachers of Sanpete Stake Academy were Alma Greenwood, who was also principal, and Carrie Henry (Payne). These teachers laid the foundation of the institution which saw the faculty increase steadily as did the curriculum of the school. Table 9 shows the increase in teaching personnel from the original two until when taken over by the state in 1932, there being at that time sixteen full-time instructors and eight critic teachers.

Selection

In the initial year, the selection was made by John B. Maiben, member of Sanpete Stake Presidency, who had been assigned the responsibility of employing a principal and teacher. Thereafter the method of selecting faculty members was by principal-teacher interview. When the principal made a decision, he made recommendation to the local Board of Trustees for the school, who issued the contract. Each contract carried the

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1Circular, Sanpete Stake Academy 1888-89; see also Appendix E.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1888</td>
<td>2</td>
</tr>
<tr>
<td>1892</td>
<td>3</td>
</tr>
<tr>
<td>1893</td>
<td>3</td>
</tr>
<tr>
<td>1895</td>
<td>9</td>
</tr>
<tr>
<td>1898</td>
<td>10</td>
</tr>
<tr>
<td>1901-02</td>
<td>12*</td>
</tr>
<tr>
<td>1903</td>
<td>11</td>
</tr>
<tr>
<td>1904</td>
<td>12</td>
</tr>
<tr>
<td>1905</td>
<td>14</td>
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<tr>
<td>1906-07</td>
<td>13</td>
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<tr>
<td>1908</td>
<td>14</td>
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<td>1909</td>
<td>13</td>
</tr>
<tr>
<td>1910</td>
<td>13</td>
</tr>
<tr>
<td>1911-12-13</td>
<td>15</td>
</tr>
<tr>
<td>1914</td>
<td>17</td>
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<tr>
<td>1915</td>
<td>15</td>
</tr>
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<td>1916</td>
<td>11</td>
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<td>1917-18</td>
<td>13</td>
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<tr>
<td>1919</td>
<td>12</td>
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<tr>
<td>1920</td>
<td>12</td>
</tr>
<tr>
<td>1921</td>
<td>13</td>
</tr>
<tr>
<td>1922</td>
<td>15</td>
</tr>
<tr>
<td>1923-24</td>
<td>13</td>
</tr>
<tr>
<td>1925</td>
<td>16</td>
</tr>
<tr>
<td>1926</td>
<td>16</td>
</tr>
<tr>
<td>1927</td>
<td>16</td>
</tr>
<tr>
<td>1928</td>
<td>16</td>
</tr>
<tr>
<td>1929</td>
<td>16</td>
</tr>
<tr>
<td>1930</td>
<td>16</td>
</tr>
<tr>
<td>1931</td>
<td>16</td>
</tr>
<tr>
<td>1932</td>
<td>16</td>
</tr>
</tbody>
</table>

*It may be noted that the increase in faculty coincided with a more consistent appropriation from the general Church funds.*

2 Records and Catalogues on file at Snow College.
signature of the President of the Church Board of Education, the local Board of Trustees and the teacher.

In the beginning years of the school, the teachers were considered missionaries; and because of the meager pay they received, many years of labor were given to the school, and credited to the faculty member as a mission for the church. The first mission certificate was issued in 1893.

As the school grew and more classes were added, the Church Board of Education issued to worthy teachers the D. B. (Bachelor of Divinity) degree. The basis on which a teacher was chosen depended on his ability to merit a certificate. A quotation from the Faculty Minutes illustrates the emphasis given these certificates:

Dr. Maeser encouraged the teachers and gave general advice and encouragement. Said all teachers must be licensed and no teacher has a right to teach without it. However, several of the faculty spent their summers working on standard degrees. In 1907 three faculty members received their A. B. degree, among whom was Newton E. Noyes, principal of the Academy.

In Service Training

Opportunity for additional training while in service was made possible by the practice of leave of tenure which was granted by the Board of Trustees. Even though this option was provided, many of the teachers did not return. It was, therefore, a safeguard to teachers, but not a benefit to the institution.

On October 8, 1927, the Executive Committee of the Board of Trustees acted on the problem of sabbatical leave-of-absence. The minutes of this meeting record that "sabbatical leave-of-absence was presented and

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3Faculty Minutes, op. cit., 12 Nov. 1893.
4Catalogue, Snow Academy, 1907-08, p. 4.
approved, with half-pay for teachers who have been in the employment of the institution for seven years. The first faculty member to leave Snow under this new program was President Milton Knudsen, who was very active in obtaining the action of the committee.

From a very early date, the faculty at Snow College was given permission to attend various worthwhile conventions at their own expense but without loss of salary. It was felt that the information gained from attending conventions and institutes was of value to the school, as well as to the individual concerned.

Standards

Since Snow College was a church school, the moral and ethical standards set for its teachers were very high and strictly enforced. The personal conduct of the faculty members was watched carefully because of the example set for students attending the school. One of the first questions asked a teacher applying for employment was regarding his feelings toward personal conduct and if he would give freely of his time to community work.5

Teachers were required to attend prayer meeting every morning at 8:15. This meeting would also be used by the President "to encourage the teachers" and to pass on any instructions he might have. It may be gleaned from reading official minutes, that these meetings not only had their devotional purposes, but toward the close of the Church administration, also became regular business meetings in which routine affairs of the institution were discussed. All meetings were opened and closed with prayer.

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5Minutes of Faculty Meeting, Sanpete Stake Academy, 21 Feb. 1895. " . . . The singing class which had been conducted by Professor A. C. Lund was discontinued on account of his having to attend the Constitutional Convention."
Teachers were constantly reminded to live church standards, and to reflect these standards on the students in their classes.

The regulations of teachers, as well as students of Snow Academy are given first hand by Principal Noyes in *Faculty Minutes*, 20 October 1914:

1. That teachers should be in school from 8:15 till 12, and from 1 till 4, unless something special calls them away.

2. Repeated the instructions that teachers should pay their tithing monthly.

3. He stated that some students had asked permission to attend a wedding party, and that the rule had been that permission should extend no further than cousins. On motion of H. E. Jensen the rule was sustained.

He reported that the discipline committee had been increased to 5 members and should now consist of Jos. I. Jensen, Chairman, H. E. Jensen, Secretary, Wm. G. Barton, Mahomri Thomson and Jos. J. Hill.

**Teacher Rating**

The first formal account of teacher-rating is found in the *Statistical Record*, Snow Normal College, 1920-21.

**Teacher Rating**

| 1. Ability to kindle Spiritual Fire |  
| 2. Ability to get Students to Work |  
| 3. Scholarship - Mastery of Subject Matter Growth |  
| 4. Attitude - Toward Pupils Toward Teachers Toward Administration |  
| 5. Out of Class Activities - In School Out of School |  

---

6Principalship of the various departments provided rank for faculty members.
From the rating in the foregoing quotation, the teachers were classified first or second rate, along with years of service. This classification determined the salary of the teachers.

**TABLE 10**

**TENTATIVE SALARY SCHEDULE**

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Rate</td>
<td>$1300</td>
<td>$1500</td>
<td>$1700</td>
<td>$1850</td>
<td>$2000</td>
<td>$2100</td>
</tr>
<tr>
<td></td>
<td>-$100 a year to a maximum yet to be determined.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>- $50 a year to a maximum yet to be determined.</td>
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**Teacher Personnel**

In the available roster of teacher personnel, names appear which were (are) prominent in educational and civic affairs of the state. Among the outstanding names are Mahonri Thompson, Thomas A. Beal, Rulon W. Clark, Joseph Jenkins, D. C. Jensen, J. Y. Jensen, P. D. Jensen, Andrew Mortensen, Victor Beard, H. C. Snell, Ivan Young, and Fred J. Fjeldsted.

From those who gave long years of service to education in Sanpete Stake Academy and later Snow College, three representative faculty members have been selected. These men taught a wide variety of subjects and held various positions of leadership. A short biographical sketch of each of these men is indicative of the caliber and variety of services performed by faculty members under church administration.

**William G. Barton**

William G. Barton is now cashier and a member of the Board of Directors of the Bank of Ephraim. He has held many ecclesiastical positions,
including being president of South Sanpete Stake of the Church of Jesus Christ of Latter-day Saints. He has also been active in civic affairs.

Mr. Barton was a graduate of Snow Academy in 1898. He then became an instructor and member of the Faculty of his alma mater. He spent the summers of 1900-03, '06 as a student of the University of Utah. The summer of 1902 was spent at the University of California. He was chosen an instructor for the Central Utah College Summer School during the year of 1905. He received his D. B. degree in 1900 from the Church Board of Education and his A. B. from Central University, Indiana in 1907. The wide scope of his ability is illustrated in the following excerpt:

Mr. Barton has taught a wide variety of subjects during his years of service, according to the needs of the school. He coached athletics in the days of horse and buggy trips, and has turned out winning teams in debate; mathematics, chemistry, English, exact science, biological science, and social science have all been part of his teaching load.

One year Mr. Barton served as chairman of the faculty, the college president being on a leave of absence. During that year, the land of the initial campus was purchased.

During the three sessions of the state legislature that were concerned with the transfer of junior colleges from church to state control, Mr. Barton was either chairman or a member of the committees that represented the college. His wide contacts in the state made his services of great value.

As Principal of the Normal School for many years he was responsible for the high caliber of the teachers graduated from the school. His teachers were and are known throughout the mountain west and have achieved much prestige in the teaching profession.

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7 Catalogue, Snow Academy, 1907-08, p. 4.
8 Dec. 21, 1897. See Chapter VI
9 Snowdrift, May 23, 1934.
10 See Appendix L.
J. S. Christensen

J. S. Christensen was a teacher at Snow College for 27 years and a leader in church and civic affairs. As a student at Snow College he was active in student functions and served as Student Body President during 1910-11. A newspaper sketch of Mr. Christensen is here given:

Mr. Christensen was born at Mt. Pleasant, (Utah), Jan. 24, 1884, a son of Christian and Phylinda Clark Christensen. He spent most of his early life in Chester and later worked for the railroad. He filled a mission to Hawaii in about 1905-06, but was called home early due to his father's illness and death. He attended business and other schools at every opportunity while working at different jobs.

He married Bendetta Beal, May 29, 1913, in the Manti temple. He taught school at Chester the following winter and then attended the University of Utah for three years. Next he taught one year at Fountain Green and then, in 1918, came to Ephraim to teach at Snow and . . . (taught) various courses including English, chemistry and business. He was registrar and treasurer and had charge of the book store in connection with his teaching duties for a number of years.

But he always found time for study as well as for community and church service. He received his B. A. degree from the University of Utah, a Master of Arts degree from the Utah State Agricultural College, and then a Bachelor of Laws degree from the U. of U. He carried on an active law practice in addition to his school work, audited books for various communities, irrigation companies, etc., and filled out income tax returns for many people each year.11

H. E. Jensen

H. E. Jensen was a member of Snow College faculty from 1909 until the spring of 1946. The following is taken from the college paper Snowdrift, May 22, 1946.

The year 1946 finds Mr. H. E. Jensen leaving his place at Snow College to a new teacher. He may be closing his books and tidying his desk for the last time at Snow, but in the hearts of his students and fellow teachers he has implanted the seed of his philosophy of life and nobility of character. We shall never forget him. His life's

work has made an impression on every person with whom he has come in contact.

Mr. Jensen was the principal of Richfield High School in 1908, but 1909 found him a member of Snow's faculty. During his years here he has served on numerous committees. He is the Founder's Day committee chairman, lyceum chairman, and has a hand in the credits and graduation committee.

The subjects taught under him are many and varied, but each has been handled competently and with enthusiasm. Some of them are: Botany, biology, bacteriology, zoology, human anatomy, physiology, hygiene, economics, history, agriculture, husbandry, and religious education.

Never has there been a member of the faculty more loyal. We will miss him. With a humble thanks and sincere gratitude, we wish him happiness and success. May he gain satisfaction and peace as he reviews the successful years he spent here at Snow College.

A year after his retirement he returned to Snow for a time, as a part time teacher of agriculture and biology. He now resides in Salt Lake City, Utah.

The three biographical sketches are not only a history of these men, but are a history of the institution. Their activities were an integral part of the changes and growth of the school.
CHAPTER V
MORAL AND ETHICAL STANDARDS

The regulations announced in the Sanpete Stake Academy Circular for the first academic year, specifically stated the moral standards and behavior upon which the school would operate:

All pupils are subject to our Domestic Regulations in and out of school. Profanity or obscenity in any form is strictly forbidden, and may be punished with expulsion.

The use of tobacco or strong drink is not allowed. Pupils should not attend public or private parties without a written permit from the Principal. Pupils cannot honorably discontinue attendance without obtaining specifications of standing in their respective classes. Parents or guardians of students are requested to sustain the Faculty in the maintenance of these regulations.

Disciplinary measures also set forth in the same Circular, by order of the Board, October 3, 1888 stated that students " . . . upon entering are placed upon their word of honor for their conduct and veracity." Concerning cases of repeated reprimand, " . . . the parents of refractory or negligent students will be communicated with." Students were constantly reminded of the rules and regulations of the school and were expected to abide by them.

In 1903 the Circular of the Snow Academy gave again the regulations placed upon the students of the school.

1. Students are subject to the rules and regulations of the institution while in attendance.

2. Obscenity and profanity are strictly forbidden.

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1 See Appendix O.

2 Ibid.
3. The use of tobacco and strong drink is not allowed.

4. In selecting boarding places students must consult the Principal.

5. No student can honorably discontinue attendance without obtaining specifications of standing from the Principal.

6. Students irregular in their habits, keeping late hours, having improper associates or visiting places of questionable repute may be placed under special restrictions.

7. Students must receive permission from the principal to attend public and private parties.

8. Violation of any rules of the Academy lays the offender liable to suspension or expulsion.

The rules imposed upon the students were considered by the faculty to be beneficial. The result was better preparation of lessons, and general improvement; students were more punctual and more orderly.3

By 1921-22 students were no longer required to ask permission to attend parties, and it was not imperative that boarding places be obtained through the Principal. However, it was expected that in matters of conduct, both on and off the campus, students would live according to the high standards that were the aims and ideals of the college. That the primary purpose of the school was character building and to encourage a firm faith was continually emphasized, along with other rules of conduct placed upon the students.

The Snow Normal College was founded primarily to build character and to develop a firm testimony of the Gospel of Jesus Christ. That these ideals might be realized, it is

3Minutes of Faculty Meeting, Sanpete Stake Academy, 20 Feb. 1897. "...In consequence of the rules being made a little more strict, the students have prepared their lessons more promptly and give better answers. The result is a general improvement, so with punctuality. The order of the school is very good, yet there is room for improvement, by avoiding talking and collecting in groups around the stove."
requisite that students shall conduct themselves under all circumstances as ladies and gentlemen.

The use of tea, coffee, and strong drink and tobacco is forbidden. The keeping of late hours, idleness, the injudicious expenditure of time or money will at any time be considered sufficient cause for expulsion of suspension.

All social functions given by any organization of the school are under the direction of the standing committees on socials.

Any disciplinary announcement made by the President or Faculty are to be considered as a part of these regulations. Violations of any of these rules will subject the offender to reprimand, suspension or expulsion.4

In 1928 the teacher training school took steps to improve the standards of its students. The Snowdrift Vol. IV, No. 16, March 15, 1928 published the following:

Habitual users of tobacco and liquor shall be prohibited from entering the training school and practice teaching. This rule was unanimously passed by the faculty and goes into effect immediately.

The college has been humiliated long enough by boys who persist in indulging in the use of tobacco and liquor. These boys are supposed to be representatives of Snow College while attending school and especially when they go to various parts of the state to teach. How can they be representatives when their fingers are stained yellow with nicotine and their teeth brown with tobacco juice

It is high time something was being done, for it is not only injurious to the individual himself, but it is demoralizing to the whole student body and faculty. This warning should be duly heeded by those to whom it applies—may they take it in the right attitude for their own good and the betterment of Snow College.

/s/Mary Williamson, Head,
Teacher Training.

Standards Set by Students

During the latter part of December, 1929, the students at Snow College decided to take a definite stand regarding the standards to be set at school functions. By an overwhelming majority, the students authorized the

4 Announcement of Snow Normal College, 1921-22, p. 4.
student body officers to handle offenders as they considered advisable.

The resolutions passed by the students are:

Whereas, certain members of the student body have brought disgrace upon themselves and dishonor upon the school by their drunken conduct at certain of our student body functions; and,

Whereas, such conduct is in direct violation of Snow College standards and should not be tolerated, we the members of the student body make the following resolutions:

1. That any student or non-student of Snow College (excepting Ephraim high school students at inter-school functions) who shows evidence at any student body function of having used intoxicating liquor, shall be immediately excluded from that particular function.

2. That such a student violator, after being excluded from such a function, shall receive a just hearing before the student body officers and if he manifests a determination to improve his future conduct, he will again be admitted to ensuing functions of the student body, but if he persists in violating Snow college standards, he will be deprived of his activity permit until his conduct justifies his receiving it again.

3. We pledge ourselves to wholeheartedly support the student body in enforcing these regulations.5

Efforts of the Administration

Principal Noyes was always concerned about the students under his charge. He felt that rules and regulations were made to help students achieve certain standards and to reach success in their work. From Volume II of his Diary we find the following entries:

Monday, Nov. 11, 1901. Ephraim

Morning study. With the exception of having to consider the cases of students who attended a dance without permission on Election night the day had passed off well. A special session of the Faculty was held from 4-7 o'clock p.m.

Tuesday, Nov. 12, 1901. Ephraim

The faculty met again to complete the consideration of the cases that were brought up last night. We were in session from 5:40 to 9:50

5The Snowdrift, Dec. 4, 1929, p. 3.
o'clock p.m. The unanimous decision of the teachers was that the sixteen students who openly violated the rule of the school should be suspended. The students are to meet tomorrow at 4:15 p.m. and get their suspension which will be on Thursday Nov. 13th. This has been a very unpleasant task (1) because of the large number guilty; (2) because of the good students connected with the violation. The teachers are sorry for the students, and have expressed their unpleasantness in trying the case. For my part, I feel very bad and I pray the conclusion we have reached may be for the moral and intellectual good of the Academy.

Wednesday, Nov. 13, 1921. Ephraim.

... At 4:15 p.m. the students who violated the Party rule on election night met the Faculty and received the punishment of one day's suspension. I feel very sorry that we had to take this step but the best interests of the school demanded it.

President Knudsen constantly admonished the students to live good lives and to be strong in character. He told the students "... Snow spirit should inundate into your souls the desire to be strong in physique, positive in character, Christ-like in morality, and congenial in social relations."4

The standards of the school were set up primarily to re-enforce objectives of religious education and to encourage the students to adhere to Church principles.

4The Snowdrift, Vol. IV, No. 2, p. 2. (Sept. 19, 1928)
CHAPTER VI

CAMPUS GROWTH

Initial Facilities

As already indicated in Chapter II of this study, the initial facilities of Sanpete Stake Academy were limited and borrowed. The same conditions continued until the erection of the administration building, now known as Noyes Building, so named for Principal Newton E. Noyes. In the meantime the enlarged student body and expanded curriculum necessitated the borrowing of quarters in addition to the old Co-op Store, or Social Hall as it was commonly known.

The academic department of the school continued in the Co-op Store building until 1896, when part of the courses were moved to the old Ephraim North Ward Church House.\(^1\) This building had two rooms and provided much better facilities than had previously been available.

In 1898 a business department was added to the curriculum and was housed in quarters above what is now known as Progress Market.\(^2\)

The woodworking department was added in 1904 and was set up in a frame structure, since razed to permit construction of the Ephraim Public School Vocational Building.\(^3\) Also in 1904 the dressmaking department was added and situated in the second story of the building now occupied by the

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\(^1\) The Snowdrift, Vol. 11 No. 4, Nov. 11, 1925. See also Appendix D.

\(^2\) Announcement of Snow College, 1923-24, p. 12.

\(^3\) Ibid.
Ephraim Market, although classes in sewing had been offered for the ladies since the early years of the Academy.

The extent to which the Academy was scattered about Ephraim is given in the Newton E. Noyes Diary, Volume II. In explaining the line of march for the Founder's Day program, the procession passed by the "... Dress Making Department, Old Academy Hall, Business and Mechanical Department, and New Academy Building. The brass-band played at each place."

**Acquiring of Campus Site**

The campus site was acquired through the cooperation of civic and church leaders and the City of Ephraim.

When the Church school grew so that it became necessary to hold classes in various buildings about town; resulting inconvenience and unsatisfactory conditions brought about the suggestion of a plan to erect a building adequate to house all departments of the school.

A committee was chosen to work on the problem, consisting of Henry Beal, President; E. C. Willardson and J. Y. Jensen, Assistants; Newton E. Noyes, secretary; and Bishop Lars Anderson. These men constituted the board that was authorized to select and make arrangements for the grounds upon which the new building was to be erected.

Following is an account of the purchase of the property on which Snow College now stands. The property north of the present Post Office, and the grounds where the Ephraim Public Library is located was owned by the L. D. S. Church. The Relief Society owned a silk farm located just east of the highway and south of the road going to the Ranger station. Ephraim

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4^Tbid.

5Canute Peterson was President of Sampete Stake at this time and placed the responsibility upon the above mentioned committee.
City owned the Public Square where Snow College is now located.

To make a deal to procure the Public Square, Henry Beal, who was at that time mayor of Ephraim, authorized E. C. Willardson to offer $1,000 for the property north of the Post Office. This was done to make the property seem more valuable as two of the councilmen were non-Mormons, and were not interested in making a deal that would benefit a Church school or create one.

In the transaction, the L. D. S. Church exchanged to the Relief Society the Library grounds for the Silk farm, and they in turn exchanged the Silk farm and the property where the Post Office is located for the Public Square. The property was all deeded to E. C. Willardson, and he in turn deeded it to the party concerned in procuring the property.

DESCRIPTION OF PROPERTY

Lot 5 Blk. 22 Plat A Ephraim

City of Ephraim, By H. Beal (Mayor) ½ interest to South Eccil Ward of Ephraim

Dated December 21, 1897
Recorded March 9, 1898, Book 43 deeds, page 135.

½ interest
Ephraim City To: Ephraim North Eccil Ward
Dated Dec 31, 1897
Recorded Nov. 21st, 1902 Book 47, page 12

Ephraim South Eccil Ward Corp: Charles R. Dorius, (Bishop)
Dated Dec. 23, 1901
Recorded Dec. 2, 1902, Book 47, Page 23

Ephraim North Eccil Ward Corp. John S. Beal (Bishop)
Dated Dec 28, 1901, Recorded Nov. 21st, 1902.
Charles R. Dorius (Bishop) to Ephraim So. Ward Corp.
John S. Beal (Bishop) to Ephraim No. Ward Corp.
Dated Nov. 17, 1902

6 These councilmen were George Allred and Christian Larsen.

7 Deed Books on file at Sanpete County Recorders Offices.
When the site for Snow College was selected and laid off, E. C. Willardson drove the first stake. When the southwest corner stone was laid, it was dedicated by Apostle Anthon H. Lund. The speakers on that occasion were Apostle Lund, Henry Beal, J. Y. Jensen, E. C. Willardson, Bishop Lars S. Anderson, and Newton E. Noyes.

During the early fall of 1929 one-hundred-fifty feet of property south of and adjacent to the old gymnasium was added to the campus. The strip extended the full length of the block east and west and as soon as the transaction was complete crews began the job of removing the buildings from it. The following quotation will give a first hand view of the new addition.

The barns, corrals and fences from the recently acquired land have been removed. New fence is being constructed on the south boundary line, now very near the back doors of the residences on the block. It is intended to install an automatic sprinkling system and plant the entire plot into lawn. Much of this work may be done before the opening of school.

The purchase of this property is the culmination of an agitation begun at least six years ago. It was made possible by the excellent cooperation of all the property owners of the block. They sensed that the college needed a larger and better campus and sold their ownings for the lowest possible price. Much credit is due Frank Madsen, Ora Hansen and Ludeal Nielsen for the leadership that they exercised in paving the way for the purchase.

The purchase was made at the approximate cost of $10,000. The expense is to be shared equally by the city of Ephraim and the Church. The city cooperated because of its great interest in the welfare of Snow College.

Much credit is due the present city administration and the Alumni association for the great part that they played in fostering the

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8Scribblers Scrapbook, p. 35.
9Newton E. Noyes Diary, Vol. 3.
10This building was rebuilt in 1948 into a Science building.
purchase. President L. R. Anderson of the board of education, President Knudsen, and last year Professor Barton have all been untiring workers. It is they who sponsored the purchase and negotiated with the Church authorities and the public in effecting it.\(^{11}\)

The description of this property as recorded in the Sanpete County Records is as follows:

- Correction Deed Book 85, page 588.
- Correction Deed Book 85, page 565.
- City of Ephraim to State of Utah
  Dated June 30, 1932, Recorded July 7, 1932, Book 85 page 562.
- City of Ephraim to South Sanpete Stake.

On July 1, 1932 the entire campus was transferred to the State of Utah\(^{12}\) when the church withdrew from the Junior College field.

**Erection of Buildings**

**The Main Building**

The constant increase in enrollment and the expanding of the curriculum at the school necessitated the construction of a building large enough to house all departments of the college. The *Excelsior Star*\(^{13}\) of April, 1899 records the student desires and how initial steps were taken.

A new Academy (building) is something that we long needed, and it is something for which the fathers of our institution have labored during the last few years.

Last fall, the presidents of our respective classes, in behalf of the students, sent a petition to the Stake Board of Education, asking for the erection of a new building. The board considered the question, and decided that the people were able to build an Academy, and they also thought that money could not be spent in a more beneficial enterprise. The question was then considered by

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\(^{11}\)The Snowdrift, Vol. VI No. 1, Sept. 4, 1929.


\(^{13}\)First school paper of Sanpete Stake Academy.
the First Presidency of the Church. The people were represented to them as not only being able, but also willing to undertake the task, and accordingly the Presidency recommended that an Academy be built.

The students, seeing that favorable steps had been taken, in consequence of their petition, showed their appreciation by contributing their mites, and on Saturday, January 28, 1899, they handed to the Stake Board of Education, forty-five dollars; it being the first contribution toward a new Academy.

The people of Ephraim showed their willingness and appreciation by subscribing seven thousand five hundred dollars, as soon as it was made known that the authorities of the Church had recommended the erection of a new building.

On Saturday, March 11, 1899, the Stake Board of Education met and chose a building committee, the members of which were President Henry Beal, Bishop L. S. Anderson, and Erastus Willardson, and J. Y. Jensen as Secretary and Treasurer.

In public meeting the next day, these brethren being present, a vote was taken and they were sustained in their calling. Then President Beal stated that they were ready to begin work, and on Monday morning the teams and scrapers were at work removing the earth for the basement of the building.

On Wednesday May 17, 1899 the cornerstone was laid and dedicated.

During the course of construction many hardships were encountered and funds were not forthcoming. The bricks were made at Mt. Pleasant and Manti and were paid for by donations of eggs, butter, and other produce. North Sanpete used the system of "Nickel Sunday" in which the families were asked to contribute a nickel every Sunday to help with the financing of the new Academy building.14 Parties and dances were held in South Sanpete to raise funds. Many hundreds of hours of work was donated voluntarily.

An account of this new building15 is found in the Annual Circular

14Minutes, Board of Trustees, 1901-02.

15Known since 1918 as the Noyes Building", so named in honor of former Principal, Newton E. Noyes.
For the past five years the Academy building has been under course of construction, and the Academy Board is pleased to announce that it will be ready for the school at the beginning of the year 1904-05. This is highly satisfactory to all concerned. Instead of having school in four separate buildings in different parts of the city, all these departments will be under one roof. It is the sentiment of the leading educators of the state that this temple of learning is the best school building in Utah. . . . No means have been spared in making it beautiful, durable, and up-to-date. All the furniture and apparatus will be modern.

The new building is a magnificent structure standing in the center of a five acre lot. It is one hundred and fifty-two feet long, eighty-three feet wide, three stories high and contains thirty-three rooms. It contains the school library, the laboratory, the sewing rooms, the kitchens and dining room, the dressmaking rooms, the kindergarten department, the business department, the carpentry department, and the regular class rooms.

At the time of construction, the Academy building was completely plumbed; in 1906 electric lights were added. In 1908 the building was finished with all class rooms and laboratories.16

The Gymnasium

In order to stay abreast with the changing educational practices and the rapid development of physical education and recreation, the Board of Trustees of Snow Academy in 1909, just one year after the Noyes Building was finally completed, approached the Church Superintendent regarding the building of a gymnasium. His answer was, "If you will work towards getting 500 students, I will promise you a gymnasium next year.18

16Annual Circular of Snow Academy, 1908-09.

17Minutes, Board of Trustees, Snow Academy, 17 Jan. 1903. . . . "a 'Physical Apparatus' has been ordered from the Central Scientific Co., Chicago. It will cost $135.90 after a deduction of 33-1/3% discount. The school has just purchased the 'Century Dictionary' at a cost of $76.00 which is to be paid in monthly installments of $4.00."

18Newton E. Noyes Diary, Vol. II.
In 1912 the gymnasium building was completed and the students used it during the year. It was a large brick building, provided with all the conveniences of heating, lighting, ventilation and water. It was fitted with a race track, dressing rooms, shower baths and lockers, also ample room for storing equipment.¹⁹

**Laboratories and Library**

Through the efforts of the teachers, students, and patrons of Snow College the laboratories and library was also the scene of change to meet the increased need of its student body. The *Announcement* of Snow College, 1921-22 gives the following description of these two school facilities:

The courses of natural and physical sciences are laboratory courses, that is, individual work in the laboratories is required besides the regular recitation work. Students are thus enabled to verify the most important and the most difficult laws with which they meet in class work, as well as to cultivate the habit of close and accurate observation. Theories, laws, and problems become real in the laboratory.

The rooms provided for this purpose are large, well lighted, well ventilated, and fitted with special desks for chemistry, and large tables adapted to the work required in physics. The equipment in the way of apparatus and appliances are such that each student can pursue investigations, carefully and independently, performing all necessary experiments in botany, zoology, physics and chemistry. Additions are being made every year to the well chosen stock of materials, and more students are being attracted toward these departments.

The library occupies one of the largest and choicest rooms in the building and is well equipped with shelves, tables, paper racks and desks; it is also supplied with steam heat and electric lights.

All the books have been selected with care and with special reference to the needs of the school, and include works on general literature, science, art, commerce, history, theology, and education.

¹⁹*Catalogue, Snow Academy, 1913-14.*
The current periodicals, newspapers, and magazines of the State and nation are furnished for additional reading material, so as to keep the library up to date in current happenings.

**Improvements and Beautification**

With the addition of more property to the campus, the administration deemed it an opportune time to carry out a program of campus improvements and beautification. The *Snowdrift*, Vol. VI, No. 2, Wednesday, September 18, 1929 gives an account of these projects as they were proposed.

The college campus is daily undergoing a transformation. The many improvements that are being made will soon cause both visitors and resident students to wonder if they are lost.

The barns and waste have all been removed. Last Saturday the fence south of the gymnasium was torn down and the adjacent trees disappeared. According to present plans, the fence around the remainder of the campus will be removed within the next few months. Even though it was painted only a year ago, age is causing the entire structure to look unkept.

This week the supervising engineer will map the recently purchased addition to the campus. He will plan an automatic sprinkling system and the grade necessary for its successful operation. It is planned to install the pipes within the next few weeks.

The entire plot will be sodded into grass, making an ideal athletic field. This improvement will add much to the general appearance of the campus and buildings.

Another improvement will be the removal of all the superstructure in connection with the heating system except the smoke stack. This change has not been definitely approved but it will undoubtedly be made this term. The coal bin and the heating system will all be underground and a cement block will be buried as a top. This arrangement will make the athletic grounds ample for the staging of league meets in football.

The parking space at the north and west of the building will also be improved, according to present plans, before winter sets in.

On Monday March 31, 1930 at a meeting of the Executive Committee of the Board of Trustees, President L. R. Anderson reported his visit to Dr. Merrill, Church Superintendent, pertaining to the improvements of the campus. The President was instructed to call for bids for the
materials necessary for an automatic sprinkling system. He was also instructed to confer with the student body officers to obtain the cooperation of the students.

With the completion of these projects the college became an attractive place and prestige was added to the school.

According to Minutes of the Executive Committee, Snow College, 30 June 1924 "... The matter of the revaluation of the property of the Snow College was taken up and after careful consideration the revaluation on the basis of present day worth was changed as follows:

- Main building: $57,600.00 to $100,000.00
- Appar. and equipment in building: $4,600.00 to $8,000.00
- Gymnasium: $24,000.00 to $24,000.00
- Appar. and equipment in gym.: $1,800.00 to $1,800.00

$88,000.00 $133,800.00

Thus we see that in the early years of the Academy, facilities were limited, scattered and borrowed. As enrollment increased and the curriculum expanded, additional buildings became necessary. By 1924 the college had become centralized with two large well-equipped buildings on what is now the Snow College Campus. Further additions made, prior to the time the institution was taken over by the State in 1932, were principally on the grounds, in clearing away of unsightly buildings, improving lawns and generally beautifying the campus.
CHAPTER VII
NAME AND ACCREDITATION CHANGES

The institution founded as Sanpete Stake Academy underwent a number of changes in title and accreditation while under the administration of the Church of Jesus Christ of Latter-day Saints.

A study and interpretation of these changes is something of an index to the expansion of the school.

As already indicated in Chapter II, the school was named Sanpete Stake Academy because of its being sponsored by Sanpete Stake with the approval of the General Church Board of Education. However, by 1900 there was considerable discussion as to the wisdom of changing the name of the school.

One of the suggestions advanced during the discussion is found in the Faculty Minutes, September 12, 1897. Professor Benjamin Cluff of Brigham Young Academy had offered the " . . . proposition that the Sanpete Stake Academy become a branch of the B. Y. Academy at Provo, Utah." The faculty unanimously rejected the proposal.

The problem of name came before the Sanpete Stake Board of Education April 4, 1900. At that time Bishop Reid\(^2\) approved the idea of incorporating the school and changing the name of the academy. Bishop C. N. Lund, of Mt. Pleasant, thought the name should be changed; President Canute Peterson moved that, ". . . with the sanction of President Lorenzo Snow, the name of the Sanpete Stake Academy be changed to "The Lorenzo

\(^1\)Minutes, Sanpete Stake Board of Education, Apr. 4, 1900.
\(^2\)Bishop Reid is known as William T. Reid of Manti, Utah.
Snow Academy." The motion was seconded by Bishop Lund. All voted "yea".

On April 28, 1900, "... it was moved by John B. Maiben and seconded by Bishop Lund that in the event that President Snow declined to have the Academy called by his name, that the name 'The John Taylor Academy' be adopted." The proposal was unanimously accepted.5

In answer to a letter of inquiry regarding President Peterson's proposal, the following letter was received from the office of President Lorenzo Snow:

Salt Lake City, Utah April 27, 1900

President Canute Peterson
Ephraim
Dear Brother:

In answer to yours asking President Snow's permission that your Academy be called after his name, namely, the Lorenzo Snow Academy, I am directed to say that while the President does not like to decline the honor you thus desire to confer upon him, he does not feel that he can permit his name, as suggested to be given to it, but is willing that it be called "The Snow Academy," and thus divide the honor between his deceased friend and brother, and himself, and hopes this will meet your mind and that of your Board.

Yours,

/s/Geo. F. Gibbs, Sec'y6

Further reference as to this change in name is found in Volume II of the Newton E. Noyes Diary.7

---

3John B. Maiben, Second Councillor in Sanpete Stake Presidency.


5Minutes of Sanpete Stake Academy, Apr. 28, 1900. Incorporation meeting.

6Ibid.

We have outgrown the name of Stake Academy as our school has representatives from other counties and states. We now desire to change the name of our school. We intend to grow until we become one of the best in the land.

The name "Snow Academy" was legally adopted and continued from 1900 to 1917. As the Normal School grew in importance, the question again arose as to the suitability of the name. From the Faculty Minutes, Snow Academy, held January 9, 1916, Principal N. E. Noyes said, "The time is opportune for a change in the name of the school from Snow Academy to that of Junior College", and asked the teachers present to think the matter over.

It was decided that names suggested for the college be submitted to the General Board of Education as follows: Snow-Lund College, Snow-Lund Normal College, and Snow Normal College. Later Principal Noyes reported that the General Board had decided the name should be Snow Normal College.

Academic Accreditation was responsible for the fourth name of the school. November 16 and 17, 1922, Dr. C. N. Jensen, State Superintendent of Public Instruction, A. C. Matheson, Assistant Superintendent, and Professor Bjarnason of the University of Utah made an inspection of the school to ascertain whether or not the State Department should grant First Class Certificates to the second-year graduates of the College.

It was reported by President Wayne B. Hales that, as a result of the inspection of the Snow Normal College by the State Board of Education, the College was fully recognized and accredited by them as a Junior College, and that the Normal graduates would receive first-class teacher certificates. Because of this recognition, the school became known as

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8See Chapter VIII of this study.
9Faculty Minutes, Snow Academy, April 17, 1917.
10Faculty Minutes, Snow Normal College, 1922-23.
11Minutes of Board of Education, 1922-23, p. 159.
Snow Junior College, the name it bore during 1922 and 1923.

However, before the 1922-23 academic year closed, the name was again the subject of debate. When the controversy arose is not a matter of record; but final action is recorded in the Minutes of the Board of Trustees, March 17, 1923. L. R. Anderson, Chairman of the board, moved, "... that we follow the recommendations of the Church Commission of Education that the name of the College be changed to the Snow College and that the school go on the quarter system the coming year." This motion passed and the name of the school became officially "Snow College."

**TABLE II**

<table>
<thead>
<tr>
<th>Name</th>
<th>From</th>
<th>To</th>
</tr>
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<tbody>
<tr>
<td>Sanpete Stake Academy</td>
<td>Nov. 5, 1888</td>
<td>1900</td>
</tr>
<tr>
<td>Snow Academy</td>
<td>April 17, 1900</td>
<td>1917</td>
</tr>
<tr>
<td>Snow Normal College</td>
<td>April 10, 1917</td>
<td>1922</td>
</tr>
<tr>
<td>Snow Junior College</td>
<td>March 17, 1922</td>
<td>1923</td>
</tr>
<tr>
<td>Snow College</td>
<td>March 17, 1923</td>
<td>1951</td>
</tr>
</tbody>
</table>

Snow College received further accreditation as a Church school.

The Snowdrift, published October 8th, 1930, says that "The Journal of the American Medical Association states that Snow College is an Accredited school for pre-medics."

On April 7, 1932, Snow College was first officially listed as an accredited Junior College by the Northwestern Association for the Accrediting of high schools and higher institutions of learning. This came as a result of the investigations of Dr. Fredrick J. Bolton and Hugh M.
Woodward.

After the date of this recognition, Snow College was invited to matriculate with the National Association of Colleges and the National Polytechnic Institute. 12

Summary:

During Church administration, this institution which began as an Academy having a Preparatory and Intermediate department, established to meet a need in local training, progressed, through High School and Normal work, to become a fully accredited Junior College.
CHAPTER VIII
THE ORIGINAL AND EXPANDED CURRICULUM

During the period of Church administration, the school curriculum underwent many changes. Expansions and deletions appear to have paralleled the changing demands made upon the institution as it evolved from preparatory school to a certified Junior College. As noted in Chapter IV of this study, the character of the student body had a definite effect on the expansion of the curriculum.

Original Curriculum

The initial academic courses at the Sanpete Stake Academy were divided into the Intermediate and Preparatory departments.

The subjects taught in the Preparatory department were parallel with those of the seventh grade in the Public schools at that time. This department was organized especially for those who had passed the school age, and whose educational opportunities had been limited.

The original course of study in this department, together with the list of approved text books follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Text Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology</td>
<td>Bible</td>
</tr>
<tr>
<td>Grammar</td>
<td>Reed and Kellogg's Graded Lessons in English</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Milne, to page 230</td>
</tr>
<tr>
<td>Orthography</td>
<td>Marshall's Modern Speller</td>
</tr>
<tr>
<td>Geography</td>
<td>Frye's Complete</td>
</tr>
<tr>
<td>Reading</td>
<td>Franklin's Fifth</td>
</tr>
<tr>
<td>Hygiene</td>
<td>Steele</td>
</tr>
<tr>
<td>Penmanship</td>
<td>Michael's System</td>
</tr>
</tbody>
</table>

The work offered in the Intermediate department was on a level with the eighth grade of the Public school at that time. Students graduated

---

1Circular, Sanpete Stake Academy, 1888-89, p. 2. The Preparatory course continued until 1910.
from this department were eligible to enter the High School or the Normal section.

The course of study with their textbooks were:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbook/Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology</td>
<td>Church History</td>
</tr>
<tr>
<td>Grammar</td>
<td>Reed and Kellogg's &quot;Higher Lessons in English&quot;</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Milne's &quot;Standard&quot; from page 170 to end of book.</td>
</tr>
<tr>
<td>Orthography</td>
<td>Marshall's &quot;Modern Speller.&quot;</td>
</tr>
<tr>
<td>Reading</td>
<td>Franklin's Fifth</td>
</tr>
<tr>
<td>Geography</td>
<td>Frye's, Complete</td>
</tr>
<tr>
<td>Physiology</td>
<td>Steele</td>
</tr>
<tr>
<td>U. S. History</td>
<td>Fiske</td>
</tr>
<tr>
<td>Penmanship</td>
<td>Michael's System</td>
</tr>
</tbody>
</table>

As the students finished the work of a course, they were graduated. They did not wait until the complete departmental offering was finished, but received recognition of completion as each course was finished.

It was customary to hold public examinations in which the student would be asked to answer oral questions regarding his work. Examination questions were formulated by the instructor of the course and approved by the faculty. If the student passed, successfully, he was graduated. This saved the time of the faculty having to vote on each student as he completed each course.3

The Expanding Curriculum

Curriculum growth was continuous from the beginning years of the school. By 1894 a three year High School had been added. The High School course was increased to four years and the Normal course to two in 1895; and in 1898 a two year Business course was added. The next year the Business offering was expanded and the Intermediate department dropped from the curriculum; the Preparatory was divided into sections A. and B. and Normal work increased to four years.

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2 Ibid. Intermediate work discontinued in 1899.

3 Faculty Minutes, Sanpete Stake Academy, 13 Feb. 1897; see also Appendix E.
In 1904, departments of Carpentry, Dressmaking, Agriculture and Domestic Science were established, and a Kindergarten was added as a training school in the Normal field.

These departments were expanded and in 1912 a Music course was made part of the school curriculum. Another year was added to the Normal course and in 1916 this course was increased to six years.

In 1922 a Junior College Department of Arts and Science was added and Carpentry was dropped and in 1923 all High School work was discontinued.

Table 12 (page 56) gives an overall view of courses offered from the opening years of the Academy until it became an established Junior College in 1923.

Courses in Theology, ranging from a study of the Old and New Testament through scriptures of the L. D. S. Church and studies of Doctrine and Church History were a required part of each year's work in each field.

It was the purpose of the institution to include a sound religious foundation on which other fields of learning could be established. 

High School course offerings were designed to give students a broad range of experience. Required subjects, in addition to theology, included the sciences, mathematics, English and social science, with electives in the additional fields of Foreign Language, art, music, domestic art and science, agricultural subjects and hygiene.

The Preparatory Normal Course included subjects of the high school curriculum as well as beginning courses in Education. Advanced Normal work was primarily a study of the various phases of Education. Public

See Chapter II, p. 4.
### TABLE 12
THE EXPANDING CURRICULUM

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1888-1893</td>
<td>Preparatory, Intermediate, 1 year Normal</td>
</tr>
<tr>
<td>1894-1895</td>
<td>Preparatory, Intermediate, 1 year Normal, 3 year High School</td>
</tr>
<tr>
<td>1895-1898</td>
<td>Preparatory, Intermediate, 2 year Normal, 4 year High School</td>
</tr>
<tr>
<td>1898-1899</td>
<td>Preparatory, Intermediate, 3 year Normal, 4 year High School, 2 year Business</td>
</tr>
<tr>
<td>1899-1904</td>
<td>Preparatory A and B, 4 year Normal, 4 year High School, 3 year Business</td>
</tr>
<tr>
<td>1904-1905</td>
<td>Preparatory A and B, 4 year Normal, 4 year High School, 3 year Commercial, 4 year Kindergarten, 2 year Carpentry, 2 year Dressmaking, Agriculture, and Domestic Science.</td>
</tr>
<tr>
<td>1907-1908</td>
<td>Preparatory A and B, 4 year Normal, 4 year High School, 4 year Commercial, 3 year Carpentry, 3 year Domestic Science, 3 year Domestic Art, 3 year Agricultural Course.</td>
</tr>
</tbody>
</table>

Note: A Fifth Year was added to the Normal course in 1912.

- **1912-1915.** 5 year Normal, 4 year High School, 4 year Commercial, 3 year Carpentry, 3 year Domestic Science, 3 year Domestic Art, 3 year Agriculture, Music.
- **1916.** 6 year Normal Course, 4 year High School, 4 year Commercial, 3 year Carpentry, 3 year Domestic Science, 3 year Domestic Art, 3 year Agriculture, Music.
- **1922.** Junior College Department of Arts and Science added. Admitted to American Association of Junior Colleges.
- **1923.** All High School work discontinued.

---

5Announcement of Snow College, 1923-24, p. 12. After High School work was transferred from the institution, all instruction given at the College was in conformity with the standards of the American Association of Junior Colleges. See Table 15.
School Music, Pedagogy and School Management, History of Education, Educational Psychology and Playground Supervision, are indicative of the course offering. Book of Mormon Evidences and Jesus, the Christ, were the advanced Theology course.

The specialized courses, Commercial, Agriculture, and Domestic Science were kept broad to include, not only subjects in their specific field but mathematics, English, Social Science, General Science and as has been mentioned, Theology.

As an indication of the complete offering in the nine fields of study taught at the Academy in 1916-17, a detailed listing of the curriculum of that year is included.

**TABLE 13**

**COURSE OFFERINGS, 1916-17**

**Summary of Courses**

The courses offered by the Academy are as follows:

1. Preparatory Normal Course, four years.
2. High School Course, four years.
3. Commercial Course, four years.
4. Agricultural Course, three years.
5. Domestic Science Course, three years.
6. Domestic Art Course, three years.
7. Carpentry Course, three years.
8. Special Course in Music.
9. College Normal Course, two years.

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6 *Catalogue, Snow Academy, 1916-17* pp. 27-34
### TABLE 13 CONT'D

#### COURSE OFFERINGS, 1916-17

<table>
<thead>
<tr>
<th>PREPARATORY NORMAL COURSE</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Year</td>
<td>Units</td>
<td>Second Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book of Mormon</td>
<td>1/2</td>
<td>New Testament History</td>
<td>1/2</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td>Physiology</td>
<td>1</td>
</tr>
<tr>
<td>Manual Training</td>
<td>1/2</td>
<td>Zoology</td>
<td>1/2</td>
</tr>
<tr>
<td>Drawing</td>
<td>1</td>
<td>General History</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>Hygiene and Sanitation</td>
<td>1/2</td>
</tr>
<tr>
<td>Physical Culture</td>
<td>1</td>
<td>Oral Expression</td>
<td>1/2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3rd Year</td>
<td></td>
<td>4th Year</td>
</tr>
<tr>
<td>Old Testament History</td>
<td>1/2</td>
<td>Church History and Doctrine</td>
<td>1/2</td>
</tr>
<tr>
<td>English Literature</td>
<td>1</td>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>United States History</td>
<td>1</td>
</tr>
<tr>
<td>Botany</td>
<td>1</td>
<td>Civics</td>
<td>1</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Vocal Music</td>
<td>1</td>
<td>El. Psychology</td>
<td>1/2</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>Economics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5th Year</td>
<td></td>
<td>6th Year</td>
</tr>
<tr>
<td>Book of Mormon Evidence</td>
<td>2</td>
<td>Jesus, the Christ</td>
<td>2</td>
</tr>
<tr>
<td>English Rhe. and Com.</td>
<td>3</td>
<td>Ed. Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Public School Music</td>
<td>2</td>
<td>Training</td>
<td>3</td>
</tr>
<tr>
<td>Ed. Sociology</td>
<td>3</td>
<td>Principles of Education</td>
<td>3</td>
</tr>
<tr>
<td>Training</td>
<td>2</td>
<td>Nature for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Pedagogy and School Mgt.</td>
<td>3</td>
<td>Playground Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Review of Com. Branches</td>
<td>3</td>
</tr>
<tr>
<td>History of Education</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>COLLEGE NORMAL COURSE</th>
<th>1st Sem.</th>
<th>2nd Sem.</th>
<th>1st Sem.</th>
<th>2nd Sem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book of Mormon Evidence</td>
<td>2</td>
<td>2</td>
<td>Jesus, the Christ</td>
<td>2</td>
</tr>
<tr>
<td>English Rhe. and Com.</td>
<td>3</td>
<td>3</td>
<td>Ed. Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Public School Music</td>
<td>2</td>
<td>2</td>
<td>Training</td>
<td>3</td>
</tr>
<tr>
<td>Ed. Sociology</td>
<td>3</td>
<td>3</td>
<td>Principles of Education</td>
<td>3</td>
</tr>
<tr>
<td>Training</td>
<td>2</td>
<td>2</td>
<td>Nature for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Pedagogy and School Mgt.</td>
<td>3</td>
<td>3</td>
<td>Playground Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>3</td>
<td>Review of Com. Branches</td>
<td>3</td>
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<tr>
<td>History of Education</td>
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<td>3</td>
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<tr>
<td></td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
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</tbody>
</table>
### Course Offerings, 1916-17

#### High School Course

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Second Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology, 4 times a week</td>
<td>1</td>
<td>Theology, 4 times</td>
<td>1</td>
</tr>
<tr>
<td>Book of Mormon</td>
<td>1</td>
<td>New Testament</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>General History</td>
<td>1</td>
</tr>
<tr>
<td>Electives#</td>
<td>1</td>
<td>Electives#</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4½</td>
<td></td>
<td>4½</td>
</tr>
</tbody>
</table>

#### Third Year

| Theology, 4 times                            | 1     | Theology, 4 times                         | 1     |
| Old Testament                                | 1     | Church History                            | 1     |
| English Literature                           | 1     | English (Advanced Rhetoric)               | 1     |
| Chemistry                                    | 1     | Physics                                   | 1     |
| Botany                                       | 1     | U. S. History and Civics                 | 1     |
| Electives#                                   | 1     | Electives#                                | 1     |
|                                                | 4½    |                                           | 4½    |

#### Fourth Year

| Theology                                     | 1     | Theology                                 | 1     |
| Life of Christ                               | 1     | Church History & Doctrine                | 1     |
| English                                      | 1     | Commercial Law                           | 1     |
| Algebra                                      | 1     | History and Civics                       | 1     |
| Bookkeeping                                  | 1     | Economics                                | 1     |
| Electives#                                   | 1     | Electives#                               | 1     |
|                                                | 4     |                                           | 4½    |

#### Four-Year Commercial Course

| First Year                                    |     | Second Year                               |     |
| Theology, 4 times a week                     | 1½   | Theology                                 | 1½   |
| Book of Mormon                               | 1    | Life of Christ                            | 1    |
| English, Grammar, Classics and Comp.          | 1    | English                                  | 1    |
| Commercial Arithmetic                        | 1    | Algebra                                  | 1    |
| Penmanship                                   | 0    | Bookkeeping                              | 1    |
| Bookkeeping A., 2 periods                    | 1    | Electives#                               | 1    |
| Electives#                                   | 1    |                                           | 1    |
|                                                | 4    |                                           | 4½   |

| Third Year                                    |     |                                           |     |
| Theology                                     | 1    |                                           |     |
| Old Testament History                        | 1    |                                           |     |
| English Literature                           | 1    |                                           |     |
| Typewriting or Electives#                    | 1½   |                                           |     |
| History a and b                              | 1    |                                           |     |
|                                                | 4    |                                           |     |

#### Notes

- High School subjects: Foreign Language 1, Drawing 1⁄2, Music 1⁄2, Domestic Art 1⁄2, Domestic Science 1, Agriculture 1, Manual Training 1, Zoology 1⁄2, Physical Training 1⁄2, Economics 1⁄2, Solid Geometry 1⁄2, English History 1, Hygiene and Sanitation 1⁄2.
### AGRICULTURE COURSE

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Second Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology a (Book of Mormon)</td>
<td>½</td>
<td>Theology c (Life of Christ)</td>
<td>½</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td>Geometry a and b</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>English c and d</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>Zoology</td>
<td>1 ½</td>
</tr>
<tr>
<td>Agriculture a and b</td>
<td>1</td>
<td>Agriculture c and d</td>
<td>1 ½</td>
</tr>
<tr>
<td>Carpentry a</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4½</td>
<td></td>
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</tbody>
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### DOMESTIC SCIENCE

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology, 4 times Book of Mormon</td>
<td>Theology, 4 times New Testament</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Algebra</td>
<td>Dressmaking</td>
</tr>
<tr>
<td>D.S. I and II Sanitation of Food Cooking</td>
<td>Dom. Science III and IV (Food &amp; Mfg.), Cooking</td>
</tr>
<tr>
<td>Sewing a and b</td>
<td>Dom. Science V</td>
</tr>
<tr>
<td>Drawing</td>
<td>Hygiene, Home Care of Sick</td>
</tr>
<tr>
<td>Physical Culture</td>
<td>Dom. Science VI</td>
</tr>
<tr>
<td></td>
<td>Household Economics</td>
</tr>
<tr>
<td></td>
<td>General History</td>
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<tr>
<td></td>
<td>4½</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4½</td>
<td></td>
</tr>
</tbody>
</table>
## TABLE 13 CONT'D

### COURSE OFFERINGS, 1916-17

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Units</th>
<th>Second Year</th>
<th>Units</th>
<th>Third Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMESTIC ART</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theology a</td>
<td>½</td>
<td></td>
<td>Theology c</td>
<td>½</td>
<td>Theology e</td>
<td>½</td>
</tr>
<tr>
<td>Book of Mormon</td>
<td></td>
<td></td>
<td>Life of Christ</td>
<td></td>
<td>Old Testament</td>
<td></td>
</tr>
<tr>
<td>English a</td>
<td>1</td>
<td></td>
<td>English c</td>
<td>1</td>
<td>English Literature</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td></td>
<td>Theory of Cooking a</td>
<td>1</td>
<td>Dressmaking e</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td></td>
<td>Physiology a</td>
<td>½</td>
<td>Fancy Work a</td>
<td>½</td>
</tr>
<tr>
<td>Sewing a</td>
<td>½</td>
<td></td>
<td>Dressmaking c</td>
<td>1</td>
<td>History a</td>
<td>1</td>
</tr>
<tr>
<td>Vocal Music or Drawing</td>
<td>½</td>
<td></td>
<td>Cooking a</td>
<td>½</td>
<td>Elective</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td>4½</td>
<td></td>
<td></td>
<td>4½</td>
<td></td>
<td>4½</td>
</tr>
<tr>
<td><strong>CARPENTRY COURSE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theology a</td>
<td>½</td>
<td></td>
<td>Theology c</td>
<td>½</td>
<td>Theology e</td>
<td>½</td>
</tr>
<tr>
<td>English a</td>
<td>1</td>
<td></td>
<td>English b</td>
<td>1</td>
<td>English c</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
<td></td>
<td>Geometry</td>
<td>1</td>
<td>Mechanical Drawing</td>
<td>1</td>
</tr>
<tr>
<td>Shopwork a</td>
<td>1</td>
<td></td>
<td>Mechanical Drawing a</td>
<td>½</td>
<td>Shopwork e</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td></td>
<td>Shopwork c</td>
<td>1</td>
<td>Elective</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td>4½</td>
<td></td>
<td></td>
<td>4½</td>
<td></td>
<td>4½</td>
</tr>
</tbody>
</table>

It is interesting to note that the school was organized in the University pattern, with principals in charge of the various departments. For example, a partial list of faculty members, as found in the Announcement of Snow Normal College for 1921-22 is here given:

Wayne B. Hales, A. B. President.
Newton E. Noyes, M. A. Principal of Normal School, . . .
William G. Barton, M. A. Principal of High School, . . .
Mahonri Thomson, M. A. Cts. Principal of Commercial School . . .
The Normal Curriculum

From the beginning years of the school, Normal work was available to the students of the Academy. Newton E. Noyes recorded in his Diary that the Normal course was first introduced to train teachers for the Sunday Schools and other teaching positions called for by the Church. This first training was primarily teaching under supervision. Formal academic classes were not given nor required.

As the need arose for more trained teachers, the Academy expanded its offering in the Normal field. This early training was preparatory in scope. This Normal training was a branch of High School and was therefore on the High School level.

In 1900 the Snow Academy had an enrollment of 225 students. They graduated that year nine students from the Normal School of Graduation. This number of students was 75 percent of the total number graduated that year. Showing that in the very early stages the Snow Academy was a teacher training institution.

The nine students by name were: Geneva C. Anderson, Marie Beck, Nephi Bates, Ruth Dorius, Clara Hanson, Orson Rasmussen, Angus Thompson, Nephi Williams and Elizabeth Williams.

This is the first year the graduates were listed as Normal Graduates. Normal classes had been given from the beginning, but this year was the first the department had been listed as such. The teachers got their training experience in the different schools of Ephraim. 7

In 1912 a fifth year was added to the Normal department8; in 1916, the sixth year. This gave normal students two years on the college level.

In 1924 the High School was moved from the college building to the Ephraim Public School and, in exchange, grades one to four inclusive of the Public School, were moved to the college building to be used as a training school for the Normal department.9

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7Circular of Snow Academy, 1900-01.
8Minutes, Board of Trustees, 5 February 1912. At the banquet (of
When the curriculum was definitely established on a college level, H. C. Snell of the Education (Normal) department made the following recommendations:

That students who are being graduated with the teacher's certificate be required in the future to:

1. Submit a certificate in penmanship from the Palmer School or some other recognized school in penmanship.

2. Submit credit in Review of the Common Branches from High School, or be required to take this course in Snow College without credit. Motion carried.

Practice Teaching

Students were assigned by the quarter to practice teaching in the elementary school. Along with their practice work they were required to attend one class in school teaching methods. This gave the students the opportunity to apply various teaching methods in the class during the quarter's work.

In the following table, compiled from catalogues of Snow College selected at 10 year intervals, 1888 to 1940, it may be noted that from 1900 to 1930 the number of graduates from the Normal School increased consistently, and that the Normal department contributed well over half of the number graduating.

The sudden drop in number of normal graduates after 1930, was caused by the changing of certification requirements to the Bachelor's degree by the State Board of Education.

Trustees) the principal made an appeal for one or two years of college work to be added to the Normal course of the Snow Academy. All the members of the board were favorable to the movement and it will be presented to the Church Board for approval.

10 Faculty Minutes, Snow College, 3 April 1928.
TABLE NO. 14

THE TRAINED TEACHER PHASE OF SNOW COLLEGE
1888 - 1940

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Normal Graduates</th>
<th>Percent of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1888</td>
<td>121</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>1890</td>
<td>157</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>1900</td>
<td>225</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>1910</td>
<td>346 (Include High School)</td>
<td>12</td>
<td>63</td>
</tr>
<tr>
<td>1920</td>
<td>329 (Include High School)</td>
<td>31</td>
<td>69</td>
</tr>
<tr>
<td>1930</td>
<td>325 (Include High School)</td>
<td>44*</td>
<td>69</td>
</tr>
<tr>
<td>1940</td>
<td>336 (Include High School)</td>
<td>None**</td>
<td>None</td>
</tr>
</tbody>
</table>

*College was transferred to state July 1, 1932."

**State certification requirements changed to include Bachelor's degree.

The High School

In 1894-95 there were three years of High School work and the following year the fourth year was added.

The declared objective of the High School course, as stated in the Snow Academy Catalogue each year from 1901 to 1910 was:

The High School Course is offered for those who do not wish to take a Normal Course leading to the profession of teaching, but who desire a culture training, and anticipate advanced work along the lines of English, history, mathematics, and science. The work is planned so as to give an excellent preparation for those who do not continue their studies beyond this course, or to those who desire going on with college work.

All High School work was discontinued in 1923 when the school received accreditation as a Junior College.

Departments and Vocational Courses

The courses in the various departments were vocational in emphasis and set up for both preparatory and terminal training.

The two-year business course was begun in 1898-99 and from 1899 to 1907 it was expanded to three years. From 1907 to 1923 the course was
four years and included: bookkeeping, shorthand, typing, penmanship, and commercial arithmetic.

When the High School work was discontinued, shorthand, accounting, Business English, and Business Law were added on the college level. Business law and English were one term courses; the other was set up as beginner and advanced courses which could be taken over a period of two years.

The reasons for establishment of the business work as stated in the Catalogue follows:

"The purpose of the Commercial Department is to give young men and women an opportunity to prepare for the commercial phases of life. Business knowledge is the secret of success, and those students who complete the Commercial courses should be better prepared to assume leadership and responsibility in business and in the various industries and professions. . . .

The two-year Business Course was offered to those students who are unable to complete the full course and who desire special preparation for becoming accountants, clerks, amanuenses, etc."

A course in Filing was taught during the last two years of the school during church administration.

Carpentry, Dress Making, Domestic Science and Agriculture were taught as skill courses. Special units of work were set in each of these departments to meet the demands of the student. Some of these units were completed in as little as three weeks time.

Training in women's work had been introduced in the first years of the school. Principal Noyes recorded in his *Diary*, dated Oct. 27, 1897, " . . . the attendance is increasing daily and the Dressmaking department is well attended."

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11 Catalogue, Snow Academy, 1910, p. 23.
By 1904 two year courses were established in each of these areas and in 1907 a third year was added. This program continued until 1922 when the institution was made an accredited Junior College. All courses of vocational character, along with the Carpentry department were discontinued at the time of the accreditation.

Home Economic and Agricultural courses on the college level were set-up, but carpentry and welding were not reinstated during the church administration. The department of home making offered classes in foods, nutrition, mothercraft, home nursing, dressmaking and textile decoration.

Junior College

Under date of January 29, 1923 a proposed Junior College curricula was presented to the faculty. It was accepted by this group February 6, 1923 and confirmed by letter from the Church School Commission February 14, that same year. Table 15 follows.

TABLE 15

PROPOSED CURRICULUM FOR THE CHURCH JUNIOR COLLEGES12

A. Entrance and Graduation Requirements, Standards.

1. No high school work is to be done in the Junior College.
2. Minimum entrance requirements: Those of the American Association of Junior Colleges, provided that no student under 18 years of age shall be allowed to enter conditionally.
3. Minimum graduation requirements: Those of the American Association of Junior Colleges, provided that the required courses, listed below, shall have been taken.

12Minutes of Faculty Meeting, Snow Normal College, Feb. 14, 1923.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit in Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology (Two Years)</td>
<td>Ethics &amp; Religion or Biblical biography</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>English and American Literature</td>
<td>9</td>
</tr>
<tr>
<td>History and Social Sciences (Group)</td>
<td>Foundations of Mormonism or History of Christian religion</td>
<td>10</td>
</tr>
<tr>
<td>Exact Sciences (Group)</td>
<td>English and American Literature</td>
<td>10</td>
</tr>
<tr>
<td>Biological Sciences (Group)</td>
<td>English and American Literature</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education (One Credit each quarter)</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language to be arranged for by each school.</td>
<td></td>
</tr>
<tr>
<td>Courses of Instruction</td>
<td>Description</td>
<td>Credit in Quarter Hours</td>
</tr>
<tr>
<td>Theology 1,2,3</td>
<td>Ethics &amp; Religion or Biblical biography</td>
<td>12</td>
</tr>
<tr>
<td>Theology 4,5,6</td>
<td>Foundations of Mormonism or History of Christian religion</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Standard freshman English (Composition)</td>
<td>9</td>
</tr>
<tr>
<td>English 1,2,3</td>
<td>English and American Literature</td>
<td>9</td>
</tr>
<tr>
<td>English 4,5,6</td>
<td>Advanced Composition</td>
<td>6</td>
</tr>
<tr>
<td>English 7,8,9</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>English 10</td>
<td>Foreign Language to be arranged for by each school.</td>
<td></td>
</tr>
<tr>
<td>Exact Sciences.</td>
<td>Trigonometry, higher algebra, analytic geometry</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics 1,2,3</td>
<td>Freshmen Physics</td>
<td>15</td>
</tr>
<tr>
<td>Physics 4,5,6</td>
<td>Freshman Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry 1,2</td>
<td>General</td>
<td>4</td>
</tr>
<tr>
<td>Geology 1</td>
<td>Geography (Alternates with geology)</td>
<td>4</td>
</tr>
<tr>
<td>Geology 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Science</td>
<td>Botany (One term)</td>
<td>5</td>
</tr>
<tr>
<td>Biology 1</td>
<td>Zoology (May alternate with another course)</td>
<td>5</td>
</tr>
<tr>
<td>Biology 2</td>
<td>General Bacteriology (One term)</td>
<td>5</td>
</tr>
<tr>
<td>Biology 3</td>
<td>Genetics (One term)</td>
<td>5</td>
</tr>
<tr>
<td>Biology 4</td>
<td>Hygiene &amp; Sanitation</td>
<td>5</td>
</tr>
<tr>
<td>Biology 5</td>
<td>Agronomy, animal husbandry, horticulture</td>
<td>9</td>
</tr>
<tr>
<td>Biology 6,7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Social Science</td>
<td>European or American</td>
<td>15</td>
</tr>
<tr>
<td>History and Social Science 1,2,3</td>
<td>General Economics</td>
<td>10</td>
</tr>
<tr>
<td>History and Social Science 4,5</td>
<td>Political Science</td>
<td>5</td>
</tr>
<tr>
<td>History and Social Science 6</td>
<td>Sociology</td>
<td>5</td>
</tr>
<tr>
<td>History and Social Science 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 49
TABLE 16 CONT'D

PROPOSED CURRICULUM FOR THE CHURCH JUNIOR COLLEGES

<table>
<thead>
<tr>
<th>Courses of Instruction</th>
<th>Description</th>
<th>Credit in Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Psychology 1,2,3</td>
<td>Educational psychology, Pron. of Educ. Classroom Management</td>
<td>9</td>
</tr>
<tr>
<td>Education and Psychology 4</td>
<td>Special Methods (Primary)</td>
<td>3</td>
</tr>
<tr>
<td>Education and Psychology 5</td>
<td>Special Methods (Grammar)</td>
<td>3</td>
</tr>
<tr>
<td>Education and Psychology 6</td>
<td>Elementary School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Education and Psychology 7</td>
<td>Training</td>
<td>10</td>
</tr>
<tr>
<td>Education and Psychology 8</td>
<td>Advanced Psychology and Educational Measurements</td>
<td>9</td>
</tr>
</tbody>
</table>

Miscellaneous.

| Home Economics | 3 |
| Nutrition I | 3 |
| Dietetics II | 3 |
| Home Management and Economics | 3 |
| Cookery 4,5,6 | 6 |
| Domestic Art 7,8,9 | Advanced dressmaking, Costume Design, Millinery | 6 |

Commerce

| Accounting - throughout year | 3 |
| Typewriting | 2 |
| Stenography | 9 |

Music. (To be given very little credit - one man's time.)

Physical Education - One man's time.

Missionary Course

A special course, designed to help prospective missionaries become familiar with the Scriptures and History of the Church; to assist in developing better English usage, and to give some experience in public speaking, was given. The course of study consisted of Bible, Book of Mormon, Church History, Public Speaking, and Corrective English. This course lasted one academic quarter.
Theology Department

Much care was taken in the organization of the Theology department. It is matter of common history that students who take most interest in their theological studies do the best work in the other branches which they pursue. Instructions aimed to strengthen the testimony of the students in regard to their religion (Mormonism) were imparted in especially organized courses, and in various religious meetings.

The Church Standard works were used as text books, Book of Mormon, Bible, Doctrine and Covenants, and Pearl of Great Price; thus acquainting the students with the principal doctrines of the Church.

The program was planned to train the young men in their duties and responsibilities in the Priesthood. Priesthood meeting was held every Wednesday night at 7:30 o'clock. The young women received special instructions regarding their duties in the Church and how they fit into the Priesthood plan.

One hour of each school day was devoted to theological training and all students, except non-Mormons, with whom it was optional, were required to take part.

All students were required to attend morning devotional exercises. These meetings were designed as an instruction period as well as a worship service.

In 1925 twelve hours of theology credit was the maximum allowed each student toward graduation.

General Requirements for Graduation

The Catalogues of Snow College from 1922 until time of transfer to

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13 Announcement, 1921-22, p. 10.
to State in 1932, show the requirements for graduation.

In 1922-23 graduation requirements from each of the departments, including High School, Vocational Courses, Commercial, Normal, and the College Arts and Science course is given.

From 1923-24 until 1932, all graduation from the College, required completion of prescribed Junior College courses.

In 1924 and thereafter Associate degrees were granted.

1922-23

No student who has not fully completed his course will be entitled to graduate, and the certificate or diploma shall be withheld until all the prescribed work has been satisfactorily done.

Certificates:

Students completing the three years of work as prescribed in the Agricultural, Domestic Art, Domestic Science, or Carpentry courses, (12 units required), are entitled to graduate, Special certificates will be issued to graduates from these departments.

Diplomas:

Students completing the Commercial and High School courses will receive diplomas.

Normal Diploma:

Students who have completed two years of college work including 21 hours of Education and 8 hours of Theology, will be awarded a Normal diploma.

Arts and Science Diploma:

Students who have completed the two years Arts and Science course will be awarded an Arts and Science Diploma.

1923-24

Normal Diploma: 90 quarter hours.

Arts and Science Diploma: 90 quarter hours, including prescribed subjects.

1924-25

Students graduating from Snow College will be granted one of
the following degrees: Associate in Education (A.E.), Associate in Science (A.S.), Associate of Arts (A.A.). 90 quarter hours are required for graduation, 45 of which must be obtained in residence.

Credit for theology is not to exceed 12 hours, English 9 hours, and Physical Education 2 hours.

1925-26

Same as 1924-25 with this change: 96 hours required to graduate, 48 of which must be obtained in residence.

1926-1932

Requirements the same as 1925-26.13

Grades

Class standing was based equally upon the daily recitation, the monthly and final examinations, and was recorded in the student record books of the Academy. The results were given to the students by the letters, A, B, C, D, and E.

"A" indicates a standing from 90 to 100 per cent
"B" " " " " 80 " 89 " 
"C" " " " " 70 " 79 " 
"D" " " " " 60 " 69 " 
"E" " " below 60 percent
"F" indicates conditioned, and
"G" indicates failure.14

In 1926 Mary Williamson, Chairman of the Attendance and Scholarship Committee, submitted the following recommendation of that committee:

That a general standard for grades be based upon the attendance and quantity of work of students as follows:

For an "A" grade, attendance of 12 weeks.
For a "B" grade, attendance of at least 11 weeks.
For a "C" grade, attendance of at least 10 weeks.
For a "D" grade, attendance of at least 9 weeks.15

13Catalogues, Snow College, 1922-1932.
14Catalogue, 1909-10, p. 4.
15Faculty Minutes, September 20, 1926.
Clubs 16

The history of school clubs at Snow College dates back to the founding of the school. Those first clubs were started primarily to stimulate interest in various departments of study. The "Student Society" was organized in 1892 to increase the interest in lectures, play production and reading. The "Field Club", which was formed three years later seems to have been a nature study club. It was open to all students interested in hiking and specimen were collected on these hikes. In that same year the "Business Society" was formed.

The "Alumni Association" began in May 1896 with thirty-three members. This group was organized to promote the general welfare of the graduates. In 1898 the "Normal Society" was formed to consider problems of mutual interest to Normal students.

The date of the beginning of the "Girls Club" is not available, but it is mentioned early in the records of the school. Its purpose was to promote interest in the home and domestic problems.

In the nineteen-twenties, clubs were formed fast and became very popular. These can be divided roughly into three groups: Honorary, Departmental and Social.

The "S" Club, organized in 1924, was open to all students who had received the letter "S" for achievement. It's primary purpose was to protect the honor of the school. The history of this club has been continuous since its beginning and is active on the campus today.

The departmental or scholastic clubs were organized to build greater interest and enthusiasm in the various departments of the school. The

16 Catalogues, passim. 1888-1932. See also Appendix G.
"Debating Club" was organized in 1923, "Snow Science Club" in 1924, "Snow Scribblers Club" (creative writing) in 1926, "Sigma Delta Chi" (dramatics) in 1927, and the "Tennis Club" in 1931. Of these, the "Scribblers Club" and "Sigma Delta Chi" are still making their worthwhile contributions to the school. In addition to stimulating creative writing among the students, the "Scribblers Club" has been instrumental in collecting and preserving much interesting and historical data regarding Snow College.

The "Tennis Club" has been absorbed by the Women's Athletic Association.

Of the Social clubs, "Snow Boosters", organized in 1924, to promote life and unity in the Student Body, and the "Cloggers Club", which also began in 1924, to promote interest in dancing, were of short duration, having been discontinued in 1926.

"Theta Epsilon Omiga" a club for L.D.S. returned missionaries, organized in 1926, was displaced in 1931 by "The Parsons Club". When this club ceased functioning is not definite, but it was active at the time the school was transferred from Church to State in 1932.

The "Amica Club", organized in 1931 was open to all women students. It has been absorbed by Associated Women Students, which is active today.

The "Severianes", organized in 1924, made up of students of Sevier County, and the "Castle Valley Club", open to all Emery County students, organized in 1925, were social in nature. These regional clubs, and others organized after 1932, served as a welcoming committee to all new students from the areas they represented. They were also a means of contact with prospective students. All regional clubs have later been combined to form the "Stragglers Club" which is in existence today.
Summary

Although, the course offering was small at first, the Academy was well founded, and year by year strength was added in the way of more experienced teachers and improved courses of study. The curriculum expanded continuously to meet the needs and demands of the students that attended. This expansion and growth eventually brought about accreditation of the school as a Junior College.
CHAPTER IX

STUDENT PERSONNEL

A study of student personnel from 1888 to 1931 reveals an expansion of area served by the school and a change in student interests and age levels.

The first class of 1888 had 121 students attending. Eighty-one of those students were from Ephraim and the remainder from other towns of Sanpete County, except one from Sanford, Colorado, and one each from Salt Lake City and American Fork, Utah. These three students were the only ones from outside the Sanpete Area.¹

In contrast, at the time of the transfer of the school to the State of Utah, students came from a wide area. The Snowdrift of February 4, 1931 carries a summary of enrollment statistics. Students were in attendance from Wyoming and Utah, representing 11 counties and 41 communities.

... 222 students drawn from the following counties are in attendance: Carbon, Emery, Garfield, Millard, Piute, Sevier, Sanpete, Summit, Unitah, Utah and Wayne. Communities that are represented are Fairview, Mt. Pleasant, Spring City, Moroni, Fountain Green, Ephraim, Manti, Mayfield, Sterling, Gunnison, Salina, Redmond, National, Ferron, Emery, Coalville, Price, Venice, Aurora, Richfield, Springville, Monroe, Circleville, Huntington, Robertson, Wyoming, Orangeville, Elsinore, Oak City, Joseph, Boulder, Hinckley, Delta, LaPoint, Escalante, Milburn, Cleveland, Loa, Wellington, Chester, Cannonville, Bicknell.

Last year's enrollment was 232. The students were from 10 counties and 55 communities. Teachers from the graduating class of 1930 are distributed as follows: Box Elder has nine, Carbon eight, Sevier seven, South Sanpete seven, Summit two, Tooele three, Emery three, Jordan six, Millard four, Nebo two, North Sanpete eight. Twentyeight of the 1930 class are now in senior colleges studying law, engineering, medicine, arts, sciences and education.

¹Summarized from Annual Record, Sanpete Stake Academy, 1888-1917.
About 66 percent of this year's enrollment are pursuing Normal Education courses, the other 34 per cent are taking preparatory work for senior college. They are studying pre-medics, pre-law, pre-engineering, forestry, home economics, and agriculture. The prospective graduates number above 70. Of these, the majority are students of Education.

In the beginning years of the Academy, the enrollment changed from week to week and term to term. Some students entered school for a few weeks and few attended during the entire year, with the peak of enrollment during the winter season when farm work was slack. This practice of entering for a few weeks is attested by numerous notes in the Newton E. Noyes Diary. Representative quotations are here given:

Monday, Mr. 2, 1903
The enrollment in school is beginning to decrease a little. Two hundred and fifteen have been registered this year—eight more than at any previous year.

Monday, Mar. 16, 1903
The attendance is dropping off.

Friday, Mr. 20, 1903
The eleventh week of school closes with an attendance of about 125.

The enrollment record of the sixth academic year, 1893-4, is tabulated by departments and weeks, as shown in table 17. It is a statistical breakdown of the enrollment, over the signature of Newton E. Noyes, Principal.

It may be noted that enrollment of older students and students in special courses was negligible during the first four weeks of the first term in comparison with subsequent weeks; that the second term enrollment suffered a seasonal drop at the end of the sixth or seventh week.

This practice of intermittent attendance, no doubt, prompted the paragraph to be found on page 7 of the Catalogue, 1906-07:

While students may enter school at any time, and be kindly received, experience has taught a valuable lesson of economy, both
TABLE 17
DEPARTMENTS AND ENROLLMENT — SCHOOL YEAR 1893-94

SIXTH ACADEMIC YEAR

<table>
<thead>
<tr>
<th>Departments</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>13th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>12</td>
<td>15</td>
<td>17</td>
<td>17</td>
<td>18</td>
<td>21</td>
<td>23</td>
<td>25</td>
<td>26</td>
<td>26</td>
<td>27</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Preparatory</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>17</td>
<td>18</td>
<td>27</td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>34</td>
<td>36</td>
<td>36</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Ladies</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>21</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Art</td>
<td>23</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>22</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Fancy Work</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

First Term Second Term
First Term Second Term
First Term Second Term
First Term Second Term
First Term Second Term

\(^2\)Faculty Minutes, Sixth Academic Year, 1893-94. Entered over signature of Newton E. Noyes.
in time and in means, in beginning at the opening of the first semester and continuing to the close of the year. In school, as elsewhere, success depends on sacrifice.

**Recruitment Practices**

At the time the institution was established, there was a strong desire for education in this area, and the initiative for student enrollment seems to have rested with the families and Sanpete Stake\(^3\) officers, including Bishops, and ward leaders.\(^4\)

The practice of soliciting for students was early accepted. Principal Newton E. Noyes in his Diary made many entries of trips to wards, stakes, and communities to invite young people to become students at the Academy.

A representative entry is:

Aug. 29, 1897.
Toured Sevier, Piute and Wayne counties in the interest of the Academy, speaking on the advantages of an education. To Glenwood and Mayfield in a wagon, roads dusty and rough. Bp. Dorius along. Koosharem, Rabbit Valley, Grass Valley. "Quite a few students will attend Sanpete Stake Academy this fall." (Sept. 3)

Faculty members were assigned areas to canvas for students, and were asked to speak at Church Conferences in the various Stakes to encourage students to attend the school. At the time of the transfer of the school to the State, the college district included Juab, Millard, Sevier, Wayne, Garfield, Sanpete, Emery, and Carbon counties. In addition, the athletic coaches solicited players from Uintah, Duchesne and Tooele counties. It was the policy of the school administration that enrollment campaigns in areas of Branch Agricultural College, Dixie College, and adjacent to Brigham

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\(^3\)Sanpete Stake at that time included what is now Sanpete County.

\(^4\)See Chapter II.
Young University be incidental or be avoided.

In the soliciting of students, the presidents in the various stakes were also given enrollment responsibilities. An entry from the Minutes, Executive Committee, Board of Trustees, Nov. 27, 1923 reveals that:

... Since the Winter Quarter of the Snow College opens on 10 Dec. '23, and inasmuch as there are many boys and girls who are high school graduates in our district and who are not in school, it was decided that the Board of Trustees be united in increasing the registration in the college for the winter quarter by 55 new students. In order to accomplish this end it was decided that the Stake Presidents begin at once on a drive to raise this number. Each stake was given the following quota to raise:

South Sanpete 15  North Sevier 5  Emery 5
North Sanpete 10  Sevier 5  Wayne 3
Gunnison 5  South Sevier 5  Garfield 3

The president of the Faculty was instructed to communicate with the stake presidents and furnish all available information which may help them in raising their quota.

That business houses, as well as private citizens cooperated to make Snow College attractive to the students is evident in the special fares, reduced prices on merchandise and low cost housing facilities that were available.

Circulars mailed to prospective students carried the following item regarding incidental expense:

Board and lodging ranges from $2.00 to $2.50 per week, washing included. Students from abroad will find it cheaper to rent rooms and board themselves. Where the latter plan is adopted, it is recommended that no more than three or four go in together, and then it is well that there be a senior person who will have general oversight, and perhaps do the cooking. To students boarding, the leading business houses of Ephraim give five per cent discount on groceries and ten per cent on general merchandise. Students get reduced rates over the San Pete Valley Railway.

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5 See Chapter III. Stake Presidents were members of the College Board of Trustees.

6 Circular, Snow Academy, 1900-01.
Lists of graduates were obtained from high school principals and were kept on file for an indefinite number of years. These lists were checked yearly by alumni of the various high schools to ascertain which students were not attending school. Letters and circulars, descriptive of the college activities were mailed, during the spring and summer months, to all recent graduates, and to all prospects from earlier graduating class lists.

News items were sent to the local papers in the college area at least once a month and to the state papers at least semi-weekly. The policy was to keep the name and activities of the school constantly before the public. This contact by news items and circulars was an out-of-class responsibility of one of the faculty members. Committee assignment was indicated annually in the school Catalogue.

Admission Requirements

In the beginning the admission requirement was the desire to attend school and a willingness to accept the rules and regulations of the institution.

Students, upon registering, were graded according to their qualifications, or according to their interests. During the early years, registration was by courses, and certificates of graduation were awarded upon the completion of each course.

According to information in the Newton E. Noyes Diary, final examinations were requisite to the completion of a course, as attested by the following entries:

April 22, 1897. Examination work continues. On account

7Supra. p. 73.
8See Chapter V; also Appendix C.
of finishing courses of study, the examinations are lengthy and searching.

April 26 . . . The examinations being over, the teachers brought up the questions on which the students had been examined, explaining them wherein they had been missed.

The status of students and the requisites of enrollment are summarized in the Catalogue of 1906-07, as follows:

To avoid improper grading, each student is examined before entering school. He is then assigned to the department for which he is qualified. Young men and women who have had but little schooling usually enter the Preparatory course A. Those who have completed the Seventh grade in the public schools are admitted to Preparatory B.

Graduates from the public schools may enter any of the courses given in the Academy without examination by presenting their diplomas.

Note 1. Before electing his studies a student should consult his advisory teacher. The maximum number of hours a student may elect in any adepartment where studies are not assigned is twenty.

By 1910 an age limit had been imposed. " . . . students should not be received in the preparatory department unless they are over 16 years of age."

When credits were first required for entrance is not clear, however, in 1924-5, the Announcement, published by the College that at the time of entrance a record of each student would be made, showing name, date of birth, parentage, home, and Church standing. A daily report of the attendance, preparation, and efficiency was kept in all classes. The standing of students was based upon recitation, monthly and final examinations. College credits were recorded in quarter hours, one quarter hour being defined as the equivalent of one sixty-minute recitation per

Faculty Minutes, Snow Academy, May 24, 1910.
week for one quarter. Fifteen hours was considered a full load for one quarter and forty-five hours a full year's work. Students desiring to register for more credits were required to obtain special permission from the faculty by petition.

At the time of transfer to State administration, the entrance requirements were similar to those defined by other accredited institutions. A student desiring to enroll should have:

(A) Graduated from a standard secondary school; or (B) presented evidence in the form of an official transcript of credits showing they have completed fifteen acceptable units, twelve of which have been earned in the last three years in high school; or (C) passed regular entrance exams in a sufficient number of subjects to make fifteen acceptable units.

Entrance units should include the following: English, 3 units, Social Science 2 units, 1 unit of algebra and one unit of Exact Science are recommended. 10

In addition to the regulation academic requirement, all students must register for one course in religion, each term. 11

Changes in Age Level

Membership of the first class had an age spread of 11 to 32 years. There were three students in the youngest group and one in the oldest. The average age for the class was between 25 and 26 years.

At the time of the transfer of the school to the State, the age level of the students was 17 to 20 years; that of the graduating class was approximately 19 years. This shift in age spread indicates a greater homogeneity in the student body, at least in years. The shift in age-level spread roughly parallels the growth and accreditation of the school.

10 Catalogue, 1930-31, p. 29.

11 Ibid.
As the school grew and developed the age of the students became more uniform. After the institution became an accredited college, there were no older students enrolled except potential missionaries, returned missionaries or a widow who attended to complete a normal course.

Student Interest

Registration records of the first year of the Academy show three major interests: Mastery of the three "R's" in the preparatory department, training in religion and the training of women in the ladies department. By 1893, enrollment in the Intermediate Department equalled that of the Preparatory. This change was probably due to the practice of advancing students, upon completion of courses, from Preparatory to Intermediate departments.

In 1894 Normal work was added; subsequently, Commercial and Carpentry. The Business department began in 1898. "The first business class meeting was held on November 18th. This was another step in the advancement of the history of the Academy."  

The Annual Statistical Record reflects change in student interest and levels of training in a breakdown of enrollment.

**TABLE 18**

**ENROLLMENT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Special</th>
<th>Preparatory</th>
<th>Intermediate</th>
<th>Normal</th>
<th>Commercial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1894</td>
<td>35</td>
<td>37</td>
<td>10</td>
<td>1/4</td>
<td>33</td>
</tr>
<tr>
<td>1899</td>
<td>1/4</td>
<td>111</td>
<td>1/4</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td>1900</td>
<td>6</td>
<td>40</td>
<td>16/4</td>
<td>25</td>
<td>3</td>
</tr>
</tbody>
</table>

12See Table 17, Supra. p. 77.

13See Chapter VIII for Course offerings.

14Diary, Newton E. Noyes, Volume 1, page 51.
The graduating class of 1930 consisted of forty-four in Education\(^{15}\) (Normal), thirteen in Science, five in the Arts\(^{16}\). There were eleven departments in the subject areas taught at the school; courses in English, History and Social Science, Exact Science, Biological Science and Physical Education were required of all students. There were no courses in carpentry, or any of the other of the so-called manual skills except sewing, which were centers of student interest in the early days of the institution.

Out of class activities had been proportionately expanded\(^{17}\). Clubs were formed to stimulate student interest in the various departments, and to take care of the social needs of the students.

\(^{15}\)Although 1933 marks the end of Church administration, the following is an interesting sidelight: In 1935, forty-three percent graduated with an Associate Degree of Education, in 1936, twenty-nine percent, in 1937, twenty-five percent and in 1938 it had dropped to only six percent. By 1939 it had dropped to zero percent. This was due to the change in certification requirements of the State of a B. S. degree.

\(^{16}\)Catalogue, Snow College, 1930-31, p. 43.

\(^{17}\)See Chapter VIII.
CHAPTER X
FINANCE

The financing of the school during its early years seems to have been devoid of any set system of appropriation. The matter of finance was left primarily with the local Church authorities and the school administration. Available financial records began with the administration of Newton E. Noyes¹ and with the Minutes of the Executive Committee, November 3, 1893.

Comments on "Receipts and Disbursements"² indicate that tuition, contributions, and fund raising enterprises were the principal sources of revenue, and that there was a constant struggle to maintain the school.

Tuition

Tuition seems to have been one of the major sources of income. The first Circular, published by the Sanpete Stake Academy, dated 1868 makes the following statement:

Preparatory Department per term $4.00
Intermediate Department per term 6.00

Note. No refunds will be made except in case of protracted illness.

The percentage to which the tuition financed the institution is not on record, but it is to be presumed that it amounted to a sizeable percentage. During the year 1895, the tuition served as the sole source of

¹See Chapter III.
²Stake Board and Faculty Records and Minutes, on file at Snow College use this phrase frequently.
³See Appendix A.
revenue to the school.

This year the teachers did not receive salaries. The Church was financially embarrassed and made no appropriation. Brother Maeser called on the teachers to come to the rescue of the Church Schools. The Church didn't want the schools to go down, but no funds were available for paying the teachers. The teachers in the Sanpete Stake Academy willingly responded and all they received was the little tuition paid by the students. Brother Maeser said it would be credited to the teachers as a mission.

/s Newton E. Noyes, Principal.

*Five teachers were employed at this time.*

In July 1896, it was decided that each student, on entering the Academy would pay a fee of $1.00, for which he would receive a printed "Certificate of Membership", which would carry the signature of the President of the Board, the Principal, and the Secretary of the Faculty.  

By 1906, the tuition fees were charged according to the subject in which the student was majoring. Charges were made for a Semester, rather than by term, as had been the method previously. In some cases, tuition could be paid by the year, rather than semester, which resulted in a saving to the student.

Tuition costs ranged from $3.00 per subject for each semester, for special two or three hour study courses, to $8.00 per semester for the Dressmaking course. The cost for the Dressmaking course for the year was $12.00.

This change in cost parallels the expanding curriculum in the school. As new courses were added, the range of fees was extended accordingly.

A complete list of Fees and Expenses for 1906-07, as found in the

1Statement of Receipts and Disbursements, Snow College, 15 July 1895 p. 15
2Minutes, Stake Board of Education, 16 July, 1896.
3See Chapter VIII.
Catalogue of Snow Academy is here given:

FEES AND EXPENSES

All fees and tuition are payable in advance. No refund.

Tuition

For Preparatory courses $7.50 per Semester, tuition by the week $1.00. Special subjects $3.00 per subject for each Semester.
Upon entering the Normal, High School, or Kindergarten Normal course, the student pays $20.00. Tuition for any succeeding year will be $5.00.
Sunday School Kindergarten course, tuition $10.00.
Commercial Course.—Entrance year $25.00. Any year thereafter $15.00.
Shorthand Course.—$12.00 per year.
Carpentry Course.—$12.00 per year. Students must pay extra for their charts. Tuition by the Semester $5.00.
Music.—Beginners in band or orchestral music pay $5.00 per year. Arrangements must be made with the instructor for special lessons in vocal or instrumental music.
Agriculture.—$12.00 per year. Winter course $6.00.
Domestic Science.—$12.00 per year.
Special Subjects per Semester.—Theology is free. Tuition for any other four or five hour study in any of the courses is $1.00; for two or three hour study $3.00.
Book-keeping $5.00 per Semester, or $3.00 per year.
Stenography $5.00 per Semester.
Type-writing $3.00 per Semester.

Fees

A library fee of $1.00 is required of all students.
A graduate from a Three or Four Year course pays $5.00 for his diploma; from a One or Two year course, $2.50.
Lab oratory Fees.—In chemistry $2.50; in physics, $1.00; in botany $1.00; in Zoology $1.00. In other courses, this fee will be just enough to cover the cost of materials used.

It is to be noted that there was no set fee for private instruction, and that the course in Theology, which was required of all students, was given free. Some courses charged a larger initial fee, but was lowered

7An item regarding Incidental Expense was also given: "Good Board and lodging ranges from $2.50 to $3.00 per week, washing included. Non-resident students can reduce their expenses by renting rooms and boarding themselves. Rent is from $1.00 to $1.50 per room."

for subsequent years. It should also be noted that a library fee was assessed.

The Announcement of Snow College, 1923-24, indicates that registration fees had been made uniform in all Church Junior Colleges, and that all fees ' . . . must be paid at the time of registration.'

No deduction will be made in cases of late registration. Refunds in cases of withdrawals are made only when the reasons for withdrawals are satisfactory and when application is made immediately. If application is made within two weeks after registration, 75 per cent of total fees will be returned; within four weeks after registration, 50 per cent will be returned; after the first month no refund will be granted.

It will be noted from Table 19, that entrance fees were set according to the quarter, rather than subject areas as was the custom in 1906-07; also that a graduation fee had been initiated. Special fees were set in courses which involved laboratory facilities and special equipment as may be noted.

During 1931, one of the depression years, it was decided by the Executive Committee ' . . . that no student be requested to withdraw on account of not having funds, that we ask students to sign notes if they are not able to pay.' Special action was taken in the case of a returned missionary who had no money, but was desirous of attending Snow College. It was decided that ' . . . she and others in similar circumstances be allowed to attend school and pay when they had the funds available. Table No. 20, page 90, shows the variable tuition payments for

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8It is a matter of record that a number of these notes were never collected. The collection of these notes became a very disagreeable task in later years.

9Minutes, Executive Committee, November 17, 1931.
All fees MUST be paid at the time of registration.

**Entrance Fees**

Registration fee, three quarters ........................................ $25.00
Registration fee, two quarters ........................................... 20.00
Registration fee, one quarter ........................................... 15.00
Student Body Activity fee, three quarters ......................... 7.50
Student Body Activity fee, two quarters ........................... 6.00
Student Body Activity fee, one quarter ........................... 4.50

Note:—Registration fee has been made uniform in all Church Junior Colleges.

**Graduation Fees**

Normal Diploma ............................................................ $5.00
Arts and Science Diploma .............................................. 5.00

These fees must accompany the application for graduation.

**Special Fees**

Chemistry 1, 2 and 3 .................................................. $2.50
Chemistry 4, 5 and 6 .................................................. 5.00
Physics 1, 2 and 3 ...................................................... 2.50
Physics 4, 5 and 6 ...................................................... 5.00
Botany ................................................................. 2.50
Zoology ................................................................. 2.50
Bacteriology ........................................................... 2.50
Experimental Cookery .................................................. 2.50
Domestic Art, one period ............................................. 1.00
Domestic Art, two periods ............................................ 2.00
Typewriting ............................................................ 5.00
Towels ................................................................. 1.00*

*Fifty cents refunded upon return of key.

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10Snow College, Announcement, 1923-24, p. 10. "Incidental Expenses. Good board and lodging range from $5.00 to $6.00 per week. Non-resident students can reduce their expenses by renting rooms and boarding themselves. Rent is from $1.00 and up per room per month. Books may be purchased at the College Book Store at a little more than cost price. POSITIVELY, books will not be sold on credit."
the year. Under this system of delayed tuition payments, bills amounting to $682.98 were approved. The practice of allowing students to attend the school and pay later, was discontinued the following year.

TABLE 20

STUDENT TUITION PAYMENTS - 1931

<table>
<thead>
<tr>
<th>Students Paying</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 students</td>
<td>nothing</td>
</tr>
<tr>
<td>42 students</td>
<td>$1.00 up to $10.00</td>
</tr>
<tr>
<td>20 students</td>
<td>10.00 &quot; 20.00</td>
</tr>
<tr>
<td>92 students</td>
<td>20.00 &quot; 30.00</td>
</tr>
<tr>
<td>1 student</td>
<td>30.00 &quot; 40.00</td>
</tr>
<tr>
<td>1 student</td>
<td>40.00 &quot; 50.00</td>
</tr>
<tr>
<td>5 students</td>
<td>50.00 and upwards</td>
</tr>
<tr>
<td>13 scholarship</td>
<td>students</td>
</tr>
</tbody>
</table>

In addition to the registration fees, miscellaneous and laboratory fees were assessed.

As a State institution, Snow College opened its doors to students September 19, 1932. Table No. 21 records the fees and expenses of that year.

TABLE 21

FEES AND EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>Three Quarters</th>
<th>Two Quarters</th>
<th>One Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Tuition</td>
<td>$22.00</td>
<td>$28.00</td>
<td>$11.00</td>
</tr>
<tr>
<td>Student Body</td>
<td>$8.00</td>
<td>$6.00</td>
<td>$3.00</td>
</tr>
<tr>
<td>Total</td>
<td>$60.00</td>
<td>$44.00</td>
<td>$27.00</td>
</tr>
</tbody>
</table>

11 Minutes, Executive Committee, Nov. 17, 1931

12 Snow College had become a State Junior College July 1, 1932, by action of the Legislature of 1931, Chapter 58, Laws of Utah, 1931.
The information embodied in Table 22, gives us first hand the changes made in fees and tuition during the period 1922 through 1932. The fees increased consistently throughout this period, beginning in 1922 with College entrance fee of twenty-five dollars ($25.00) for one year with a five dollar ($5.00) Student Body fee optional. By 1928 the registration fee for one year was forty-five dollars ($45.00), student body fee included; by 1933, fees for three quarters totalled sixty dollars ($60.00).

13Announcement, Snow College, 1932-33. Some students attended Snow College during the 1931-32 school year for less than $175.00
TABLE 22

ENTRANCE AND STUDENT BODY FEES

OVERALL SUMMARY OF REPRESENTATIVE YEARS

<table>
<thead>
<tr>
<th>Year</th>
<th>College Department</th>
<th>High School Department</th>
<th>Freshmen High School Students from Ephraim</th>
<th>Student Body fee (Optional with student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922-23</td>
<td></td>
<td></td>
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<tr>
<td>1923-24</td>
<td>Registration fee, 3 quarters</td>
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<td></td>
<td>Registration fee, 2 quarters</td>
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<tr>
<td></td>
<td>Registration fee, 1 quarter</td>
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<tr>
<td></td>
<td>Student Body Activity fee, 3 quarters</td>
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<td></td>
<td>Student Body Activity fee, 2 quarters</td>
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<tr>
<td></td>
<td>Student Body Activity fee, 1 quarter</td>
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</tbody>
</table>

Note: This year registration fee was made uniform in all Church Junior Colleges.

<table>
<thead>
<tr>
<th>Year</th>
<th>College Department</th>
<th>High School Department</th>
<th>Freshmen High School Students from Ephraim</th>
<th>Student Body fee (Optional with student)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>1924-25</td>
<td>Same as above 1923-24</td>
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Note: All fees must be paid at time of registration.

<table>
<thead>
<tr>
<th>Year</th>
<th>College Department</th>
<th>High School Department</th>
<th>Freshmen High School Students from Ephraim</th>
<th>Student Body fee (Optional with student)</th>
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<td>1925-26</td>
<td>Registration fee, 3 quarters</td>
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<td>Registration fee, 2 quarters</td>
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<td>Registration fee, 1 quarter</td>
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<td>Student Body Activity fee, 3 quarters</td>
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<td>Student Body Activity fee, 2 quarters</td>
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<td>1926-27</td>
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<td>1927-28</td>
<td>Registration fee, 3 quarters</td>
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<td>Registration fee, 2 quarters</td>
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<td>Registration fee, 1 quarter</td>
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<td>*Includes Student Body fees</td>
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<td>1928-29</td>
<td>Registration fee, 3 quarters</td>
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<td>Registration fee, 2 quarters</td>
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<td>*Includes Student Body fees</td>
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<tr>
<td>1929-30</td>
<td>Registration fee, 3 quarters</td>
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<td>Registration fee, 2 quarters</td>
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<td>Registration fee, 1 quarter</td>
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<td></td>
<td>*Includes Student Body fees</td>
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</table>

*Includes Student Body fees
From the foregoing table, it is evident that fees were planned to encourage students to attend consistently. Registering for a full year's work resulted in a considerable saving to the student, over a one or two quarter registration, except during the years 1930-31 and 1931-32. Fees charged during these two years were higher than at any other time during the period covered by this study.

Local Support

As has been stated, during the early years of the school, tuition was the primary source of finance. It was supplemented by local support. Voluntary contributions, in either money or produce, were accepted to help in the operational expenses of the institution and in the establishing of new buildings.

Compiled from Catalogues and Announcements, Snow College, 1922-1933.
Funds for the Academy were also raised through special activities. An entry in the Minutes of the Executive Committee, Stake Board of Education, 23 November 1893, is representative: "It was moved and carried that fuel and lights be provided for the Academy by the Board getting up parties, and giving the proceeds. Brother Maiben made a donation of $5.00 for paying incidental expenses."

Although there are no complete records on the amount of support given locally, there are statements to indicate that the Stake was expected to furnish the major part of necessary funds. An example, from the Newton E. Noyes Diary, August 14, 1898, Apostle Lund moved "... that the Stake would carry the Academy this year."

When plans were made for building a permanent home for the school, the people were asked to contribute of their means. Newton E. Noyes recorded in his Diary under the date of Saturday, January 21, 1899: "The financial canvassing committee reports that the people of Ephraim have subscribed $7,400.00 for the erection of the new Academy building." Church Support

Prior to March 30, 1900 financial aid from the General Church funds was limited to appropriations by request as the school was considered to be primarily a Stake undertaking. The first of such appropriations amounted to $801.20 in 1892. The amount of all subsequent appropriations is not available, however, there is a record that on July 16, 1896, it was proposed by the Executive Committee of the Stake Board of Education "... that the Church be asked for $1200 appropriation."17

15 See Chapter VI.

16 Receipts and Disbursements of Sanpete Stake Academy, 15 July 1892.

17 Minutes of Executive Committee, Stake Board of Education, 16 July 1896.
An entry in the Newton E. Noyes Diary, May 28, 1898 reads:

"Through an oversight the General Church Board has not made an appropriation for our Academy. There being twelve in the faculty, it works a great hardship on us ...." Under the date of July 29, 1898, an entry reads, "This withdrawal of support almost means the death of the Academy, but with strong and persistent effort it is going to survive."

On May 25, 1898, Principal Noyes wrote: "The hour seems rather dark, today, however, in our meeting with the First Presidency we received encouragement. An appropriation will be made for next year."

On March 17, 1899, Newton E. Noyes recorded that " ... . $1000 appropriation had been received from the Church.

It is presumed that some appropriation from the Church was made annually, excepting in 1898, because failure to make one produced a period of despair as already noted.

Principal Newton E. Noyes and Sanpete Stake Presidency, Camute Peterson, Henry Beal and William D. Livingston, met with the First Presidency of the Church on March 20, 1900, in the interest of securing financial aid from the Church for the Sanpete Stake Academy.\textsuperscript{18}

A report of the Academy was made by Principal Noyes, which won the approval of the Church General Authorities present. After some discussion, President Snow asked "Brother Gibbs", the clerk, " ... . to make us out an order for Two Thousand Dollars appropriation for the present school year."\textsuperscript{19} It was at this meeting that the standing of the school

\textsuperscript{18}Newton E. Noyes Diary, Volume II, page 1. March 29, 1900 and March 30, 1900.

\textsuperscript{19}Ibid. An interesting item regarding this appropriation is found under date of Apr. 2, 1900. "Ephraim. My work today has been attending to the selling of grain which we have received from the Church as an appropriation to the Academy."
was established in the Church school system.

**Teacher Salaries**

After the March meeting in 1900, the disbursements in teachers' salaries showed definite increase as indicated in Table 23. A safe conclusion would be that appropriations from the general funds of the Church were made annually. The salary range for teachers was determined by the available funds to be used for this purpose.

**Table 23**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1892</td>
<td>$1266.00</td>
<td>3</td>
</tr>
<tr>
<td>1893</td>
<td>1312.80</td>
<td>3</td>
</tr>
<tr>
<td>1894</td>
<td>312.43, cash, merchandise and produce</td>
<td>No. not available</td>
</tr>
<tr>
<td>1895</td>
<td>Not available, tuition only</td>
<td>9</td>
</tr>
<tr>
<td>1896</td>
<td>$165.20 cash, $.35, merchandise</td>
<td>No. not available</td>
</tr>
<tr>
<td>1897</td>
<td>2030.15 cash and produce</td>
<td>&quot;</td>
</tr>
<tr>
<td>1898</td>
<td>1045.28#</td>
<td>12</td>
</tr>
<tr>
<td>1899</td>
<td>1620.19 cash</td>
<td>No. not available</td>
</tr>
<tr>
<td>1899-1900</td>
<td>2477.62 cash</td>
<td>&quot;</td>
</tr>
<tr>
<td>1900-01</td>
<td>5092.07</td>
<td>&quot;</td>
</tr>
<tr>
<td>1901-02</td>
<td>5618.54 cash</td>
<td>12</td>
</tr>
<tr>
<td>1902-03</td>
<td>4704.00 cash</td>
<td>11</td>
</tr>
<tr>
<td>1903-04</td>
<td>5259.00 cash</td>
<td>13</td>
</tr>
<tr>
<td>1904-05</td>
<td>7382.75 cash</td>
<td>15</td>
</tr>
</tbody>
</table>

*Teachers' Salaries lowered because of poor finance.*

Note that after 1900 amount paid in teacher salaries was consistently higher than before 1900.

After 1906, teacher salaries are compiled in Table 24 according to salary range, from lowest to highest paid teacher each year. In some cases, where the beginning salary is unusually low, as in 1924, part time teachers were employed for special courses that were offered. Amount of

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20 Information collected from Statistical Records on file at Snow College.
salary for individual teachers, after 1920, was determined by a special classification, as well as years of service to the institution. 21

TABLE 24

TEACHER SALARIES - 1907-1927 22

<table>
<thead>
<tr>
<th>Year</th>
<th>Salary range per year</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 June 1906</td>
<td>$115 to $1600</td>
<td>13</td>
</tr>
<tr>
<td>12 Oct. 1907</td>
<td>$105 to $1600</td>
<td>13</td>
</tr>
<tr>
<td>21 May 1908</td>
<td>$100 to $1600</td>
<td>14</td>
</tr>
<tr>
<td>23 Mar. 1909</td>
<td>$700 to $1600</td>
<td>13</td>
</tr>
<tr>
<td>29 Mar. 1910</td>
<td>$550 to $1600</td>
<td>13</td>
</tr>
<tr>
<td>5 Feb. 1912</td>
<td>$640 to $1800</td>
<td></td>
</tr>
<tr>
<td>25 Mar. 1913</td>
<td>$125 to $1800</td>
<td>15</td>
</tr>
<tr>
<td>25 May 1914</td>
<td>$550 to $1800</td>
<td>17</td>
</tr>
<tr>
<td>27 Mar. 1915</td>
<td>$700 to $1800</td>
<td>15</td>
</tr>
<tr>
<td>19 Apr. 1916</td>
<td>$700 to $1900</td>
<td>11</td>
</tr>
<tr>
<td>17 Apr. 1917</td>
<td>$750 to $1900</td>
<td>13</td>
</tr>
<tr>
<td>27 Apr. 1918</td>
<td>$800 to $2100</td>
<td>13</td>
</tr>
<tr>
<td>20 Apr. 1920</td>
<td>$325 to $2750</td>
<td>12</td>
</tr>
<tr>
<td>20 May 1922</td>
<td>$600 to $2750</td>
<td>15</td>
</tr>
<tr>
<td>17 Mar. 1923</td>
<td>$1600 to $2750</td>
<td>13</td>
</tr>
<tr>
<td>30 June 1924</td>
<td>$225 to $2850</td>
<td>13</td>
</tr>
<tr>
<td>30 June 1925</td>
<td>$1600 to $3500</td>
<td>16</td>
</tr>
<tr>
<td>30 June 1926</td>
<td>$1000 to $3500</td>
<td>16</td>
</tr>
<tr>
<td>30 June 1927</td>
<td>$500 to $3500</td>
<td>13</td>
</tr>
</tbody>
</table>

*Similar data for the last four years of Church administration was not available.

The Minutes of the Board of Trustees, Snow Academy, October 12, 1907 shows that the salaries for the Principals of the various departments were fixed as follows:

Principal $1600.00
Principal High School $1200.00
Principal Normal Dept. $1100.00
Principal Commercial Dept. $100.00

21See Chapter IV.

22Compiled from Statistical Records on file at Snow College.
In 1923 a policy of salary increase was recommended as compensation for additional training. President Lewis R. Anderson moved, in the meeting of the Board of Trustees, March 17, 1923, "... that we offer as an inducement to all our teachers to get away to summer school, an increase of $100 for each three months spent in school until a maximum of $3000 be reached for the President and $2500 be reached for the faculty members." The motion passed.

Summary:

The matter of Finance in the early years of the school was an ever present hardship. Tuition was the major source of funds, and it was supplemented by local and some Church support. After 1900, funds from the General Church Board were received regularly and served as a dependable source of financial support for the school.

The amount paid out in teacher salaries over the years, is indicative of the finance involved in the maintenance of the school. Years when funds were low, disbursements were correspondingly low, and as funds became available, additional expenditures were possible.

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23 This is an interesting contrast to the salary inducements as recorded in Statements of Receipts and Disbursements, Sanpete Stake Academy, July 15, 1895. Supra. Chapter 10, p. 86.

Also in 1899 it is recorded in Faculty Minutes of December 22: "... Some remarks on financial matters were made and the aspects were not too encouraging. The little money and tithing credit on hand were distributed amongst the teachers."
CHAPTER XI
SUMMARY AND CONCLUSIONS

The Sanpete Stake Academy was established as a part of the Latter-day Saint Church school system. Other Stake Academies were being set up as was recommended by the Church Authorities.¹ These schools had close relationship with Brigham Young Academy, since Dr. Karl G. Maeser was principal of B. Y. A., as well as General Superintendent of Church Schools.²

These academies were set up as local responsibilities and as missionary projects, the purpose being to give religious and vocational training. Regular school terms were designated, and short courses were offered to satisfy the needs of the people. This program eventually led the school into the field of Normal training.

The responsibility for getting students to attend school was placed on local Church officials, as well as school administrative and teaching personnel.

The Board of Trustees was close to the problems of the school. This Board exercised direct authority over the school while the school policy was set up by the Latter-day Saints Church Board of Education, along with local Stake Boards of Education.

The policy of the school, in the main, has been to meet the educational demands of the students at minimum expense.

¹See Chapter II of this study.
²See Chapter III of this study.
During the Latter-day Saint Church administration, campus growth was confined to the Administration or Noyes Building and the Gymnasium. This lack of expansion presented the State at the time of transfer with one of its major problems.

The emphasis on Normal work left the necessity of the school to expand into other fields, particularly vocational training. Pressures from accrediting associations also caused the school to move in this direction. This also lead to higher specialization of the faculty and was reflected in the improvement of the school library.

From time of accreditation, the physical science laboratory facilities were increased and improved.

The standards of the Church had an important influence on the social affairs of the school and was, in time, reflected on the standards of the community.

The Normal School and Junior College work prepared the young people to leave the communities of Sanpete and surrounding areas and find profitable employment elsewhere, often becoming leaders in their field. Without enough employment for these students to make a livelihood at home, the results are that many left Sanpete to live.

The record of the development of education in Utah is typified in the story of Snow College, for it was founded by pioneers through struggle and hardship to satisfy their deep desire for an education, and it was their sincere conviction that spiritual growth was a necessary companion to academic growth.

\[3^{3}\text{See Appendix L.}\]
There were four important phases in the development of Snow College as a Church institution. The first, the Stake or local phase, existed from time of founding through the Academy period when the school was supported by local contributions. The period of active general Church support was the second phase. This brought about a definite growth of the school. With Accreditation as a Junior College and Normal School, came also an increase in enrollment, because the students were able to transfer their credit to other schools. The period of decision to either close the school or transfer it to State control was the fourth phase.
APPENDIX
Pupils should not attend public or private parties without a written permit from the Principal.

Pupils cannot honorably discontinue attendance without obtaining specifications of standing in their respective classes.

Parents or guardians of students are requested to sustain the Faculty in the maintenance of these regulations,

**DISCIPLINARY**

All students upon entering are placed upon their word of honor for their conduct and veracity.

In all cases of repeated reprimands, the parents of refractory or negligent students will be communicated with.

By Order of the Board

Ephraim, Oct. 3rd, 1888.

**HOLINESS TO THE LORD.**

**CIRCULAR**

---OF THE---

**SANPETE STAKE ACADEMY,**

**EPHRAIM CITY, UTAH.**

---FOR THE---

**FIRST ACADEMIC YEAR, 1888-1889.**

**CALENDAR.**

First Term: November 5, 1888, to January 25, 1889.
Second Term: January 28, to April 5, 1889.
Third Term: April 8, to June 14, 1889.

**AUTHORITIES OF THE ACADEMY.**

Board Of Trustees:
Canute Peterson, J. B. Maiben, C. A. Madsen, John W. Irons,
Henry Beal, Wm. T. Reid, James A. Allred, C. N. Lund.

**INSTRUCTORS:**
Alma Greenwood, Intermediate Department.
Miss Carrie Henry, Preparatory Department and Ladies' Work.
INTRODUCTORY.

On application to the General Board of Education, Prof. Alma Greenwood of Fillmore was recommended and at a meeting of the Stake Board, Oct. 3, 1888, employed as Principal of the Institution.

Furniture and apparatus were subsequently purchased and the building fitted up for the opening of school Nov. 5, 1888.

The plan of the Institution as far as developed at present is as follows:

In accordance with the instructions and advice of the General Board of Education to the effect that children of Latter-day Saints should receive not only a liberal secular education, but be taught as well the principles and precepts of our holy religion, thus better fitting them to bear the responsibilities of a probationary existence, the authorities of the Sanpete Stake of Zion, anxious to assist in furthering so laudable a cause, have taken the following steps toward the establishment of a church school to be known as the Sanpete Stake Academy:

At a quarterly conference held at Mt. Pleasant, the Presidency of the Stake and five Bishops, whose names appear in this circular, were unanimously sustained as a Stake Board of Education. This Board, at a meeting held in Manti, Sept. 1, 1888, decided that the building known as Society Hall in Ephraim, be used for the proposed school, and authorized Presst. Maiben to take immediate steps toward procuring a principal. It was further decided that funds to purchase the necessary furniture and apparatus be

ADMISSION.

The Academy will be open to students of both sexes in either of the grades provided. Applicants will be welcomed at any time, though it is strongly urged that they enter at the beginning of the school year, otherwise at the beginning of a term. Students are advised not to procure their text-books until they ascertain the grade for which they are qualified.

TUITION.

(Payable in advance.)

Preparatory Department, per term $4.00. Intermediate "  "  "  $6.00.

APPROPRIATIONS.

Text Books:

Theology. Bible, Book of Mormon, Catechism.
Reading. Bancroft's Fourth and Fifth Readers, alternating with manuscript, newspaper, and recitative reading.
Grammar. Short studies in English Composition. Weekly Exercises corresponding to Grammar Lessons.
Geography. Appleton's Standard High Geography.
Penmanship. Spencerian Copy Books 57.
Singing and Hygiene.

ADVANCED DEPARTMENT.

Text Books:

Theology. Bible, Book of Mormon, Doctrine and Covenants.
Grammar and Composition. Reeds and

ORTHOGRAPHY. Harrington's Speller, with Dictation and Promiscuous Exercises.
ARITHMETIC. Harpers's Second Book in Arithmetic.
GEOGRAPHY. Appleton's Physical Geography.
PENMANSHIP. Michael's System—Four Numbers.
Singing and Hygiene.

SPECIAL ORGANIZATIONS.

THEOLOGICAL.

School will be opened and closed by singing and prayer. Daily Recitations will be given in Theology, General Theological Exercises, every Wednesday at 2 p.m., and General Repetition in Theology every Monday, immediately after the close of school.

DOMESTIC.

Rules and Regulations.

All pupils are subject to our Domestic Regulations in and out of school.

Profanity or obscenity in any form is strictly forbidden, and may be punished with expulsion.

The use of tobacco or strong drink is
MAP OF SANPETE COUNTY, SHOWING LOCATION OF SNOW COLLEGE

- Ephraim
  Home of Snow College

- Manti
Fri. May 5, 09  [Beautiful day]

Exhibition The lads looked for day

hardcore. Few years have elapsed since the
corne stone of the new building was laid.
We have occupied the building five years.

At 11.30 a.m. the procession (end and teachers
students, old students, missionaries, board and
friends) formed at the Academy and marched

south one block to my corner where the children
of the city schools joined. The procession from

this place the march proceeded to the


Andrew H. Young, Presiding Bishop

C. W.ible and Alma Greenwood, who

arrived on the R. M. at 12:25 P.M. The

procession (1000 strong) then resumed

the march to main st. thence one block

north three 3 blocks.
APPENDIX D

PICTURES OF CAMPUS BUILDINGS:

First Home of Snow College

The Noyes Building

First Gymnasium
Old North Ward Church. Used as Academy Building from 1896 to 1904.
CARRIE HENRY (PAYNE) ADDRESS

Forty-third Anniversary of Snow College, Nov. 6, 1931
(Source: Scribbler's Club Scrapbook)

Forty-three years ago, on the 5th day of November, I stood before an audience comprised of citizens from Ephraim, and different parts of Sanpete County for the first time. I came as a stranger, with much trepidation, almost with a feeling of fear. It was an untried field of endeavor, almost new even to the leaders of education who did so much to inaugurate the Church school system in various parts of Utah. And so it was but natural that I, in my humility should feel an anxiety as to whether I could make good. In the fall of 1888 Alma Greenwood was called by the General Board of education of the Church to be principal of this school, and I was honored by their choice as assistant teacher.

Incidentally, I would like to mention that one of my most cherished possessions is a teacher's certificate issued from the office of the General Board of Education of the Church and signed by President Wilford Woodruff. The board of trustees of the Sanpete Stake Academy, at the time it was founded, were Canute Peterson, President of Sevier Stake, and his counsellors. Henry Beal, and John B. Haiben, William T. Reid, C. A. Madsen, James Allred, John W. Irons, and C. W. Lund. The faculty of the school were Alma Greenwood, Principal and Intermediate Department, Carrie Henry, Preparatory Department, and Ladies Work.

The registration of students for the first year numbered 120. It may be of interest to you to hear once more the roll call of those pioneer members.

Many of these worthy men and women, and also most of the members of the board of trustees, together with Bro. Alma Greenwood, have passed to the great beyond. All honor to their names.

The second year of the school, the enrollment was increased to 174. During the two years that I was a member of the faculty, and for some years thereafter, the institution was housed in the Social Hall, with but two class rooms, the auditorium and the stage. Whichever class was the larger occupied the auditorium, and the smaller one, the stage. But we were not conscious of any limitations at that time. Our objective was to reach the desired goal. We had plenty of hard work, but it never became a drudgery. We found a class of young men and women, eager to learn, and willing to assist in making the new school a success. They came from various localities, -- from the towns, from the small villages, from the farm homes of Sanpete County, and several came from other counties. The success of this splendid school, which has survived the hardships of a new and untried undertaking, which has been preserved while others perished by the way side, as it were, is due in great measure, I am sure, to the character of the men and women, the boys and girls, who made up the membership of the original class of 1888-1889. They came with a singleness of purpose, an earnest ambition to reach the desired goal. Great credit
for the success of this institution is likewise due to those who have
watched over it with vision, fostered it when adverse winds blew over it,
and at all times pushed it into the front ranks, and maintained the ideals
which were the foundation stones on which the institution was founded.

After 43 years, I return to find the school which I left in its
infancy, now grown to maturity. By its steady growth, its achievements
and the advancement of the students who annually pass from the school to
other fields of endeavor, this institution ranks among the first in our
state.

We are all makers of history. I am proud of the small part I played
in making the history of Snow College, and grateful for the opportunity
which I had of associating and working with the sterling young men and
women who played their part in making this school what it is today.

Institutions can never be far beyond or below the people among whom
they are established. Institutions always reflect the ideas and ideals
of the people. They may be modified temporarily by circumstances, but
ultimately they will represent the standards of the people in ideals,
character and attainment.

Snow College, during its entire history has represented in a most
splendid way, the highest ideals in secular and religious education. It
was established among a people noted for devotion to religious convictions,
sincerity of purpose and profound faith. This school has adhered to the
faiths of its founders. It has influenced for good the lives of thousands
of young men and women. It has enriched and ennobled the lives of its
multitude of graduates and given culture and intellectual vision to
innumerable students.

The college is now to change hands. A new authority will guide its
destinies. But it will still be located in the midst of its friends. Its
patrons will continue to be people, who love idealism and who cherish a
deep faith in the divine purpose of human life. Let us hope that the
school will still stand by its fundamental purposes, made holy by the
devotion of founders and teachers. Let us strive to retain in the new
order our devotion to mankind. Let us urge the new administration to
help us preserve the ideals of the founders of this school and to see
that nothing shall break down the foremost purpose of this institution.

I will close with this most sincere wish for Snow College, and its
students. May the star of destiny which has pointed the way to the ful-
fillment of the ideals which our pioneer educators visioned and toiled
for, still lead you on, and with the eternal vigilance of the stewards
into whose care the affairs of this school are now entrusted, and with
the Divine guidance of our Heavenly Father, may you continue to overcome
the obstacles which lie in your path to ascent the heights which lead to
perfection, and thereby receive the honor which you justly merit.
APPENDIX F

REPRESENTATIVE EXAMINATIONS
(Source: Record of Examinations 22 Nov. 1897)

Section 1 — Methods of Teaching

I. Define: (a) Education, (b) Teaching, (c) Teachers, and (d) Science. (e) Write and explain ten of the rules of catechization.

II. How have we considered the Problem of Education. (b) distinguish between instruction and Culture, (c) Name and define the Kinds of Education.

III. Name 5 of each of the 10 General Principles of Education and explain each.

IV. What is the Mind. (b) define Perception, Imagination, Memory, Understanding and Reason, and tell how each can be cultivated.

V. Define Idea, Thought, Conception, Judgement. What do you understand by Inductive and Deductive Reasoning. Illustrate.

VI. What is Knowledge. (b) what 2 kinds of Knowledge do you know. Define each kind. Give our Author’s Classification of Knowledge and define each subdivision.

VII. Explain Analytic and Synthetic Concrete and Abstract, Inductive and Deductive and Theoretical and Practical Instruction. Illustrate.

VIII. What are the 3 divisions of school life and what should be taught in each.

IX. How would you teach Color to the little ones. (b) Name the Primary and Secondary Colors. (c) Explain the mixing of colors. Tell all you know about teaching sound and Form.

X. Write an Object Lesson on the Subject of your choice, with not less than 20 leading questions and answers.

IX. Give the steps to be taken in a recitation.
APPENDIX F CONT'D

REPRESENTATIVE EXAMINATIONS
(Source: Record of Examinations Apr. 1898)*

Section 2—School Management

1. Discuss Ends and Means in School Management.
2. Which are the Elements of Governing Power. Discuss each element.
3. Which are the conditions that make control easy.
4. Which are the Mechanical Devices used in School Management.
5. Portray clearly the Seven School Virtues.
6. What do you understand by School Incentives. (a) Kinds, (b) their relative value.
7. How do you look upon the Prize System. Argue the subject in detail.
8. What do you understand by School Punishments and what are its ends.
9. Discuss and Characteristics of Punishments and tell which are Proper and which are Improper Punishments.
10. Explain in detail the subject of School Tactics.
11. What would you do (a) with a child who is habitually disobedient, (b) one who swears on the play-ground, (c) one who lies.

12. Give the steps to be taken in conducting any recitation.
14. Discuss the subject of Moral Instruction in the School.
15. What school apparatus is necessary. How would you obtain it and how use it.
16. Draw up a scheme of Classification which you would follow.
17. How would you decorate your schoolroom that it may be attractive, (b) portray the use of a school Library, and tell how you would obtain one.
18. Which are the chief school authorities and what are the duties of each.
19. To what extent would you use the Bible in your school. How do you look upon religious instruction.
20. What do you know about the subject of School Hygiene.
21. Discuss your model school Grounds and School Building.
22. Draw up a Daily Program for one teacher, 2 Grades - A and B.
23. Quote at least 10 good Educational Maxims, some may be original.
24. What do you think constitutes the true disciplinarian.
25. Discuss in detail the subject of School Regulations.

*Manuscript form is exact copy of Record.
APPENDIX G

ORGANIZATION OF STUDENT SOCIETY
(Source: Minutes of Sanpete Students Institute, Ephraim, Jan. 5, 1889)

The students of the Sanpete Stake Academy in connection with many others, met in the Relief Hall, for the purpose of organizing a students society. Meeting called to order by Professor Greenwood. Singing by the Academy choir. Prayer by Brother Henry Beal. Singing.

Professor Greenwood then stated the object of the meeting; also stated the meetings would be divided into three sections, A, B, and C. Section A would be devoted to science; section B would be devoted to choice literature, music and art; and section C, to the study of civil government. Said the associations were usually organized with a president, two vice-presidents, a secretary, assistant secretary and treasurer. He said that although the society was organized in connection with the Academy, all others outside of the academy, who so desired, would have the privilege of becoming members. Brother Henry Beal made a few remarks.Expressed his pleasure at meeting with the brothers and sisters in this capacity; said he was willing to aid all he could in the present enterprise. Expressed his desire that Brother Greenwood should act as president of the association and, if he so desired, the other officers might be selected outside of the academy.

Brother Greenwood stated that nominations for officers would be in order.

Alma Greenwood was nominated for president; moved and carried.

C. W. Peterson was nominated for first vice-president; but he stated that his business would call him away from home the greater portion of the time, and on that account he would be obliged to decline the nomination. Peter Greaves, Jr., was chosen first vice-president, by a unanimous vote. C. Henry was chosen secretary, Jennie Thompson as assistant secretary, and Thomas L. Thorpe as treasurer. J. F. Dorius, Maria Peterson, and Jabez Faux were appointed as members of the executive committee.

Professor Greenwood then stated that suggestions for a name for the society would be in order. John C. Jensen moved that it be called the Polysophical society. L. C. Rasmussen amended the motion by proposing that it be called the Students' Institute. Brother Beal made an amendment to Brother Rasmussen's amendment, moving that the name San Pete be prefixed to the name last given, making it Sanpete Students' Institute. The amendment, as amended, carried by an unanimous vote.

A motion was made that initiation fee of twenty-five cents be paid by the male members. Carried. While the names of the members were being enrolled, Brother Greenwood made some excellent remarks. Seventy-five names were enrolled. It was moved that the meetings be held on Saturday evening. Carried. Programme for next meeting was read. Meeting was
APPENDIX G CONT'D

adjourned for one week.

Singing.

Benediction by Alma Greenwood.

Note: A faculty member was chosen president of the Students' Society, also president of the various classes of the school.
As a student may enter school at any time, it follows that he may graduate at any time — whenever, in fact, he has finished the course prescribed. The ordinary time required for graduation is three years. But students vary; some will complete the work in a shorter time, some require longer. A daily account is kept of what the student does, and when he receives 115 units credit, he graduates. 125 units credit graduates a student with honors. But no diploma or certificate will be issued, save on Commencement day of each year, which occurs in May; and the graduate must be present in person or by proxy to receive the same.

Certificates are issued for one year's work or for the completion of any course; as, book-keeping, shorthand, or typewriting. Diplomas are issued for a complete business course of three years. An extra charge of five dollars is made for diplomas. The Faculty of this institution reserves the right to withhold such credentials on other than strictly scholastic attainments.
APPENDIX I

RECOMMENDATION OF THE COMMITTEE ON ATTENDANCE AND SCHOLARSHIP
(Source: Faculty Minutes, October 10, 1922)

Attendance

1. On the first sign of negligence of attendance of any student, the parents of that student shall be notified in person or by letter from the President or Secretary of the Faculty.

2. It shall be the teacher's responsibility to provide extra work (the amount to be determined by him or her personally) for all students who seemingly or evidently are delinquent in attendance once each month, a student to be classed as delinquent after three unexcused absences.

3. A list of unnecessary absentees be published on the faculty bulletin of all delinquent students.

4. That wherever possible to discourage remaining out of school for work, such as beet digging, approval for this to be made by the President of the faculty in order to stay out.

5. Teachers give make-up examinations only when students have had no legitimate opportunity, or when teacher feels it necessary. Definite written work is to be required for all work missed when absent.

6. In cases of persistent irregular attendance, it will be considered sufficient cause for expulsion from the institution.

Scholarship

1. Every regular student must be carrying successfully at least three units or its equivalent in College hours in order to represent the school in any activity, regardless of its effect on that activity.

2. Thorough daily preparations shall be insisted upon by the teachers. Non-preparation and non-attendance equally stressed.

3. Consultation to students who are willing but are backward shall be given by teachers willingly.

4. Students who are seriously delinquent in attendance and scholarship shall be finally referred to Attendance and Scholarship Committee for action.

After thoroughly discussing the question it was decided to have the names of students who make the best record in school during each of the periods for which the report cards are made be placed on the Faculty Bulletin Board. Students who are thus considered to be placed in two classes: Honor Students and High Honor Students. A High Honor Student
APPENDIX I CONT'D

to be that number of students who are able to make a total of $2\frac{1}{2}$ honor points, and an Honor Student to be one who can make a total of 2.2 honor points.

The details of registration were then discussed.
Prayer: Andrew Mortensen
Approved September 26.

S/ J. S. Christensen
Secretary
APPENDIX J

HIGH SCHOOL STATUS DISCUSSED
(Source: Faculty Minutes, Jan. 19, 1923)

Special Faculty Meeting in the office of President Hales, President Wayne B. Hales presiding.

The purpose of the meeting was to determine just what recommendations the faculty would make relative to keeping the High School Department next year.

This question was discussed for some time.

H. E. Jensen moved that it be the wish of the faculty that the High School be maintained as it is at present but if it be the desire of the Church School Commission to discontinue the support of the Sophomore year that the Sophomore students be kept as a part of the Snow College High School and supported by the district. Seconded by N. E. Noyes and carried.

It was recommended that the College work be placed on the quarter basis next year, and that students be required to present fifteen units of High School work for entrance to the College Department.

The probable course of study to be recommended was then discussed and an outline of subject prepared.

Accepted February 6, 1923.

/s/ J. S. Christensen
Secretary

Section 2

Minutes of Special Board Meeting Called by Appointment from Dr. John A. Widtsoe, Commissioner of Education and held in the office of the Snow Jr. College Jan. 23, 1923.

. . . The meeting was then turned over to Brother Widtsoe who announced the object of his visit. He stated that coming to Ephraim brought many fond memories to his mind. He expressed his belief that the church was ever a progressing institution and that any change in the educational policies of the church would be for its benefit. He stated that the church was going through a very distressful period financially and that expenses must be curtailed but the educational system had continued to be more expensive. Our church schools, he continued, are becoming more and more to be local institutions and to that extent they become burdens to the church. He mentioned the development of the public High School as becoming the People's College and has come to be a part of the public school system. The question confronting the Church Board of
Education is, Has the time come for the Church to withdraw from the High School field and turn this work over to the public. The General Board had voted on a general policy to be pursued to the effect that all high school work should be eliminated from the Church School System and that Seminaries be established in connection with the public High Schools and furnish the necessary opportunity for Religious instruction. There is an existing need for more colleges in our state and in America. Our State Universities are seriously overcrowded and that it was a serious mistake to send boys and girls a long way from home to attend a large university before they become settled men and women. The General Board has settled on a policy to establish Junior Colleges at convenient places throughout the church and making them strong and efficient Leadership centers with the primary motive of developing teachers for elementary schools, others for senior college work and others for efficient service for the communities in which they settle.

As applied to the Snow Junior College it is the intention of the General Board to make this institution a first class Jr. College and eliminate all high school work, either a year at a time or immediately. He stated that it will require about 200 students to make a successful Jr. college. It is the intention of the General Board to equip these colleges with efficient laboratory and library facilities and to offer such salaries as will attract well trained teachers.

The question of the ability of the South Sampete School Board to care for the High School work was brought up. Pres. Jacobsen, chairman of the South Sampete School board, stated that the district had just completed a very extensive building program and the High School would be a big burden to them just now. He stated that the 9th and possibly the 10th grade could be properly cared for in the district school buildings but that the Senior High School department would necessarily have to be housed in the College Buildings.

All members expressed their attitudes toward the proposed changes and each expressed the opinion that it will mean progression for the school and that they would support the institution by carrying on active propaganda in its behalf.

Dr. Widtsoe recommended that presidents of all stakes in this Church School District be made either members or Ex-officio members of the board.

Moved by L. R. Anderson and Seconded by Robert D. Young that we adopt the policy of the Church Board of Education to the effect that the High School work be eliminated and that plans be laid at once to concentrate on the Junior College work, that the Snow become a first class Junior College and that this change be made at once and become effective at the close of the present school year. Motion passed unanimously.

Moved by Robert D. Young and seconded by Adolph Merz that the
Executive Committee of our Board meet with the South Sanpete School Board and make adjustments for the transfer of the High School work to the district. Motion passed.

Robert D. Young moved that the President of each Stake in our Church School district become a member of the Board of Trustees and that the Articles of Incorporation be amended to that effect and that said articles be brought up to date. Motion passed.

Dr. Widtsoe then expressed his belief that what had been done was through the dictates of the Spirit of the Lord and that it all meant for progression and increased development of the educational facilities of this church school district. He stated that there was a mighty future before the people of the Latter-day Saints and that the Snow Junior College would be a mighty power in shaping that future. He expressed his appreciation for the splendid spirit of the board members and for the perfect harmony which characterized the whole of the meeting.

Benediction by Robert D. Young.

/s/ W. B. Hales, Secretary
Dr. Adam S. Bennion, Superintendent of the Church Schools, outlined the policy of the Church Board of Education in relation to its educational program. He stated that the Church finances could not stand the drain now being made upon them by the educational department. Seminaries are being requested by church members wherever there is a high school, in the different stakes of Zion throughout the Church. He felt that this demand must not be ignored. The Church policy is to eventually withdraw from the academic field. It will do this just as soon as the State can take over the institutions now supported by the Church. Frontier schools such as those found in Mexico and in our own Dixie, will no doubt be maintained by the Church. Snow College will be maintained by the Church and supported from the tithes of the church until such a time as the State can take it over. He stated that Snow College is more favorably situated than, perhaps, any other Junior College outside of our large centers, than any other school of the State. There was very little question in his mind but what Snow would become one of the ideal Junior Colleges in the State of Utah. He further stated that it was the policy of the Board of Education to limit the B. Y. U. attendance in the first two years of work to its own immediate territory, so this will give us a greater number to draw from than we have ever had before.
APPENDIX L

CONTRIBUTIONS OF SNOW NORMAL SCHOOL
(Source: The Snowdrift Vol. VII No. 9 Feb 4, 1931)

I entered the Snow Normal on the day of its opening and attended the school for two years. It was here I first conceived the idea of going on to college and entering the profession of teaching. The Snow Normal made it possible for me to achieve this ambition, because it was within walking distance of my home, and saved me the expense of two years of work away from home. I am, therefore, largely indebted to the Snow Normal for what little success has come to me in my chosen profession.

Teachers trained at Snow Normal are among the most efficient teachers not in our service.

Dr. D. C. Jensen, Supt. Jordan District

It was during the time of my youth that the influence of Snow entered into my life. This influence gave me a purpose and assisted me in forming habits which have been my main strength in life.

C. L. Stewart, Principal North Sanpete High School

The students of Snow College who have come to Brigham Young University have always been outstanding in the work they have done here. Some of our leading students have had their preliminary training at that great institution.

Dr. F. S. Harris, President, B. Y. U.

As an alumnus of the Snow College I take great pleasure in making the following brief comment in behalf of my Alma Mater.

I have always highly appreciated the opportunity afforded me in being a student of the Snow College. No educational institution of like size in America has done more to inspire its students to formulate really worthwhile ideals.

George E. Coliard
President, Utah Woolgrowers Association

(Source: The Snowdrift Vol. 11 No. 13 Mar. 24, 1926)

We are pleased to learn that you are prepared to offer more Snow graduates for teaching positions. May we state that your students are doing splendid work here in school and in the community to which they are assigned.

S. A. Paxton, Supt.
Duchesne County School District.
You will perhaps be interested in knowing that the teachers we secured from your school last year are doing very splendid work for us. If we can get teachers equal to these we shall be glad to offer contracts to them as soon as we find out those positions that will be open. I believe that your school is as nearly giving prospective teachers the kind of work they should have to prepare them for practical work as any other school in the state.

D. C. Woodward Jr., Supt.
Carbon County School District
APPENDIX M

TRANSFER FROM CHURCH TO STATE
(Source: The Snowdrift Vol. 5 No. 17 Feb. 27, 1929)

In a communication to Governor Dern, Dr. Joseph F. Merrill suggested that the state take over the plants and equipment of Snow and Weber colleges, and stated that he would recommend to the board of education that these institutions be turned over to the state, providing the public is willing to make a beginning in the junior college line.

Providing this action is taken by the state, it is probable that Weber would become a branch of the U. of U. and the Snow of U. A. C. At present this seems the most likely development.

(Source: Ephraim Enterprise March 27, 1931, No. 23)

Junior College Bill is signed by Governor George H. Dern.

Governor George H. Dern, Tuesday signed the bill which was introduced into the State House of Representatives by P. C. Paterson, Jr., of Ephraim which makes Snow College a state operated institution after July 1, 1932. ... The bill in terms provides for a state Junior College at Ephraim to be known as Snow College without cost to the state. ... To also provide that other Junior Colleges shall be established as the legislature may provide. ... Gigantic celebration being planned for April 10, 1933, over the passage of and signing of the bill making Snow College a state institution. President Milton H. Knudsen is head of all arrangements."

(Source: Ephraim Enterprise May 27, 1932, No. 32)

Snow College Hold Final Commencement as Church Institution.

The final commencement of Snow College as an L. D. S. Church institution was held Thursday and Friday, which brought hundreds of visitors from Sanpete and adjoining counties to join in the exercises. ... On July 1, 1932, the school will pass into the control of the State Board of Education.

(Source: Minutes of Executive Committee, Snow College, July 13, 1932)

Present: Pres. L. R. Anderson, Dr. A. J. Nielsen, N. E. Noyes, M. H. Knudsen and J. S. Christensen of the old board; from State Board of Education there were present: Dr. C. N. Jensen, State Supt. of Public Instruction, John C. Swenson, Joshua Greenwood and A. C. Matheson, Secretary. Later on A. W. Jensen was invited in.

President Anderson stated that the purpose of the meeting was to officially transfer the property of the College over to the State of Utah. Dr. Jensen stated that the deeds from the Church and from the City of Ephraim had been received in his office, but before they were sent to the Secretary of State he suggested that a slight change be made in the wording
so as to conform to the law establishing the school. After some dis­
cussion this was agreed to and the deeds will be modified accordingly.

After a luncheon at the Keystone Hotel, given by the Snow College
Board Executive Committee in honor of the State Board of Education members,
the Board adjourned sine die.

(Comment by Secretary M. H. Knudsen:) The meeting was very harmonious;
there was no feeling of ill-will nor of animosity by those present. All
present were interested in the welfare of the institution and desired its
continued existence and growth. A real anxiety existed for the future
of the institution due to the wording of the law as it now exists. The
sentiment was expressed that the law must be amended at the coming session
of the legislature.

/s/M. H. Knudsen, Secretary

(Source: The Snowdrift Vol. IX, Number 1, Oct. 4, 1932)

At a meeting held July 13, 1932 the deeds of property of Snow
College amounting to $125,000 were transferred from the church to the Utah
State Board of Education. This action made Snow College the first and
only State Junior College.

The property includes the main college building, together with the
library and all of the classroom equipment, the gymnasium, and the tennis
court and football field.

The transfer is the outcome of the agreement between the church and
state. The church agreed to make a gift of all property if the state
would take over control of the college. The state assumed control under
H. B. 101. The church established the college Nov. 5, 1888 and formally
withdrew its support at the transfer of property.

(Source: Snowonian, Snow College Student Annual, 1933)

In 1932, the church announced that it intended to discontinue its
financial support of junior colleges. The announcement was in pursuance
of the policy to withdraw from the field of secular education.

Then followed a fervid battle in the legislature of 1931. The out­
come was H. B. 101, introduced by Representative P. C. Peterson, who
worked as ardently to perpetuate the school as his grandfather,
President Canute Peterson, had worked to establish it. Senator W. D.
Candland piloted the Bill in the Senate. Representative Ernest Madsen
also sponsored the measure, as did legislators from the northern and
other sections of the state. President L. R. Anderson of the college
executive committee and many others worked incessantly to convert the
legislature to the need of state junior colleges. The measure making
Snow a state institution July 1, 1932, became a law under the signature
of Governor George H. Dern.
APPENDIX M CONT'D

An essential amendment to the law, H. B. 120, was made by the legislature of 1933. It was introduced and sponsored in the House by Representative Conrad Frischmecht. Senator W. D. Candland piloted it in the Senate. Representative Hans Christensen actively supported the measure, as did legislators and citizens from every section of the state, particularly from Weber County. The final ballot recorded, in both houses, very few opposing votes, showing a conversion to junior colleges. Governor Blood signed the measure March 21, 1933.

When the State became the administrator of the college, the Church deeded to it the present school buildings, campus, and equipment.

And so the eventful years became history—a history that presages a future of growth and service for the institution.

(Source: Annual Bulletin of Snow College, 1932-33)

When it became known that the Church proposed to discontinue its schools of junior college grade some of the citizens of Sanpete and adjacent counties became active in attempting to have the school converted into a state institution. This activity was among the causes which led the legislature of 1931 to take over the institution as provided for in Chapter 56, Laws of Utah, 1931, and to place its direction in the hands of the State Board of Education.

The Snow College became a state junior college July 1, 1932. As a state institution, it opened its doors to students, September 19, 1932, with enlarged possibilities for usefulness to the young people of the South-Central part of the state.

(Source: Laws of the State of Utah, 1933, chap. 49, p. 89)

There shall be a state school at Ephraim City, to be known as Snow College, a junior college. The course of study therein shall be limited to the first two years of college work, and it shall be opened for registration of students for the school year beginning 1 July 1932, upon condition that the board of education of Snow College provides a suitable campus, buildings and equipment for the conduct of such a school without cost to the state. Said school shall, however, thereafter be maintained by the state.
APPENDIX N

LIST OF STUDENT OFFICERS

Snow College student body, so far as records reveal was organized with a constitution January 31, 1908. The student body presidents, Snowdrift editors, and editors of the school annuals are noted here for the interest of readers who would meet some of the college leaders.

<table>
<thead>
<tr>
<th>Student Body Presidents</th>
<th>Editors of Available Annuals</th>
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<tbody>
<tr>
<td>1907-08, Otis L. Stewart</td>
<td>The Retainer</td>
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<tr>
<td>1908-09, Fredrick Peel</td>
<td>Vol. 1, 1914 - Ernell Jensen</td>
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<td>1909-10, Conrad Mortenson</td>
<td>Snowonian</td>
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<td>1910-11, J. S. Christenson</td>
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<td>1911-12, Loren Anderson</td>
<td>1921 - Wanda Robertsen</td>
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<td>1912-13, Emelius Christensen</td>
<td>1922 - J. Clayton Watts</td>
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<td>1913-14, George E. Collard</td>
<td>1923 - Alva Armstrong</td>
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<td>1914-15, Leonard Thomson</td>
<td>1924 - -</td>
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<td>1915-16, Woodruff Allen</td>
<td>1925 - Elliott Johnson</td>
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<td>1916-17, Floyd Young</td>
<td>1926 - Ralph Nielsen</td>
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<td>1917-18, Noel Dastrup</td>
<td>1927 - Ralph Nielsen</td>
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<td>1918-19, Leland Anderson</td>
<td>1928 - Jennie Soderquist</td>
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<td>1919-20, Rulon Peterson</td>
<td>1929 - Vilda Jensen</td>
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<td>1920-21, Everett Draper</td>
<td>1930 - LaMar Larsen</td>
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<td>1921-22, Rulon Christensen</td>
<td>1931 - Eardley Madsen</td>
</tr>
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<td>1922-23, Ferdie Peterson</td>
<td>1932 - Pictorial Issue of</td>
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<tr>
<td>1923-24, Cecil Kenner</td>
<td>Snowdrift</td>
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<tr>
<td>1924-25, Burton Thompson</td>
<td>Lyman Peterson</td>
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<td>1925-26, Othell Carlston</td>
<td>1933 - Dorothy Jessen</td>
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<td>1926-27, Eugene Larson</td>
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<td>1927-28, Luris Allen</td>
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<td>1928-29, Therald Jensen</td>
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<td>1929-30, Vernon Davids</td>
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<td>1930-31, Ralph Britsch</td>
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<tr>
<td>1931-32, Ralph Blackham</td>
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<tr>
<td>1932-33, Royden Braithwaite</td>
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Snowdrift Editors

1924-25, Roscoe Cox
1925-26, Vernon Larsen
1926-27, Clifton Otteson
1927-28, Horace Christensen
1928-29, Bruce Jennings
1929-30, Newal Wasden
1930-31, Leah Wright, Genevieve Knudsen
1931-32, Veola Breinhold
1932-33, Millie Domgaard
APPENDIX 0

STUDENT RULES AND REGULATIONS
(Source: The Students' Hand Book of Snow College)
1928-29-30

DO

Rest and worship one day in seven.
Write home.
Be patriotic to your class and College.
Watch the bulletin boards.
Help to sing in assembly.
Have a study program.
Consult your faculty adviser.
Get into the College social life.
Learn the College yells and songs.
Support activities.
Say "Hello" when you pass a fellow student. This is a Snow custom.
Keep good company.
Converse intelligently.
Be well rounded but remember—every circle has a center.
Smile. Smiles are legal tender anywhere.
Keep yourself in first class condition physically, mentally, morally and spiritually.

BOOST SNOW!

DON'T

Study during assembly.
Miss Sunday School and Church.
Be late to assembly.
Forget that high school ways belong to high school days.
Cut classes.
Be a has-waser. Be an is-now.
Envy the successful bluffer. He doesn't know as much as he appears to.
Be satisfied with the mediocre.
Wait until it's too late to subscribe for the "Snowonian."
Do what you'd be ashamed to have the folks at home know about.
Occupy more space than you're worth.
Tolerate a smutty story.
Waste money; especially if others are earning it for you.
Forget to criticize the officers.
HESITATE TO BOOST SNOW!

A REAL SNOW MAN

Is not made of congealed water, and is not cold.
Is a patriot to both his school and church.
Does not have to be coaxed to take part.
Leads out in the college social life.
Knows the college yells and songs.
Realizes that the winner never quits and the quitter never wins.
Doesn't envy, but determines to surpass the other fellow.
Is not guilty of confusing haphazard activity with efficiency.
Knows if he allows himself to drift he will soon be unable to row.
Keeps his clouds out of other people's skies.
Says to his soul, "Let no unclean thing enter here."

TO BE ONE

Say "Hello" to everyone. "Hello" is the Snow password.
Keep good company.
Converse intelligently.
Be well rounded, but remember—every circle has a center.
SCHOOL BOARD ORGANIZATION

(Source: Minutes of Board of Education, Snow Normal College
Feb. 20, 1922 p. 143-45)

Minutes of a meeting of the Board of Education of the Snow Normal College held in the office of Pres. Hales, S. N. C. Ephraim, Feb. 20, 1922.

Members present were:

Lewis Anderson  T. A. Beal  A. J. Nielson
Lewis R. Anderson  Jacob B. Jacobson  Adolph Mez  J. N. Dorius
C. R. Dorius  W. B. Hales  George Christensen  N. E. Noyes

Robert D. Young was absent

Vice President, Lewis Anderson, of the old Board took charge of the meeting. Prayer was offered by C. R. Dorius. Pres. Lewis Anderson made mention of the efficient services of the late Pres. Anthon H. Lund. He also stated that at the recent quarterly conference held in Manti, Feb. 14th and 5th, four members of the Old Board were honorably released with a vote of thanks. The members released were Joseph Y. Jensen, Ezra Shoemaker, Newton E. Noyes, and George Christensen.

The New Board as sustained in the same conference consists as follows: - Lewis Anderson, 2 Adolph Mez, 3 Robert D. Young,

The first order of business was to effect an Organization of the Boards.

On motion of Prof. T. A. Beal, J. N. Dorius was named as temporary secretary. Motion carried.

On motion of Prof. Beal, Lewis Anderson was named as President of the Board. Motion carried.

Lewis R. Anderson named Robert D. Young as Vice President. Motion carried.

An Executive Committee was named as follows: -

4. Dr. A. J. Nielson, 5. J. N. Dorius. These were named by Prof. Beal. Motion carried.
On motion of Pres. Lewis R. Anderson, Wayne B. Hales was named as permanent secretary. Motion carried.

Pres. J. B. Jacobson moved that John N. Dorius act as treasurer. Motion carried.

Prof. Beal moved that Mahonri Thomson act as assistant treasurer, and also as Registrar and purchasing agent for the school. Motion carried.

A letter was then read from Supt. Adam S. Bennion in regards to the financial conditions of the Church, as pertaining to Church Schools. It was stated that the present allowance of $29,000.00 per annum would have to be cut almost one third. A discussion of the present curriculum and finances followed. Pres. Hales read his budget for the next year. Prof. Beal moved that only one man be employed in the music department of the school instead of two. Motion carried. L. R. Anderson moved that the budget of $22,480 as read by Pres. Hales, should be presented to Supt. Bennion. Motion carried.

The Board adjourned for a luncheon, prepared by the Domestic Science Dept.

Reconvened at 1:30 P.M.

It was decided to hold the meetings of the full Board quarterly, beginning with the third Saturday in April 1922 at 9 A. M. and that the Executive Committee meet monthly on the third Saturday of each month.

The matter of fire insurance on the college building was left for Pres. Anderson to investigate.

It was moved by L. R. Anderson that the faculty of the college "clean up" the moral question of the school, as pertaining to the use of tobacco and intoxicating drinks.

Motion carried.

Closing prayer was offered by J. B. Jacobsen.


-s- W. B. Hales Per. Sect.
Dear Mr. Findlay:-

This is in answer to your letter of Aug. 6.

Born June 30, 1881 at Provo, Utah
Parents: Herman Knudsen, Amanda Evert Knudsen.
Education: Commenced at B. Y. Academy in 1887. In 1890 Provo Public schools were organized, entered. When graduated from Eighth Grade was Pres. of class. Attended B. Y. A. High School until May 1900, when left for mission to Norway. Returned in 1903.

Took up my education again in 1914 after being married and having 6 children. Wife, Vivian Cram who has been our very best supporter. Were married in Nov. 1905. She is responsible for most of our successes.

Graduated from B. Y. U. in class of 1917, being class President. Also given Efficiency Medal at graduation exercises for most efficient student.

Was instructor at "Y" from 1916 to June 1919.

Left in June 1919 for Iowa State College, Ames Iowa, taking family with me, where we graduated with Masters degree in 1921.

Then went to University of Wisconsin where I had a teaching fellowship in College of Agric. Specialized in Animal Nutrition and minored in Genetics.

Being short of money we accepted a position in Ricks College, Rexburg, Idaho 1923-24.

Without any solicitation on my part was offered the Presidency of Snow College in summer of 1924 by Adam S. Bemion who was Supt. of Church Schools at that time. After going down to Ephraim to look the situation over we decided to accept.

While at Snow we had a year's leave of absence which we spent at Wisconsin (Univ) and we also spent 3 summers at this institution during our Presidency.

When at home we taught at summer sessions at B. Y. U. for 3 summers.

Our aim at Snow was to make it a recognized institution of learning, so that all who attended would be proud of its position. This was attained by improving facilities, getting the best possible trained faculty and instituting sabbatical leave of absence for the faculty.
Our graduates were accepted in full standing in many of the other big Universities of the nations, and in all of the four-year colleges of Utah.

Most of our graduates were in the department of education and they filled positions with credit in practically every county in the state of Utah, while others went to Idaho, Colorado and Nevada and secured positions without difficulty.

Character building was our big goal, we emphasised high ideals such as our church emulates. We wanted our students to obtain a testimony of the divine mission of Jesus Christ as the Redeemer of the world. Also a testimony of the Prophet Jos. Smith as the restorer of the Gospel.

Some of our outside activities before, during and after being Pres.

In Provo, was a S.S. teacher, Supt. of Sixth Ward S.S., also while at "Y" was Stake Supt. of Y.M.M.I.A. which covered all of Utah County at that time. Was a member of Rotary Club, Pres. of Young Men's Republican Club in Provo.

At Univ. of Wis. was Pres. of Graduate Club, also Pres. of Cosmopolitan Club. In church I was chosen to be Pres. of Madison Branch of Church.

In Idaho, was Scout Leader, member of Sunday School Stake Board and teacher of S.S. class. Also went up to Washington and Oregon and purchased several carloads of pure-bred Holsteins and formed 5 bull associations.

In Sampete, we also brought in several carloads of pure-bred dairy cattle. Was in Boy Scout Council of Bryce Canyon. Charter member of Ephraim Lions Club. Pres. of Stake Y.M.M.I.A. Sunday School teacher in West Ward. etc. etc.

Since leaving Snow.

Pres. of Norwegian Mission 1933-36. Seminary teacher in Lehi 1936-39; Provo, 1939-41. Bought Holladay Theatre in 1941 and was a S.S. teacher in Holladay Theatre in 1941 and was a S.S. teacher in Holladay Ward and Pres. of High Priests quorum of Big Cottonwood Stake.

Bought the Sugar Theatre in 1945 and since coming here have been S.S. teacher and Stake Supt. of Sunday School of No. Rexburg Stake.

These are just some of the highlights. We have met Snow College graduates in many of the states of our Union and they are making good everywhere. Those I have met are holding fast to the high ideals we tried to implant in them while students at Snow. It is very gratifying to be told that we were responsible (in part) for attaining the positions they now hold.
At present we spend a great deal of our spare time in Idaho Falls Temple.

Our family are all true members of the Church (there are 55 of us now) honorable citizens of the communities where they live.

Milton H. Knudsen
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