A History of Westminster College of Salt Lake City, Utah, 1875-1969

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A HISTORY OF WESTMINSTER COLLEGE OF
SALT LAKE CITY, UTAH, 1875-1969

by

Lewis G. Webster

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

by

MASTER OF SCIENCE

in

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1970
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Lewis G. Webster
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. THE SALT LAKE COLLEGIATE INSTITUTE, 1875-1895</td>
<td>4</td>
</tr>
<tr>
<td>III. FROM HUMBLE BEGINNINGS</td>
<td>33</td>
</tr>
<tr>
<td>IV. STRUGGLE THROUGH WAR, DEPRESSION, AND WAR.</td>
<td>61</td>
</tr>
<tr>
<td>V. A FOUR-YEAR LIBERAL ARTS COLLEGE--A DREAM FULFILLED.</td>
<td>104</td>
</tr>
</tbody>
</table>

**SOURCES CONSULTED**                                                   | 142  |

**APPENDIXES**                                                          | 148  |

**VITA**                                                                | 172  |
ABSTRACT

A History of Westminster College of Salt Lake City, Utah, 1875-1969

by

Lewis G. Webster. Master of Science

Utah State University, 1970

Major Professor: Mr. C. Blythe Ahlstrom
Department: History

As the railroad and mining industries brought non-Mormon settlers into the territory of Utah, a conflict developed which led to the creation of a separate system of education by the Protestant newcomers. Their purposes were to provide a quality education for their own children free from Mormon influence and to convert children of Mormon families. The Presbyterian Church led in the creation of graded schools from elementary, through secondary, and culminating in the Sheldon Jackson College in Salt Lake City.

As public schools were established, the mission schools were closed, except for Wasatch Academy in Mt. Pleasant and Sheldon Jackson College, renamed Westminster in 1902.

The First World War forced Westminster to limit its offerings to the first two years of college. In 1945, a four-year senior college program was introduced and the
campus was enlarged. Affiliated with three Protestant denominations, Westminster continues to serve the needs of a changing society, a positive asset to Salt Lake City and its hinterland.
CHAPTER I

INTRODUCTION

As non-Mormons entered the Territory of Utah in increasing numbers in the 1860's and 1870's, they found a system of education controlled by the Church of Jesus Christ of Latter-day Saints (also referred to as L.D.S., or Mormon) and centering around Mormon theology. Such a system lacked appeal to the non-Mormons, and they found it necessary to create their own schools to serve the needs of their children. Consequently, the various Protestant denominations established mission schools extending from Malad, Idaho, on the north, to St. George, Utah, on the south. Many of these schools experienced difficulty, and not a few were forced to close their doors, suffering not only from financial hardships but from hostile leadership among the Mormon community. However, in time, many Mormons sought the educational opportunity provided by the mission schools, and rarely was any worthy student turned away for lack of necessary tuition, regardless of religious preference.

The Salt Lake Collegiate Institute was among the first of the mission schools, opening its doors on April 12, 1875. Under the guiding hand of Professor John M. Coyner, the
school increased in facilities and enrollment. His successor, Dr. Jesse F. Millsbaugh, later became the first Superintendent of the Salt Lake City schools in 1890 and introduced to the public schools the system of graded classes which had proven successful at the Collegiate Institute. Thus, the mission schools served as an impetus for the public school system. Not wishing to compete with the public schools in the 1890's, many of the mission schools gradually discontinued their programs. Others, including the four academies of the Presbyterian system, turned their efforts to a preparatory program in anticipation of the creation of a college to complete the educational ladder in Utah.

In 1897, Sheldon Jackson College began its educational work in the Collegiate Institute buildings. The history of this institution, renamed Westminster College in 1902, is a story of struggle, financial difficulties, disappointment, heartache, and success. Beginning without a campus or buildings, the College has survived the loss of one campus, decreased enrollment brought about by the First World War, fire which destroyed the two upper stories of the administration building (including the entire College library) in 1926, depression in the 1930's which all but forced the College to close its doors, and a second decline in enrollment of boys caused by World War Two. In 1945 it became a four-year fully accredited institution offering bachelors degrees in
twenty-four areas of study. Most recently, the curriculum has been enlarged to provide a graduate program granting a master's degree in elementary education. Graduates of the College may be found in all parts of the United States and the world in a wide variety of occupations and professions.

The College has evolved from an institution for the purpose of converting Mormons through education to a policy of cooperation and acceptance of students and faculty of all religious denominations. It accepts all qualified students regardless of race or creed. Student officers and leaders have represented Mormon and Catholic, as well as Protestant denominations.

This study was an attempt to record the problems of Westminster College and their solutions as it progressed in the Salt Lake Valley. The writer has endeavored to be as objective in his analysis as possible, always recognizing that being a Westminster graduate cannot help but influence his interpretation. Finally, an attempt was made to view the future of Westminster, whether it will grow and prosper, struggle for survival, or (a grim prospect) fail and be forced to close its doors forever as an educational institution.
CHAPTER II

THE SALT LAKE COLLEGIATE INSTITUTE, 1875-1895

When the pioneers of the Latter-day Saints Church settled in the Great Salt Lake Valley and throughout the territory of Deseret, they came to look upon the area as their own empire. The general authorities of the L.D.S. Church exercised almost total control over both civil and religious affairs.\(^1\) Although provision was made for education in each of the Mormon communities, schools were conducted primarily in the church wards (the Mormon term for the local religious unit), and the curriculum centered around theology and church doctrine with less concern for secular education.

No attempt was made to provide a system of free public education in the Territory especially after the appointment of non-Mormon territorial officers, and the vast majority of the people lacked sufficient income to develop an adequate number of private schools. William Edwin Berrett, a Mormon

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\(^1\)Brigham Young, President of the Church of Jesus Christ of Latter-day Saints, popularly called "Mormons," served as Governor of the State of Deseret from 1849 to 1850 and the Territory of Utah from 1850 until 1858 when President Buchanan appointed Alfred Cumming to replace him.
educator, stated the reasons for the absence of schools in Utah.

First, there was a lack of funds and facilities to hire teachers. Second, community isolation was unfavorable for finding competent teachers. Third, with governmental officers as non-Mormon, there was little incentive to build an educational system. Fourth, no public lands were set aside for the schools during the forty-year period preceding statehood. As a result, education was of an elementary character, and some persons could neither read nor write.

The schools were totally inadequate to meet the needs of the growing population. According to the Superintendent of Territorial Schools, in 1878, 21,775 children of school age were enrolled in schools, 64.7 percent of the total school age population, an increase of 9 percent over the previous year. However, comparing enrollment with average daily attendance, this figure drops to 43.5 percent in 1877, 44.4 percent in 1878, and increases to 47 percent in 1879. Less than half the school age population regularly attended classes. In Salt Lake City, as late as 1890, there were 6,368 children enrolled in the public schools in a total population of 52,732. Of that total only thirty boys and


eighteen girls were enrolled in high school. The private schools of the city provided education for an additional 2,086 students at all grade levels.\(^4\) The national average of students completing high school was 2.5 percent in 1880.\(^5\) Ten years later, in Salt Lake City, 77 percent were enrolled in the public high schools. These figures clearly indicate that the local school attendance lagged behind that of the nation.

When non-Mormons entered the Territory, attracted by the economic resources made available by the completion of the transcontinental railroad and development of mining, they brought with them a concern for education and a religious doctrine which conflicted with the predominant culture. They complained that the territorial schools had inferior physical equipment, poorly trained teachers, a short school year, and a very low average attendance. Their strongest objection was directed at the use of Mormon scriptures for texts and public school monies for printing of scriptures to be used in schools, practices which were considered to be a violation of the constitutional principle of the separation

\(^4\)D. H. Christensen, "Jesse Fonda Millsbaugh, Superintendent of Salt Lake City Schools from 1890 to 1898, A Sketch of His Life and Labors," Utah Educational Review, XXV (March, 1932), 301.

of church and state. This inevitably led to tension and occasional violence.

The Mormon hierarchy officially opposed the efforts of non-Mormon groups in their attempts to bring schools to Utah. Since the L.D.S. leaders had moved their people to the Salt Lake Valley to avoid persecution at the hands of anti-Mormon groups in the East, it is reasonable to assume that they would seek to avert additional conflict in every way possible. Their philosophy of education included instruction in Mormon theology as an integral part of the school curriculum. "We endeavor to set forth the true nature of education as a means of human development, and for the acquisition of correct knowledge." It is therefore necessary to found all learning on a basis of "morality and true religion." Regarding employment of teachers, it is stated

... and while in the schools of our territory religious freedom is guaranteed to all, yet it would not be incompatible with the nature of things, and with strict justice, where nine-tenths of the children belong to one party, that at least a pro rata of the teachers employed should belong to, or be in harmony with that party.7

Protestant missionaries, entering Utah to convert Mormons through education, experienced hardship and danger

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7Biennial Report, 9.
in their endeavors. Reverend Duncan J. McMillan

... risked the wrath of the hierarchy in opening and carrying on the Wasatch Academy in Mount Pleasant. Fannie Burke in Toquerville had to close her school temporarily because the Mormon leaders forbade the parents to let their children attend. ... Yet any fair interpretation of the opposition to education by the Mormons was that the hostility had its origin in the hierarchy and local leaders rather than in the parents of the children. 8

Such opposition was natural as the mission schools included religious instruction as part of the curriculum with the intention of converting Mormon children. Superintendent Millsapough indicated that

... for the past three years [1884-1886] the enrollment [of the Salt Lake Collegiate Institute] has averaged 300 pupils. Of this number, approximately fourteen percent have been children of Mormons; twenty-six percent of Apostates (defined as those who abandoned Mormonism); thirty percent of Evangelistic parents; and the remainder of spiritualists, Catholics, Jews, Free-thinkers, etc. 9

By establishing a separate category of apostates, he provided positive evidence of the missionary nature of the Protestant church schools. Eastern financial support for these schools was frequently dependent upon the success in

8Davies, 46. Duncan J. McMillan, "Early Educational Days in Utah," Utah Westminster, IX (October, 1922), 6. Westminster Archives. Dr. McMillan quotes from an address delivered by Brigham Young at a conference of the L.D.S. Church in Mount Pleasant, Utah, July 16, 1875. "Keep your children away from that school. If God wants them to know grammar and arithmetic, He can inspire them to that knowledge as well as with spiritual truth."

9Salt Lake Collegiate Institute Ledger, 1884-1886, 92. Westminster Archives.
converting Mormons. On the other hand, children of non-Mormons found the mission schools the only means of obtaining adequate education without being subjected to the religious doctrines of the L.D.S. faith.

The various Protestant denominations devised an admirable plan for meeting the needs of the Territory. The Episcopalians opened the first missionary schools in 1867, the Methodists in 1870, and the Congregationalists in 1878, organizing their efforts in the communities with a large non-Mormon population, each establishing an academy and preparatory schools. The Presbyterians, beginning in 1875, confined their work to Salt Lake City, Ogden, and the predominantly Mormon communities.\(^{10}\)

Dr. Duncan J. McMillan, a Presbyterian minister from Illinois, who established a church and school at Mt. Pleasant, Utah, in March, 1875, was instrumental in organizing a comprehensive plan to provide a complete school system for the communities within the Presbyterian sphere. His plan called for an academy in the principal town of each of Utah's great valleys, with primary schools in the surrounding villages. With the underlying purpose of providing a thorough education and Christian culture to the populace, Logan Academy, the Salt Lake Collegiate Institute, Springville Academy, Wasatch Academy at Mt. Pleasant, and an academy at

\(^{10}\) McMillan, 6.
Parowan were established between 1875 and 1881, with primary schools in the communities surrounding each extending the system through most of Utah and into Malad, Samaria, Montpelier, and Paris, Idaho, and St. Joseph, Nevada.

To complete the educational ladder thus devised, a college was to be established in Salt Lake City. However, this dream was not realized until 1897, when Sheldon Jackson College (later named Westminster College) first opened its doors in the facilities of the Collegiate Institute.

The Protestant schools of Utah faced opposition, ridicule, and danger in their attempts to provide adequate education for all children in Utah. Following a Mormon Church conference at Mt. Pleasant, July 16 and 17, 1875, during which Brigham Young "commanded the people to unite to drive the intruder out of the community . . ." Dr. McMillan "was awakened one night by the noise at the window, and rushing over, he saw a masked man clutching a revolver. McMillan shoved his own weapon in the face of his would-be assailant who fled."11 It is a significant fact that these schools

11Davies, XXIV (March, 1946), 46-57, related "that Miss Lucy Perley, who went to Payson in 1881, suffered bitter hostility, isolation and hardship even to being shot at by a fanatic. The shot came through the school window one day as she was teaching. Miss Perley, a refined and gentle person, calmly remarked to her students. 'Children, there is no need to be afraid of a man who can't shoot straighter than that!'" Davies, (June, 1946), 62-63, said "At Brigham City, the Reverend S. L. Gillespie met with
became the germ of the public educational system of Utah. The Superintendent of Public Instruction of Utah, A. C. Nelson, a Mormon, in 1908, stated "that the Christian schools of Utah had not only pointed the way for the public school system, but made it a necessity." 12

It must also be noted that these schools were not intended to compete with any system of public education, and when the public schools fulfilled the needs of Utah, they were withdrawn with two exceptions, the Wasatch Academy in Mt. Pleasant and the Salt Lake Collegiate Institute, which became the preparatory department of Westminster College in 1910 and continued in that capacity until the College was reorganized in 1935.

The Salt Lake Collegiate Institute began its missionary work on April 12, 1875. A Board of Trustees was appointed, consisting of nine men, six of whom were required to be members of the Presbyterian Church. The pastor of the First Presbyterian Church of Salt Lake City was to be President of the Board. The Reverend Josiah Welch first served in this capacity and was instrumental in establishing the

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obstacles: persecutors broke down fences and disturbed cows belonging to those attending Presbyterian services, prevented their cows from the common pasture and overturned their outbuildings."

The Board elected Professor John M. Coyner, Ph.D., of Indianapolis, Indiana, as principal. The story of how Dr. Coyner became associated with the missionary work in Salt Lake City is interesting and significant in understanding the purpose and nature of the school.

In 1873-74, Professor Coyner held the position as Superintendent of Schools in Rushville, Illinois. His salary from this office and real estate investments in Indianapolis, Indiana, gave him an income of about $20,000. Ill health forced his retirement from the Superintendency, and he prepared to retire in Indianapolis with his wife and daughter. He was persuaded by his real estate agent to make one final investment to double his fortune, but "Black Friday," beginning the Panic of 1873, resulted in the complete loss of all his savings. 14

With no source of livelihood and advised by his physician to move west to the mountains, Dr. Coyner sought a position in the Presbyterian mission among the western

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14 John M. Coyner, "History of the Salt Lake Collegiate Institute from Its Organization, April 12, 1875, to May 5, 1885," Palms, California, December 16, 1897, 2. (Typewritten.) Westminster Archives.
Indian tribes. Correspondence with the Presbyterian Board of Foreign Missions resulted in an appointment as principal of the Lapwai school in the Nez Perce nation, located on the Snake River in Idaho, near the Oregon border.15

Leaving his family in Indianapolis, Dr. Coyner began his journey on January 4, 1874, reaching Salt Lake City on January 13. He immediately contacted Reverend Josiah Welch, who informed him of the need for a mission school in the community. Dr. Coyner offered his services should such a school be opened. After a brief visit, Dr. Coyner continued his journey via San Francisco, where he met the State Superintendent of Public Instruction, who offered him a position following the completion of his mission work. From San Francisco, he traveled along the coast, up the Columbia and Snake River to Lapwai, arriving February 5, 1874. During the journey his health had greatly improved.16

Although he threw himself into his work with great interest and enthusiasm, by June, 1874, Dr. Coyner had decided to resign from the mission and take the position which had been previously offered to him in San Francisco. He prepared a letter to his wife and daughter asking them to meet him in

15Ibid., 3-4. Jonathan C. Royle, Esq., ed., Addresses at the Tenth Anniversary of the First Presbyterian Church of Salt Lake City, November 13, 1882 (Salt Lake City, Utah: By the author, 1882). Westminster Archives.

16Ibid., 4.
San Francisco, but events conspired to keep him among the Indians. 17

This letter I sent by a friend to Fort Lapwai, three miles distant, to be mailed . . . but he forgot to mail it and returned it to me the next day. After a few days I sent it by another person to Lewiston, but he . . . changed his mind as to his route and did not go past Lewiston. Thus, my letter was not mailed the second time, and in some ten days was returned to me, much to my surprise.

The time of my departure for San Francisco was now so near that I concluded that I would not send the letter but write from San Francisco. The steamer was to leave on Thursday, June 15th, the Agency team was going to Lewiston the day before and could take my trunk, while on Thursday I could ride over on horseback in time to take the steamer. . . .

Wednesday evening I packed my trunk, Thursday morning strapped and labeled it and had it all ready for shipment. . . . I went to breakfast and returning to the Agency found the government four-mule team standing by the Agency ready to start to Lewiston. I talked a few moments to the driver, but forgot all about my trunk, and in a few moments he drove off at a rapid gait and was soon beyond recall. Upon entering my room and seeing my trunk I was almost paralyzed at my forgetfulness. . . . No other chance to get my trunk to Lewiston, and I could not go without it. 18

Both Dr. Coyner and the Indian agent, Mr. John Montheith, interpreted this event as intervention by Divine Providence. Mr. Montheith offered Mrs. Coyner and her daughter positions as matron and teacher, respectively, in the school, which they accepted, thus reuniting the family in Idaho. The War Department (which paid the salaries of the missionaries among the Indians) found it necessary to

17Ibid., 4. 18Ibid., 5-6.
reduce salaries and expenditures, whereupon Dr. Coyner again decided to leave, but the inability to navigate the Snake River kept the Coyner family at the Agency until the spring of 1875.19

In November, 1874, Dr. Coyner penned a letter to Reverend Welch in Salt Lake City, inquiring about the progress of the church and school. Reverend Welch replied that the church was built, that an attempt to create a ladies seminary had failed and consequently a meeting of the Session of the Church had resulted in a resolution inviting Dr. Coyner to return to Salt Lake City and open a school. As Dr. Coyner accepted the position, he again interpreted events as Divine Providence, for had his letters been written sooner, the response would have been different. The ladies seminary would still have been in operation, and the position would not have been offered.20

The Coyners left Lapwai on March 19, 1875, but were delayed in their journey by heavy snow storms, finally arriving at Salt Lake City on April 2, 1875, penniless and exhausted. Almost immediately, preparation for the school was begun, and the Collegiate Institute opened its doors in the basement of the First Presbyterian Church, on the north-east corner of Second South and Second East, on schedule.

19 Ibid., 5-6.  20 Ibid., 7-8.
with desks prepared for forty-five pupils.21

Dr. Coyner remained steadfast in his belief that his work in Salt Lake City was of divine nature.

Our lives are a web, and while we weave each day, the pattern may not be visible. But our Heavenly Father knows the end from the beginning, and we often can look back over the years that are past and see how beautifully the events of life blend one into the other so as to make a figure that clearly shows God's wisdom and goodness.22

This became his guiding principle throughout the ten years of his association with the school.

The Collegiate Institute was designed to serve a threefold purpose:

First, to establish a thoroughly graded school, in which pupils can pass from the lowest primary to the higher departments of a classical and scientific education. Second, to prepare normal pupils for the practical work of the school-room. Third, to aid, as a mission work, those who are unable of themselves to secure an education.23

The curriculum was divided into four departments—Primary, Intermediate, Academic, and Collegiate—enabling the student to progress to the collegiate programs in seven years. The Collegiate Department contained three divisions—normal, scientific, and classical—providing an additional three years of education.24 Monthly examinations were given to

21Ibid., 8. 22Ibid., 1.

23Salt Lake Collegiate Institute, First Annual Circular of the Salt Lake Collegiate Institute, for the year ending June 8, 1875 (Salt Lake City, Utah: Salt Lake Collegiate Institute, 1875). Westminster Archives.

24Ibid. (See Appendix I for complete description of curriculum.)
determine the advancement of the pupils, and no pupil was
allowed to maintain his standing in the class after failing
two successive examinations. Upon completion of the Institute
curriculum students were prepared to enter eastern colleges
and universities.

Discipline and morality became an integral part of
the over-all program. An association was formed in connec-
tion with the Collegiate Institute called the Abstainers' League. The nature of this association is set forth in the
following pledge taken by its members.

I pledge myself upon the honor [sic] of a true
American citizen to endeavor honestly, while connected
with the Salt Lake Collegiate Institute, to abstain
(1) From all intoxicating drinks as a beverage, (2) From
the use of tobacco, and (3) From the use of cards in the
sense of gambling, (4) From the use of profane language;
and will endeavor by all proper means to influence
others to do the same. 25

Although there were no facilities for boarding
students at the school, individual families were willing to
house children living too far to travel at a cost of from
five to seven dollars per week. Parents could place their
children under the control of the principal "who will guard
as careful, his or her habits and associations as though
they were members of his own household." 26

The first morning, twenty-seven students, of all ages
and in all departments, were enrolled. Mrs. Mary Coyner

25Ibid. 26Ibid.
took charge of the Primary Department; Miss Emma Coyner instructed the intermediate group; and Professor Coyner assumed the advanced studies. Miss Coyner became the wife of the Reverend Josiah Welch in October, 1875, leaving her duties to Mrs. Jenny Dennison Haskins, who was followed by Miss Eliza McCullough. Other teachers, acquired through the Presbyterian Board of Home Missions, added their talents to the success of the school.

The second morning, a woman, an estranged wife of a Mormon elder, brought her two small children and inquired if the school would accept pupils who could not pay tuition. The two were enrolled, and steps were taken to obtain financial assistance for those who were unable to provide for their own education. Mr. Welch wrote to two eastern sabbath schools for scholarships for the two children, and it was announced that all worthy children would be received, regardless of religious preference or ability to pay tuition. Four additional students were enrolled the first year under this program with eastern churches assuming the thirty dollars tuition for each. By 1885, 65 percent of the students received this financial support.

Enrollment increased rapidly at the school. A reporter from the Salt Lake Tribune, visiting the classes, made the following report on the progress of the school.

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27Coyner, 11.  
28Ibid., 11.
The school is held in the basement, which consists of two commodious, well-lighted rooms. The main room is presided over by the Professor, and is furnished with comfortable seats and home-made desks. In this room the academic and higher intermediate classes are taught, the former consisting of twenty scholars and the latter of seventeen.

The rear room is subdivided by a temporary partition, in one end of which Miss Coyner teaches the lower intermediates, eleven in number, and also hears the advanced or B class, recite some of their studies. In the other portion of the room, Mrs. Coyner teaches the primary class, consisting of twenty scholars who use the first and second readers.29

Dr. Coyner's students were subjected to a rigid system of discipline designed to create an atmosphere which was believed to be the most conducive to learning. Upon the completion of the first term, written and oral examinations30 were given to the advanced classes. The reporter concludes that although the school had been in operation only ten weeks, the results of the exams indicated that the school was achieving its academic objectives.

The Reverend and Mrs. Welch left the city in the summer to join his mother in Ohio. Both became seriously ill in the East. Mrs. Emma Coyner Welch died at Uhricksville, Ohio, on August 31, 1876, and her husband lingered until March 18, 1877. The loss was a tragedy to the Coyners and a severe loss for the school. The Reverend Welch must be regarded as the founder of the Collegiate Institute, "for he

29Salt Lake Tribune (Utah), April 29, 1875, 4.

30See Appendix II for examples of the written examinations.
set on foot those influences that led to its being established, and for the short time he lived after its organization, he was its firm, devoted friend."  

The Reverend Robert G. McNiece, D.D., was appointed to fill the vacant pastorate of the First Presbyterian Church, arriving in Salt Lake City on June 1, 1877. As President of the Board of Trustees, he did much to aid the progress of the school.

Dr. Coyner attempted to operate the Collegiate Institute on a sound financial basis. But the practice of admitting all worthy students created the problem of guaranteeing their tuition. The plan of asking for aid from individual eastern churches was risky, and a more permanent financial arrangement became necessary. At a meeting of the Utah Presbytery in Ogden, February 7, 1877, Dr. Coyner reported that thirty scholarships were received, but the need was for sixty, or a mission fund of $1,800.00. He also requested a regular method of securing funds for the school, to improve its financial stability.

The Presbytery approved and distributed a memorial asking the General Assembly of the Presbyterian Church to empower the Board of Home Missions "to commission teachers and Bible readers for the peculiar population of Utah

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31 Coyner, 12.

32 Ibid. Presbytery of Utah of the Presbyterian Church, Springville, Utah, Minutes of meeting, February 8, 1877. (Typewritten.)
The General Assembly, meeting in Chicago, adopted the memorial and, to secure funds to pay the salaries of the teachers, organized the Women's Executive Committee. This Committee immediately commissioned Mrs. Coyner and two other teachers at the Collegiate Institute, assuming the responsibility for their salaries, partially relieving the financial burden of the school.

As the enrollment increased, the facilities became totally inadequate. Poor ventilation in the basement of the church became an additional hazard. Dr. Coyner proposed to the Trustees that a 40 by 120 foot lot at the rear of the church be mortgaged for $1,000.00, that the money thus acquired, together with an additional $1,000.00 to be raised by subscription, be used to construct a wooden classroom building on the lot.

The Board approved the project, and Dr. Coyner immediately embarked upon a campaign to raise the necessary funds. With the aid of six young ladies in his advanced class and members of the faculty, he prepared letters contacting three thousand superintendents of Presbyterian sabbath schools asking for donations. In addition, he canvassed the gentile (a term used to identify all non-Mormons)

\[\text{Ibid., 13.}\]
population of Salt Lake City and by June 1, 1877, had accumulated enough money to call for bids on construction. Because the bids were considerably higher than anticipated, Professor Coyner prepared the plans himself and hired a carpenter to complete the task. The finished product was a building consisting of four classrooms with a seating capacity for one hundred seventy-five students. In addition to the cost of construction, equipment purchased to furnish the new facilities increased the total cost to $3,750. Responses to Dr. Coyner's letter campaign raised over $1,300, and contributions in Salt Lake City added $1,100, leaving a balance of $1,350 still to be cleared.34

Dr. Coyner made every effort to have the building free of debt when it was dedicated. He obtained pledges of $100 and $50 from several Salt Lake businessmen, pledged $400 himself, and determined to gain the rest. At the dedication ceremony, on August 22, 1877, Professor Coyner, in delivering the financial report, appealed to the audience for pledges to clear the remaining debt. He proposed five $100 pledges, two of which he assumed, one in memorial to the Reverend Josiah Welch and the other in his own name. The remainder were quickly filled. He then proposed ten $50 pledges, the first in honor of the late Mrs. Welch, which were also

34 Ibid., 17. Salt Lake Collegiate Institute, Catalogue (Salt Lake City, Utah: Salt Lake Collegiate Institute, 1877), 14-15.
subscribed. Next, ten pledges for $35 were added to the list, for a total of $1,250. The remainder was raised by smaller donations, clearing the new school of indebtedness before the dedicatory prayer.\textsuperscript{35}

Although the school steadily increased its enrollment and income, this expansion continued to present financial difficulties to the Superintendent and Trustees. Salaries for the teachers were $500 for each of the first three years and $600 thereafter. The Presbyterian Board of Home Missions, through the Women's Executive Committee, paid $300 each for three teachers, and the balance of their salaries was raised from tuition. Thirty scholarships, totaling $900, provided an additional source of income for the Collegiate Institute. A dispute arose between Dr. Coyner and the Mission Board over the disposition of the scholarship monies. The Board argued that these funds should be turned over to them to help pay the salaries of the three teachers. Such action, replied Dr. Coyner, would have left the school without adequate funds. He further stated that if the Home Mission Board, "took the money received from the scholarships to pay the $900, I would withdraw the teachers from the Board, as before."\textsuperscript{36}

\textsuperscript{35}Coyner, 19-20. See also, \textit{Salt Lake Tribune}, August 23, 1877, 4.

\textsuperscript{36}Coyner, 19-20.
This difficulty was resolved when Dr. Coyner met with the Executive Committee of the Board at the General Assembly meeting in Saratoga, New York, in May, 1879. Professor Coyner was commissioned at a salary of $600 a year, an annual mission fund of $1,500 was established, and all scholarships were paid to the Board of Home Missions.

During this period of financial strain, the Board of Trustees did not always know if money would be available to meet monthly expenses. Dr. Coyner relates one incident which vividly portrays the difficulties.

The bills were due on Saturday. Thursday the cash account showed a deficiency of $50.00 to meet these bills. I said to my wife, "The mail will surely bring a couple of scholarships by Saturday to make up this deficiency"—but Saturday morning came, and no relief. Saturday morning as I was passing through an outside store room of our dwelling, I noticed a cast-off straw hat, without any lining, that I had thrown on a low shelf about a month before, which was in full view as we passed and repassed several times a day, and that there was a small roll in it. This I unrolled and found three twenty-dollar greenback bills that seem never to have been used. How they got there I never knew. They must have been placed there by someone the previous night, but by whom is still a mystery. I believe he was fed Elijah by means of the ravens (which may have) had something to do with it, so thankfully accepting the gift as from the Heavenly Father, the money was used to pay debts due.\[37\]

Again, enrollment in the school brought a need for even greater expansion of classroom facilities. In the summer of 1880, a two-story brick building was erected

\[37\]Ibid., 20. See also, Salt Lake Tribune, April 12, 1884, 4.
adjacent to the church. A boarding department was included in this addition providing housing for boys, under the supervision of Mrs. M. K. Parsons as matron. The construction expense of $6,500 was raised by subscription of $400 by the Women's Executive Committee, and the remainder by personal donations within Salt Lake City.

Once more financial difficulties endangered the progress of the Collegiate Institute, as Mrs. Baines, Secretary of the Women's Executive Committee, informed Dr. Coyner that her organization was unable to raise the money they had pledged. Work on the building had progressed to the point that it could not be halted, and Dr. McNiece, in Chicago, had signed for the purchase of a carload of equipment, leaving the administration with no choice but to assume financial responsibility and seek a solution. Dr. Coyner wrote to several men of means in the East, West, and in Utah, offering to sign personal notes for six months at 10 per cent interest. The response to these requests enabled him to pay the debts on time and to meet the notes as they fell due with money arriving from the East.

In the summer of 1881, a second story was added to the first building to accommodate the art and music programs, which had been added to the curriculum, and to increase the capacity of the boarding department. The cost of this project, between three and four thousand dollars, was raised
without difficulty, an indication that finances were becoming more stable as the school's reputation became more widely accepted.38

Until 1882, Professor Coyner had assumed total responsibility for the finances of the Collegiate Institute, but the school had grown so much that he was unwilling to continue individual responsibility for so vast an operation. The Board of Aid for Academies and Colleges was organized by the Presbyterian Church that year, and the Salt Lake Collegiate Institute applied for financial aid from the Board. Income from tuition, from the Board of Home Missions, and from the Board of Aid enabled the Board of Trustees to pay Dr. Coyner a fixed salary and assume control of expenses.39

By 1884, the school was fully equipped for first-class work. It had graduated several classes sending its graduates

... to Ann Arbor [University of Michigan], to Princeton, and other eastern colleges who had sustained themselves with honor, and it did first-class work during this, the ninth year, of the school's history. All of its departments were well filled, and harmony and good order prevailed.40

In 1883, Dr. Jesse Fonda Millspaugh was appointed principal of the high school program, freeing Dr. Coyner from

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38Coyner, 20. See also, Salt Lake Tribune, April 12, 1884, 4.
39Ibid., 24.
40Ibid., 25.
some of his duties. After graduating from the University of Michigan in 1879, Millspaugh taught for two years while serving as the principal of the high school in Frankfort, Indiana. He then returned to his studies, obtaining an M.D. degree from the University of Pennsylvania in 1883.\textsuperscript{41} Dr. Coyner was unwilling to leave the Collegiate Institute until a suitable successor could be chosen. Dr. Millspaugh was elevated to the position of Superintendent when Dr. Coyner resigned in May, 1885.

Dr. and Mrs. Coyner left for Los Angeles on May 5, 1885, after ten years service to the missionary work in Salt Lake City. The primary reason for Professor Coyner's resignation was his wife's failing health. He cited three reasons for her declining condition: (1) the great shock of her daughter's death in 1876; (2) the constant dread during the first four years in Salt Lake City that the Mormons would harm her husband; and (3) the high altitude of Salt Lake City.\textsuperscript{42} The Coyners retired in Palm Springs, California, leaving an institution in the Salt Lake valley which has become a continuing monument to the success of their endeavors.

\textsuperscript{41}Christensen, 5.
\textsuperscript{42}Coyner, 24-25.
Under the able leadership of Dr. Millsapugh the school continued to grow and prosper. Robert J. Caskey, an instructor in mathematics, served as assistant principal of the high school, succeeding Dr. Millsapugh as principal when the Superintendent's duties became increasingly demanding. In addition to a broader curriculum, the "S.T.A.R. Society, composed of young ladies of the High School, meets once a week for the study of standard authors and other literary work."43 Young men were given opportunity to broaden their intellectual activities by membership in a debating society "maintained for securing practice in extemporaneous discussion and familiarity with parliamentary uses."44

In 1888, the administration proposed the construction of a new Academy Building to meet the growing needs of the school. This building was dedicated on June 5, 1895, increasing the campus to three buildings with accommodations for about 250 students.

The main building . . . contains the school rooms and boarding department for boys. It is a four story structure of pressed brick and sandstone, eighty feet long and sixty-four feet wide, fronting on Second East Street. The first story, which is a high basement, contains the dining rooms, kitchen, storeroom, laundry, servants room, boiler room, boys' lavatory and the chemical laboratory, music room, principal's office, girls' toilet and boys' coat room. The third contains

43Salt Lake Collegiate Institute, Annual Circular, 1887-88 (1887), 2.
44Ibid., 2.
a reception hall, fifteen bed-rooms, a lavatory and a
bathroom. The fourth contains eight bed-rooms, a
recreation room and a lavatory, besides a number of
storerooms.\textsuperscript{45}

In response to a growing demand for trained teachers
to meet the increasing needs in Utah and adjoining terri-
tories and to provide Protestant teachers to work among the
Mormons, the curriculum was altered in 1886 to include a
course in normal training. The normal course consisted of:
"(1) lectures and courses of reading on educational subjects;
(2) study of methods of teaching and school management; and
(3) practical work in training classes."\textsuperscript{46} In 1888, a course
in business training was added to the curriculum, and
students were encouraged to progress as far as practicable
in their educational training. Special emphasis was given,
and continues, to a close relationship between students and
teachers. "By carefully grading pupils into classes suited
to their ability and advancement, instruction becomes indi-
vidualized, and intellectual growth is neither forced nor
retarded."\textsuperscript{47}

In 1890, Dr. Millsbaugh resigned to become Superin-
tendent of the Salt Lake City Schools, serving the community
in that capacity until 1898. His efforts were instrumental
in establishing an excellent school system within the city.

\textsuperscript{45}\textit{Ibid.}, 1895-96. \hspace{1cm} \textsuperscript{46}\textit{Ibid.}, 1886-87.
\textsuperscript{47}\textit{Ibid.}, 1888-89.
While no great public enterprise can be spoken of as the result of the effort of one man or any set of men, still one man is often a force without which the enterprise would have failed to reach a high degree of efficiency. In this instance Superintendent J. F. Millsapugh has been that dominating force. He has been with the schools from the very first, and their present popularity and usefulness are in a large measure due to his wise and conservative administration.48

Until 1890, Salt Lake City had twenty-two autonomous school districts. In May and June those districts closed their offices and the school boards ceased to exist. On July 1, one school board assumed complete control of a unified district beginning a new era in Salt Lake City's educational growth. Enrollment at all levels increased substantially during Millsapugh's administration, the pupil-teacher ratio was improved, and a graded system patterned after the Collegiate Institute was introduced bringing the school system more in line with the national standards.49

Professor Charles S. Richardson was appointed to fill the vacancy created by Millsapugh's resignation, serving as Superintendent of the Collegiate Institute during the school year beginning September 8, 1890. A graduate of the Colby University in Maine, Mr. Richardson specialized in natural science, although qualified to teach all subjects.50

48A. O. Clark, "The Public Schools of Salt Lake City," Christian Endeavor, I (May 6, 1897), 2.

49Christensen, 301.

50Salt Lake Collegiate Institute, Annual Circular, 1890-91 (1890). See also, Salt Lake Tribune, September 1, 1890, 4.
Although he served only one year as Superintendent, his leadership contributed to the growth and success of the school.

Beginning the school year 1891, Robert J. Caskey was elevated to Superintendent. He had been principal of the high school department since September, 1887. He served as Superintendent until 1904, when, frustrated by financial difficulties and lack of cooperation with the Board of Home Missions and the Women's Board, he felt compelled to submit his resignation. However, a major change in the role of the Collegiate Institute occurred during Caskey's tenure. In 1895, in anticipation of the opening of Sheldon Jackson College, the grammar department was dropped. The course of instruction now covered five years, the first year designed to aid students with inadequate background in preparing for high school, the other four years remaining the academic course. The school thus became, in essence, but not yet in fact, the preparatory department of the college.

The Salt Lake Collegiate Institute was one of four Protestant schools in Salt Lake City whose object was "to supply the people with American education through first-class education."  

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52 Salt Lake Collegiate Institute, Annual Circular, 1895-96 (1895), 7.
graded schools."\textsuperscript{53} It was in no sense a rival of the public schools,

\ldots for it has a special sphere and work of its own, namely, to provide a Christian home for young men and women who come from a distance to secure an education, and also to meet the increasing demand for an education conducted on a Christian rather than a secular basis.\textsuperscript{54}

The opening of the public schools reduced the need for a private graded school in the community, allowing the Collegiate Institute to "devote itself to strictly academic work."\textsuperscript{55} The school was now prepared to provide the final step of the Presbyterian educational system--a college serving the Intermountain area.

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\textsuperscript{53}\textit{Church Review}, Historical Edition, IV (December 29, 1895), 60.

\textsuperscript{54}\textit{Salt Lake Tribune}, April 12, 1884, 4.

\textsuperscript{55}\textit{Salt Lake Collegiate Institute, Annual Circular}, 1895-96, 4.
\end{flushright}
Privately endowed, church-related colleges are almost universally burdened with financial difficulties due, primarily to their dependence upon the benevolence of their parent churches and private contributions. This is particularly true of Westminster College. Considering the difficulties and obstacles faced in the beginning by those who sought to establish this institution, it is incredible that their efforts met with success. It is due to a number of dedicated individuals that Westminster survived and prospered.

The need for a collegiate program to complete the educational pattern of the Protestant mission schools in Utah had long been argued by the Presbyterian leaders in the territory. The argument for a college in Salt Lake City was based on three premises: (1) a competing institution to stimulate the state institutions and provide education for those who would not attend state schools; (2) a means of combatting Mormon influence, especially after statehood was achieved, because Protestants would no longer have the protection of federal territorial laws or the cooperation of the government at Washington; and (3) a strategically located
school attracting students from the entire Intermountain region from Colorado to California because Protestant mission schools were graduating an increasing number of youths desirous of furthering their education.\(^1\) There were over 2,000 students in attendance in the schools and academies conducted by the Presbyterians alone.\(^2\) It was either necessary for them to attend the state universities, the Mormon church schools, or incur the heavy expense of attending eastern universities.

With this threefold purpose in mind, the Presbytery of Utah appointed a committee of five composed of the Reverend S. E. Wishard, R. G. McNiece, Josiah McClain, G. W. Martin, and Elder Frank Pierce to consider the advisability of organizing a college to complete the Presbyterian mission work in Utah.\(^3\) This committee, reporting that since the missionary schools in Utah had met such widespread success and the Presbyterian Church had no college within several hundred miles of Utah, submitted the following resolution:

1. That the time has come when we must take immediate steps to organize a college, to be located in Salt Lake City, that shall furnish a thorough classical and scientific course of education, equal to our institutions in

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\(^1\)"Sheldon Jackson College," Report on the need for a Protestant college in Utah, 1895, 3. (Handwritten.) Westminster Archives.

\(^2\)Ibid.

\(^3\)Synod of Utah of the Presbyterian Church, Springville, Utah, Minutes of meeting, March 26, 1892.
the East.

2. That we proceed at once to the election of a Board of Trustees consisting of nine members; five ministers and four laymen, all of whom shall be Christian men, who shall organize and become a corporate body, in compliance with the laws of the territory, and shall hold all property in their hands, and use the same for the advancement of the interests of the institution.

3. The Board shall be elected by the Presbytery by ballot, three members to serve three years, three members to serve two years, and three members to serve one year. These members shall be elected by the Presbytery annually.

A Board of Trustees was selected, composed of Dr. McNiece of Salt Lake City, the Reverend McClain of Nephi, and Colonel William M. Ferry of Park City for three years; Dr. S. E. Wishard of Ogden, the Reverend G. W. Martin of Manti, and Mr. Frank Pierce of Salt Lake City for two years; the Reverend C. M. Shephard of Springville, F. E. Gregg of Salt Lake City, and W. I. Brown of Nephi for one year. Although changes were made in the membership of the Trustees, these diligent men immediately set about seeking financial aid and a suitable site for the proposed college.

Of four sites presented, two received considerable attention by the Trustees. The first was submitted by the Ogden Chamber of Commerce seeking to locate the college in

4A local or regional judicatory of the Presbyterian Church composed of no less than twelve churches.

5Synod, Minutes, March 26, 1892.

6Salt Lake College, Board of Trustees, Minutes, March 29, 1892. Westminster Archives.
that city. However, this was rejected because the resolution by the Presbytery specified Salt Lake City as the site. The second proposal, presented by a mining syndicate headed by Gill S. Peyton and E. H. Airies, offering to give the College fifty acres of the three-hundred acre Crissman farm located four and one-half miles south of the city, and an additional thirty acres known as the Price Place, on the condition that the College be located on that site, was accepted on January 20, 1896. Significant progress appeared to be in view, because at this same meeting the Trustees also voted to accept an offer by the Reverend Sheldon Jackson, D.D., to give to the college $50,000 to be obtained from the sale of real estate owned by him and located in Washington, D.C. In a letter, dated May 13, 1895, Dr. Jackson agreed to establish this endowment fund on the condition that the Bible shall always be used as a textbook in the College curriculum, that the College should always be loyal to the doctrines of the Presbyterian Church, and that the institution be named Sheldon Jackson College. 

\[\text{Ibid., May 2, 1893.}\]
\[\text{Ibid., January 20, 1896.}\]
\[\text{Sheldon Jackson, papers, letter to Presbytery of Utah, May 13, 1895. Salt Lake College, Board of Trustees, Minutes, January 20, 1896. Westminster Archives. See Appendix III for reproduction of Jackson's letter.}\]
Possessing land and an endowment, the Trustees were in a position to begin college classes. General John Eaton, L.L.D., former United States Commissioner of Education and Civil War veteran, accepted the position as president on August 26, 1896.\textsuperscript{10} General Eaton spent most of his time in the East serving primarily in a fund-raising capacity, a task which continues to occupy much of the President's energies today. The Reverend McNiece was appointed by the Trustees to commence in March, 1897, to give his time to "finding students and arranging details for the College to open next fall in connection with the Institute."\textsuperscript{11} He served as Dean of the College, teaching Greek and Latin, until his death in 1913. Upon General Eaton's recommendation, the Trustees appointed Professor George B. Sweazey, A.M., "a young man of special talents and attainments, with missionary aspirations"\textsuperscript{12} to teach Latin and science. With these men at its helm, Sheldon Jackson College first opened its doors on September 7, 1897, with a class of six in the Collegiate Institute buildings.\textsuperscript{13} Faculties were

\textsuperscript{10}Sheldon Jackson College, Board of Trustees, Minutes, August 26, 1896. Westminster Archives.

\textsuperscript{11}Ibid., March 4, 1896.

\textsuperscript{12}"Sheldon Jackson College, Salt Lake City, Utah," Church at Home and Abroad (May, 1898), 2-4. Westminster Archives.

interchanged and Collegiate Institute students enrolled in college classes. "Thus the College and Institute became at once, not in legal direction, but in spirit, and in economy, the college with its preparatory department having a united attendance of some seventy students."14

Dr. McNiece and Professor Sweazey offered a four-year college program with two courses of study. The Classical course emphasized English, Latin, Greek, mathematics (including college algebra and trigonometry), and history. In addition students could choose either French or German in the junior and senior years. The Latin-Scientific course differed from the Classical in that natural sciences (physics, chemistry, biology, and geology) replaced the classical languages. Both programs required Bible study throughout the course. A philosophy course designed to aid the student in developing a personal philosophy of life was included in the senior year. Only two students appear to have completed this program, Theodore M. Keusseff and E. J. Hanks, and the college curriculum was temporarily discontinued in 1909. Although their efforts did not bring the desired results, the founders continued to work toward a full-fledged college program.

Dr. Jackson had grandiose plans for the College to

14"Sheldon Jackson College, Salt Lake City, Utah," 2-4.
become a major rival of the University of Utah in offering a broad academic program. Under General Eaton's direction, he anticipated that annexes or departments "such as a School of Mines, Medicine, Law and Theology" would be organized, similar to college programs in large eastern cities. Financial difficulties, the loss of the proposed college site, and lack of facilities and students prevented such a plan from materializing.

Although Dr. Jackson suffered financial reverses which forced him to request a release from his $50,000 cash pledge in 1900, rising real estate values after 1902 enabled him to fulfill his promise, his estate providing significant aid to the College. In 1902, by mutual consent, the Trustees and Dr. Jackson changed the name of the College to Westminster, a name representing at least three evangelical churches and giving the school a broader denominational base. Dr. Jackson's interest in the College continued until his death on May 2, 1909.16

Conflicts appeared early to plague the progress made by these early leaders. The first obstacle to arise was a rival claim of the Congregational Church in Salt Lake City.


to create a college similar to the one proposed by the Presbyterians. Dr. Duncan McMillan, a Trustee of the College, wrote to Dr. Jackson from New York City:

You will be interested to know that the Congregationalists are determined to head us off in the college enterprise in Salt Lake City. By a strong representation, they have secured an offer of $50,000 (presumably from D. K. Pierson of Chicago, that generous Presbyterian) on condition that they raise $150,000 more. They came to us last June expressing the strongest indignation that we should be bold enough to think of establishing a college in Salt Lake City. They claim precedence in every respect.17

To resolve the dispute, leaders of both churches met in the New York City offices of the Presbyterian Board of Home Missions and, on the basis of evidence presented by Dr. McMillan that the Presbyterians had begun their missionary work earlier and that the Collegiate Institute compared favorably with the Congregational school, Hammond Hall, concluded that the Presbyterians had prior claim to the creation of a college.18 Both denominations opposed a plan to unite in conducting a single college as divisive; the Presbyterian Board of Home Missions responding that "their charter would not allow them to put their funds into that kind of institution."19 After the Presbyterians won their

17Jackson, papers, letter from the Reverend Duncan J. McMillan, August 26, 1895. Westminster Archives.
18Ibid.
objective, they approached Dr. Pierson to seek a similar offer to that of the Congregationalists, but he refused to grant further support to either denomination. Hammond Hall, renamed Salt Lake College by the Congregationalists, continued to function as an academy in Salt Lake City.

A second difficulty arose over the proposed college site. Mr. Peyton, possibly to prod the Trustees to begin construction on buildings, or perhaps from a desire to obtain profit, or both, altered his gift of land by submitting the following plan:

(1) When $50,000 worth of buildings are erected on the College ground within three years, deeds to the said eighty acres of land will be turned over to the College Board, these deeds to be made out at once and put in escrow, ready for delivery when the conditions above mentioned are complied with.

(2) We, Gill S. Peyton and E. H. Airies propose to turn over all the ground to the College after selling sufficient lots to amount to $200,000 and the College shall be allowed to retain twenty per cent of the sales for expenses and compensation. We agree to deed to the College all that remains.20

Due to the declining value of the Jackson Estate and the increasing difficulty of obtaining donations because of depressed financial conditions nationally, the Trustees were unable to comply with the terms attached to Mr. Peyton's offer. In November, 1901, Mr. Airies repudiated the whole transaction by refusing to accept nothing less than $110,000

20Sheldon Jackson College, Board of Trustees, Minutes, June 26, 1899.
In cash for the whole eighty acres, whereupon the Board of Trustees absolved itself of any further obligation in the matter. They immediately established a committee composed of Dr. Bailey, the Reverend McNiece, and the Reverend McClain to seek a new college campus.21 The Reverend McClain has recorded the efforts of the committee as follows:

We had many meetings. . . . One day after canvassing the situation the committee walked over the ground now occupied as the college site. It was then known as the New Grand View Addition. It was plotted and many lots had been sold. It was suggested that we ask for money to purchase this tract of land. . . . Colonel William M. Ferry had been successful in his mining adventure in Park City. Why not ask him to purchase this tract of land and donate it for our college location. This suggestion was adopted by the committee and a meeting arranged with Colonel Ferry. . . . The committee appeared at the appointed time and met with Colonel and Mrs. Ferry. Dr. McNiece was the spokesman. He presented our cause and Colonel Ferry listened patiently. When McNiece was through, the Colonel promptly answered: "Gentlemen, I cannot do anything for you. My own personal obligations must be met. I am sorry." Mrs. Ferry spoke up and said, "Well, Colonel, we know we have well in hand our personal obligations. I do not think that will be in the way." Dr. McNiece took courage from those remarks and made a second plea. . . . The Colonel answered, "Gentlemen, I will think over this matter and give you an answer in a few days." As we passed out the door, Mrs. Ferry said, "I think you will get what you are asking for."22

Wednesday, December 8, 1901, Colonel Ferry called McNiece to meet with him. During the interview, "he cheered my heart by saying he was ready to proceed with the purchase of the

21 Ibid., November 26, 1901.

22 Josiah McClain, Address delivered at the Twenty-fifth Anniversary Celebration of Westminster College, Salt Lake City, Utah, September 3, 1911 (Salt Lake City, Utah: Westminster College, 1911). Westminster Archives.
proposed new college site in Perkins Grand View Addition, southwest corner of Eleventh South (now Seventeenth South) and Thirteenth East,"\(^\text{23}\) within the city limits, near the street car line and presenting a fine view of the city.

Colonel Ferry donated to the College twenty acres on the condition that: (1) it shall be a college site; (2) it shall never bear any financial incumbrances; (3) that the Bible shall be regularly used as a textbook; (4) that the teachings be in harmony with Presbyterian doctrine; (5) that a building costing at least $25,000 be erected within five years; and (6) that it shall be a woman's building and managed by a Woman's Board.\(^\text{24}\) The Trustees accepted his offer, and this site (with minor changes) continues to serve as the college campus.

After the initial success, difficulties seemed to arise so rapidly that the founders were hard put to continue the work of the school. On May 5, 1899, the Reverend Thomas Gordon, D.D., President of the Kenilworth Building and Loan Association in Washington, D.C., was appointed financial agent of the College with

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\ldots \text{power to solicit and receive for and on behalf of}
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\(^{23}\)Robert G. McNiece, papers, letter to the Board of Trustees, April 11, 1902. Westminster Archives.

\(^{24}\)Colonel William M. Ferry, papers, letter to the Board of Trustees, February 13, 1902. See Appendix IV for copy of original. Sheldon Jackson College, Board of Trustees, Minutes, February 17, 1902.
the College funds to be used for defraying the current expenses of the institution, for permanent endowment, the erection of buildings and for general college purposes, with the management and control of property of the College situate in Washington, D.C., and elsewhere and the rentals and income therefrom, subject to the control and direction of this Board. 25

Administration of the Sheldon Jackson property belonging to the College was placed in the hands of Dr. Gordon who remained in Washington. In August, he was granted power of attorney by the Trustees. 26 Both President Eaton and Dr. Jackson expressed concern that Dr. Gordon be given such complete authority to act on behalf of the College. Their fears proved accurate. After beginning construction on eleven houses to provide income through rental on the Jackson Estate and failing to comply with repeated requests by the Board of Trustees that he furnish a bond of $10,000, the Trustees appointed a committee composed of the Reverend Mr. McNiece and General Eaton to investigate Gordon’s activities. 27 After thorough investigation, the committee found that Dr. Gordon had far exceeded the instructions given him by the Trustees as well as exercising unwarranted power and authority which they never intended he should have, and which proved both dangerous and nearly disastrous to the best interests of the College.

25Sheldon Jackson College, Board of Trustees, Minutes, Resolution passed June 26, 1899.

26Ibid., Minutes, August 18, 1899.

27Ibid., June 30, 1900.
For example, the Trustees never authorized him to sell or mortgage the property of the College without their explicit consent and approval. But he has done both, without securing the approval of the trustees. He was never authorized to build houses on the College property, either by borrowing money, or by using the money of the College. But he has done all these things. And by his unauthorized action in building eleven houses at a cost of $23,000, he came very near exposing a property worth some $30,000 to Sheriff's sale.28

Further, he was charged with failure to submit requested financial reports regarding receipt and expenditure of over $34,000 of College funds during the fourteen months he held that position,29 implying that he had misappropriated a large portion of the funds entrusted to his care. Dr. Gordon was released from his position on August 11, 1900, and on the advice of Dr. Jackson, the Trustees decided not to bring criminal charges against him.30 General Eaton assumed responsibility for contractual obligations agreed to by Gordon, and his son, Quincy Eaton, was appointed Financial Agent to assist his father. Young Eaton, serving in this capacity until March 5, 1902, did much to restore financial stability to the Jackson properties.31

28General John Eaton, papers, Report by Eaton and Reverend McNiece on Dr. Gordon's actions as financial agent for the College, August 6, 1900. Westminster Archives.

29Sheldon Jackson College, Board of Trustees, Minutes, August 29, 1900.

30McNiece, papers, letter to Dr. Thomas Gordon, August 11, 1900.

31Sheldon Jackson College, Board of Trustees, Minutes, February 6, 1902.
While College authorities were seeking solutions to the problems of location and finances, a new difficulty arose regarding the role of the Collegiate Institute. In response to a request by the Presbytery of Utah, in 1892, for financial assistance from the General Assembly of the Presbyterian Church, the Woman's Board of Home Missions was organized to "raise money, provide teachers, chapels, and necessary equipment for schools throughout the Home Mission field." On September 1, 1896, the Collegiate Institute became the property of the Woman's Board, whose headquarters were in New York City. Friction between the Board and Robert Caskey, Principal of the Institute, developed as he found it increasingly difficult to operate the school under the financial restrictions imposed by the Board. At least a degree of this animosity was directed toward him personally, as indicated by the following letter of Sheldon Jackson.

... I find that there is a prejudice in New York against the Academy under its present management, and while I do not share their feelings, yet from their standpoint there is some justice in their feeling as they do.

Possibly the reasons for this controversy lay in:

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32 Buzza, S. Presbytery of Utah of the Presbyterian Church, Ogden, Utah, Minutes of meeting, February 8, 1877. Westminster Archives.


(1) failure of the early Collegiate Institute bulletins to recognize the efforts of the Woman's Board on behalf of that institution; (2) Caskey's continual efforts to collect and disburse funds without going through the Board; (3) the difficulty of raising funds for mission work in the late 1890's; and (4) a disproportionate number of tuition scholarships awarded by the academies of Utah as compared to other mission schools, creating a greater financial burden for the Board.

In 1904, the Board of Home Missions revised their accounting program among the mission schools by requiring monthly financial statements from the superintendents. In addition,

... Superintendents and Principals in charge of boarding schools should make requisition to the Treasurer of the Board, Mr. H. C. Olin, 156 Fifth Avenue, New York, for funds for current expenses, monthly. Collections for tuition, board, etc. should be kept intact, and at the end of each month sent by draft or money order with the financial statement to the New York office.

Utah schools were required to send their receipts some 2,500 miles to be returned to them after approval by two separate Boards.


36 Caskey, papers, letter from George F. McAfee, September 5, 1902.

37 Ibid., letter from George F. McAfee, April 4, 1904.
(Woman's Board and the Board of Home Missions), to be disbursed to meet the needs of their separate facilities.

Mr. Caskey, limited in his authority by the actions of the Boards, also became embroiled in controversy with the College staff. The College rented three rooms of the Institute facilities for $100 a year upon the condition that "no work properly belonging to the Salt Lake Collegiate Institute courses, as now published and maintained, shall be duplicated by the College while occupying quarters in the Collegiate Institute building." Mr. Caskey charged that the College faculty was duplicating classes offered by the Institute faculty, and also complained that students enrolled in the College were negligent in attendance at chapel, setting a bad example for Institute students, who were required to attend (a conflict familiar to many more recent Westminster students and administrations). Dr. McNiece, Dean of the College, replied to these charges that it was not the policy of the College to duplicate Institute work and that the cases of duplication "have been purely exceptional, under peculiar circumstances in connection with advanced students, not one of whom would have pursued that work in the Institute."

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39 Ibid., letter from Robert G. McNiece, June 14, 1901.
Regarding attendance at chapel, he approached his students with the charge that,

"... we are a small group, and you are all Christian students. Let us make it a point to attend chapel exercises every morning. But if you have any reason satisfactory to yourselves for not being there from time to time, I will leave that to you."\(^{40}\)

This reply appears to have satisfied Mr. Caskey, for he continued to serve the Institute and worked cooperatively with the College until his decision to retire from mission work September 1, 1904. He was succeeded by Mr. George Sweazey as Principal of the Institute beginning the 1904-1905 school year.\(^{41}\)

In March, 1897, a plan to purchase the Collegiate Institute and make it the preparatory department of the College was adopted by the Board of Trustees of the College.\(^{42}\) If this plan had been carried out, the conflict between the school administration and the Church Boards probably would not have occurred. However, circumstances kept the two schools separate until 1910. The Board of Home Missions accepted the Trustees' proposal after more than two years' delay. Then, with the consent of the Woman's Board, they imposed conditions upon the transfer of ownership

\(^{40}\)Ibid.

\(^{41}\)Ibid., letter from George F. McAfee, May 10, 1904.

\(^{42}\)Sheldon Jackson College, Board of Trustees, Minutes, March 16, 1897.
to the College.

(1) That the same shall be made secure to the Presbyterian Church forever for the purposes of Christian education; and to that end no mortgage shall ever be placed thereon: otherwise the property shall revert to this board.

(2) That the Trustees of Sheldon Jackson College shall, by formal action, agree that on or before September 1, 1901, they will accept title to said property, and assume complete control and provide for the entire support of the said Preparatory Department, it being agreed, that in the case of failure to accept title on or before the date named and provide for full support, then shall revert to its former status and name in order that the Woman's Board may present to auxiliary societies its own work as heretofore.

(3) That pending the transfer of property and assumption of control and support of said Preparatory Department by the College, no appeals shall be made to the auxiliary societies of the Woman's Board for funds in the name of Sheldon Jackson College.

The Board of Trustees agreed to the conditions contained in this resolution with the stipulation that the Institute property could be sold and the Preparatory Department removed to the College campus, the funds thus gained to be used for furthering the educational work of the school.

The most pressing problem for the Trustees was to obtain enough financial aid to meet the second condition imposed by the Home Mission Board within the deadline set by them. Dr. Jackson indicated that many prospective donors to the College were unwilling to support the Institute. The

43 Jackson, papers, letter from C. L. Thompson, Secretary of the Board of Home Missions, December 8, 1899.

44 Sheldon Jackson College, Board of Trustees, Minutes, January 9, 1900.
Woman's Board, on the other hand, was unwilling to provide aid to the College. Consequently, efforts to place the College program on a sound financial basis were unsuccessful and the entire project collapsed.\textsuperscript{45} The Collegiate Institute remained in the hands of the Woman's Board until 1910, when it was finally turned over to the College.

On October 8, 1901, General Eaton was appointed President Emeritus after devoting six years to the development of the College.\textsuperscript{46} The Reverend George Bailey, Ph.D., was elected to the Presidency at a salary of $2,500 annually and expenses.\textsuperscript{47} Dr. Bailey had served for three years as pastor of the Westminster Presbyterian Church in Salt Lake City before assuming his duties with the College. "A man of fine education and scholarly habits, with good business and executive ability,"\textsuperscript{48} he spent most of his three years as President in Washington, D.C., supervising the disposal of the Temple and Jackson estates and working for the financial interests of the College. Responsibility for the educational program rested largely in the hands of Dr. McNiece and the College faculty. Dr. Bailey left the College work on

\textsuperscript{45} Ibid., April 4, 1901. Refers to a letter from C. L. Thompson to the Trustees.

\textsuperscript{46} Ibid., October 8, 1901.

\textsuperscript{47} Ibid., October 21, 1901.

\textsuperscript{48} Annual Bulletin, 1902-1903, 10.
February 28, 1905, to become pastor of the Western Presbyterian Church in Washington, D.C.

During Bailey's presidency, the first building was erected on the College campus. Mrs. Mary J. G. Temple had, as a provision of her will, turned over valuable properties in Washington, D.C., to the Board of Home Missions for the purpose of building a chapel as a memorial to her late father, William Gunton. In June, 1896, the Board of Trustees submitted a resolution to the Home Mission Board, requesting that they be named executors of this estate.49 The Board, finding it impractical to carry out the terms of the trust, with the approval of Mrs. Temple's heirs, agreed to accept the College's offer.50 A Washington court affirmed the transfer of the Temple Estate to the College Board on October 31, 1899.51 A committee composed of General Eaton, Dr. Jackson, and Dr. Gordon was appointed to administer the estate, the value of which was estimated at between $55,000 and $60,000.52 By the terms of the will it was necessary for the chapel to be built on grounds owned by the College,

49 Sheldon Jackson College, Board of Trustees, Minutes, June 1, 1896.


51 McNiece, papers, letter from General Eaton, November 1, 1899.

52 Jackson, papers, letter to Board of Trustees, March 2, 1903.
requiring the purchase of two additional acres of land located on Eleventh East and Eleventh South Streets, within two blocks of the campus. "Whenever and wherever the chapel is built, it should be clearly understood that the Trustees of the College are the only persons in whom the title and management can be invested."53

The Trustees were not unanimous in their desire for the construction of a chapel at that time. The original building on the campus was to have been Eaton Hall, a combined administration and classroom building, which due to Dr. Gordon's difficulties, failed to materialize.

Dr. McNiece expressed the following opposition:

We don't need a chapel now and could not use it. But we do need a building in which to carry on our work, and which would be a home for our students. As soon as we get that we shall need a chapel, but not before, unless we wish to see it stand unused. But you say the building of the chapel would favorably impress business men that we are doing something, and would help secure the College building. Perhaps so. But would not business men more naturally say that a Board of Trustees who put the cart before the horse in that way by building a chapel which they don't need instead of a College building which they do need must be a very impractical set of men.54

However, the majority of Trustees favored the proposal and the Gunton Memorial Chapel, when completed, served not only

53Ibid., letter from Henry V. Van Pelt, Treasurer of the Board of Trustees, March 4, 1903.

54Ibid., letter from Robert G. McNiece, October 24, 1902.
the needs of the College but also housed the congregation of
the Third Presbyterian Church, overcoming the objection of
McNiece that the building would stand empty. Dedicatory
services, held on Sunday, March 19, 1905, featured an his-
torical statement by him in which he praised Mrs. Temple’s
generosity. The building was a commodious structure contain-
ing an auditorium and Sunday school room, separated

... by folding doors so that both rooms can be thrown
together... The auditorium will seat 300 and the
Sunday school room 200. The total cost of the building
is $16,300, exclusive of the furnace and the seating,
which will cost $750 more.55

It remained the home of the Third Presbyterian Church until
1948, when the present Wasatch Presbyterian Church moved into
the new sanctuary on the corner of Seventeenth South and
Seventeenth East.56

The presidency remained vacant from March 15, 1905,
until April 17, 1906, when the Reverend Robert M. Stevenson,
D.D., accepted the office. He, too, spent most of his
efforts disposing of the remainder of the Jackson and Temple
estates. In the interim, Dr. Wishard, a Trustee, was sent
East to solicit funds for the building campaign. His efforts
resulted in pledges totaling $27,450. The largest single
contribution, $20,000, came from Mr. John Converse, President

55Salt Lake Tribune, March 20, 1904, 4.
56Emil Nyman, Collegiate Institute, Class of 1909,
personal interview, Salt Lake City, Utah, July 6, 1968.
of the Baldwin Locomotive Works in Philadelphia. A second gift of $2,500 by Mr. L. H. Severance and $1,000, donated by Dr. D. Stewart Dodge, comprised the bulk of this successful campaign.\textsuperscript{57} The administration-classroom building, of pressed brick and grey stone, designed in a modern Gothic style, was begun in March, 1906.\textsuperscript{58} Although Converse Hall (named for the major contributor) was completed before the end of the year, it could not be used until an additional structure was erected to house students from outside the Salt Lake area.

Again Mrs. Ferry came to the aid of the College. While serving as President of the Woman's Board of the College, she donated $15,000 for the erection of a girls' dormitory and led the campaign to finance the remainder. Mrs. Darwin R. James, President of the Woman's Board of Home Missions, added $13,000 to the fund, while Dr. and Mrs. Jackson contributed $2,200.\textsuperscript{59} In a formal ceremony on July 21, 1908, the cornerstone of Ferry Hall, a dormitory for girls, was laid as Mrs. Ferry "took a new trowel and placed the first mortar beneath the stone and made suitable remarks."\textsuperscript{60} This building "118 feet long and 46 feet wide had a capacity

\begin{itemize}
\item \textsuperscript{57} Westminster College, Board of Trustees, Minutes, March 2, 1906. Westminster Archives.
\item \textsuperscript{58} Salt Lake Herald (Utah), February 11, 1906, 4.
\item \textsuperscript{59} Utah Westminster, I (October, 1907). Westminster Archives.
\item \textsuperscript{60} Ibid. (July, 1908).
\end{itemize}
for housing forty students and six teachers."  

By March, 1908, the money necessary to complete Ferry Hall had been received, but it remained unfinished until 1911. The reason for this delay was simply that the building was without heat. By September, 1910, a contract was approved, and Gorman Plumbing Company began construction of a steam heating plant which would serve all the buildings on the campus. Again, the problem of finances caused the delay in construction.

In 1909, building inspectors pronounced the boys' dormitory of the Collegiate Institute as structurally unsafe. For this reason and because "under existing circumstances, we have so little to offer students" the Trustees voted to discontinue college classes "until we can resume in a way that will justify young people in coming."  

In 1910, the Trustees again proposed to the Woman's Board of Home Missions that the Collegiate Institute be turned over to the College and the property disposed of. The Woman's Board accepted the offer on the condition that the monies received from the sale be used to further the educational program of the combined schools. The Institute Buildings were sold to the Salt Lake Labor Temple for $40,000

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61 Ibid., October 1907.
62 Ibid., October 1909.
in April, 1912. Of this amount, $30,000 was set aside for construction of a boys' dormitory, and the remainder was used to complete the heating plant.\textsuperscript{63} At a Board meeting in April, 1912, the Trustees voted in favor of resumption of college classes. The following September, school opened on the new campus with the Preparatory Department continuing as before and a Freshman and Sophomore class in the College program.\textsuperscript{64} Boys were housed in the basement of Converse Hall until construction could begin on the proposed dormitory.

Dr. Stevenson continued his efforts to obtain funds in the East but met with decreasing success. Prospective donors became reluctant to contribute to the College for two reasons: (1) the number of pupils did not increase in a way to indicate a need for a Christian College in Salt Lake City, and (2) there was manifest too great a willingness among the local community to let Easterners give all the money.\textsuperscript{65} Dr. Stevenson reported this growing opposition to the Trustees, who sought a solution to the problem.

Henry V. Van Pelt, Treasurer of the Board of Trustees, proposed, in April, 1910, that the Articles of Incorporation

\textsuperscript{63}\textit{Westminster College, Board of Trustees, Minutes, September 13, 1910.}

\textsuperscript{64}\textit{Ibid., April 18, 1912.}

\textsuperscript{65}\textit{Collegiate Life, II (May, June, 1912).} Westminster Archives.
be revised to broaden the denominational representation of the Board.66 A similar proposal was adopted by the Synod of Utah during their annual meeting in 1912. It was felt that such a change would broaden the appeal of the College among Eastern donors while attracting a larger student body locally. Finally, Dr. Stevenson, protesting against the failure of the Trustees to act on the problem, submitted his resignation, effective November 1, 1912.67 The Trustees then requested a meeting with Dr. J. E. Clarke, Associate Secretary of the National College Board of the Presbyterian Church, to determine how to develop the College with greatest efficiency. Upon his recommendation, the entire membership of the Board resigned. A new Board was appointed by the Synod68 on October 23, 1913.69 It was composed of eighteen members, most of whom were former members and Presbyterians.

66Westminster College, Board of Trustees, Minutes, April 5, 1910.

67Robert M. Stevenson, papers, telegram to Harvey C. Olin of the Presbyterian Board of Home Missions, October 8, 1912. Westminster Archives. Westminster College, Board of Trustees, Minutes, October 8, 1912.

68A state-wide judicatory of the Presbyterian Church composed of three or more Presbyteries. Utah, a single Presbytery, is part of the Synod of Colorado.

By doubling the size of the Board, the College took a major step toward interdenominational status and reduced criticism toward the Trustees.

While the Trustees grappled with the problem of denominational representation, they were also confronted with the difficulty of securing a suitable successor to Dr. Stevenson. Dr. Charles E. Bradt, Field Secretary of the Board of Home Missions, conferred in Salt Lake City with the Trustees and recommended Herbert Ware Reherd, D.D., pastor of the First Presbyterian Church of Waterloo, Iowa, to fill the vacancy.70 Dr. Reherd was invited to Salt Lake City to meet with the Trustees on October 2, 1913. He returned to Waterloo but soon received an offer to become college president at an annual salary of $3,500 plus travel expenses.71 Leaving an established, prosperous congregation, he journeyed to Salt Lake City, arriving on November 26, 1913, to begin a long and sometimes rewarding career, building Westminster into a respected junior college serving the entire Intermountain region.72 With a new president, Trustees, campus, and buildings, many of the problems of the preceding decade were resolved, and a new era was begun.

70Ibid., July 24, 1913.
71Ibid., October 2, 1913.
72Utah Westminster, XVI (October, 1922), 16.
Although Westminster was established by Presbyterians as a Presbyterian institution, and by its charter is held loyal to Presbyterian ideals, the Trustees have unanimously agreed that it shall henceforth be operated equally in the interest of all evangelical denominations. Other leading denominations have expressed their willingness to cooperate in building up Westminster rather than establish a rival institution in a field only large enough for one good Christian College. At present four denominations are represented on the Board of Trustees and four on the faculty. Locally there is unanimous approval of this union effort in Christian education. It is confidently hoped that this experiment in Utah may lead to a growth of union effort elsewhere in America, not only in education, but in other lines of Christian activity. 73

Students, faculty, and staff began work in September, 1913, on the new campus. Westminster was ready to begin a full educational program.

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CHAPTER IV

STRUGGLE THROUGH WAR, DEPRESSION, AND WAR

Dr. Reherd was inaugurated as President in the Gunton Memorial Chapel on October 2, 1915. In his inaugural address, the new President issued an appeal for a ten-year campaign to raise $500,000 for buildings and equipment and $500,000 for endowment. He also expressed his ideas on the role of Westminster in the Intermountain area, stating that:

... this college justified its existence by adding to the sum of education and culture. It offers competition with the state university by stimulating the University of Utah to offer the best courses and provide the best for students. Such a college promotes Christianity, developing individuals of high moral character by a three-fold system; its dormitory life, its high-grade teachers whose moral requirements are rigid and its required Bible study, which persistently presents in no narrow sectarian way, but in a positively uplifting and ennobling manner the dynamic ideal of the perfectly moral Christ.¹

This environment returns to the community men of high moral character as well as thorough training he contended.

Committing Westminster to a program which would serve the educational and moral needs of the area, Dr. Reherd concluded

by calling upon all Christians of Evangelical Protestant denominations to unite in their support of this single Christian college in the Intermountain region.

On this positive note, Dr. Reherd turned his attention to the needs and growth of the college. Ably assisted by Miss Almira Dodge, who was to serve as his secretary for thirty-six years, and Professor Sweazey, who was appointed Dean to succeed Dr. McNiece, he launched the college program with a class of ten freshmen in 1914-15. A sophomore class, composed of seven students, was added in the fall of 1915. Since the First World War loomed significantly in the minds of many Americans, eastern friends advised the Trustees to stop at the junior college level, and a small class was graduated in 1916. Consequently, the total college offering was confined to four years of high school in the Preparatory Department, the freshman and sophomore years of college, and special work in violin, piano, domestic science, and physical culture.

The faculty consisted of thirteen members, all of whom had bachelor's degrees supplemented by additional graduate studies. The curriculum in the Preparatory Department consisted of three major divisions. The Classical program emphasized English and classical languages, Latin and Greek, with additional courses in mathematics, history, and sciences. In the Latin-Scientific course German was
substituted for Greek, but remained otherwise the same as the Classical program. The Commercial course emphasized more practical training with bookkeeping, stenography, and commercial law replacing the language and science requirements. The College department concentrated on English, languages, advanced mathematics, physical sciences, and history. Bible was included as part of the curriculum in all six years. The primary function of the school was to prepare students for entrance into universities as advanced students or upperclassmen.

The First World War affected the College program in several ways. Students enlisted by ones and twos. Three teachers were called into military service during the school year 1917-18, and three who had been offered teaching positions were unable to fulfill their commitment because of military duty. Enrollment declined from 113 to 92, a loss of 21 students, the first reduction since 1914. The most significant loss among the faculty appears to have been Ralph W. Lloyd, teacher of mathematics and science, and coach of all athletics. A graduate of the College, Mr. Lloyd became an inspirational leader among both students and faculty, and his acceptance of a commission as Lieutenant in the Army created a void difficult to fill. He returned to Westminster on February 17, 1919, to accept a position as assistant to the

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President. Moving to Dubois, Pennsylvania, as a financial agent, he presented the needs of the College among eastern churches until he resigned on January 1, 1920, to enter private business.\(^3\)

Those who remained behind launched a united campaign to aid the war effort. During the week of November 12, 1917, Westminster "joined with the thousands of other schools and colleges all over the country in responding to the call from the Y.M.C.A. for funds to help make the hard life of the soldier a bit more agreeable and comfortable."\(^4\) Students and faculty subscribed $175 to this fund. The Trustees also took under consideration a plan to affiliate with the University of Utah to establish a student army training corps, but the plan was dropped when it was found that it would interfere with the College athletic program.

The war served to temporarily slow down the progress of Westminster. In spite of the difficulties of war, Westminster continued to maintain a strong academic program. John A. V. Davies, of the class of 1916, became the first Westminster graduate to successfully complete the Rhodes Scholarship examination.\(^5\) The son of the pastor of First

\(^3\)Westminster College, Board of Trustees, Minutes, February 17, 1919. *Utah Westminster*, XII (February, 1919), 2.


\(^5\)Ibid. (January, 1918), 1.
Presbyterian Church in Salt Lake City, he was the only Utah man to pass the examination in 1917. He enrolled in the junior class at Princeton, receiving full credit for his work at Westminster, and, after the war, was able to use his scholarship at Oxford. His younger brother, Paul, the valedictorian of the class of 1918, also competed for the Rhodes Scholarship, but fell short of success even though "one of the committee thought he was the best man who had ever tried for it."\(^6\) Paul won a graduate fellowship and obtained his doctorate in theology at Edinburgh, Scotland.

Reva Beck, valedictorian of the class of 1917, added further to the lustre of the early years of the College. A graduate of the University of Utah Law School, she married a Salt Lake attorney, Joe Bosone, in 1930. She served two terms in the Utah state legislature, was appointed Salt Lake City's first woman judge in 1936, and became Utah's first Congresswoman in 1949. These three provide the college with an enviable record of academic achievement, particularly important when the two college classes numbered less than thirty.\(^7\)

Enrollment in the 1918-19 school year increased in the college department with six in the sophomore class and

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\(^6\) Reherd, papers, "Protestant Aid to Utah Education," 1951, 3. (Typewritten.)

\(^7\) Ibid., 3.
sixteen freshmen. However, new difficulties arose as an influenza epidemic spread over the city. Severe regulations were put into effect to bring the disease under control.

By October 10th conditions had become so grave that churches, schools, theatres and public gatherings generally were ordered discontinued. Westminster closed for the rest of the week. With the knowledge that nearly 60 per cent of our students lived in the dormitories and that many of them were long distances from home and that it was not easy to keep them on the campus without class work to prepare, Dr. Beatty, President of the State Board of Health, gave us permission to continue class room work with dormitory students only, putting students under parole. Assignments were made for city students by mail and telephone. We thus continued for four weeks when the disease made its appearance in the dormitories.

The second floor of Ferry Hall was turned into a hospital, and a physician and nurse administered to students and teachers who became ill. Twenty-two students and two teachers contracted the disease, but only one required hospitalization. A general quarantine kept the city populace largely confined to their homes, but when news came of the armistice many citizens "threw law, order and discretion to the winds," and for two days and nights the city celebrated. On the campus a coffin representing the Kaiser was "dragged on the ground by a chain attached to the rear of a farm wagon, the journey to the athletic field was made, and an effigy of the 'ex-ruler' was cremated on a bonfire with appropriate songs and yells." Fortunately, there were no

8 Utah Westminster, XII (November, 1918), 3.
9 Ibid.
10 Ibid.
fatalities on the campus from the epidemic, but many were reported in the city. School was closed on November 11 and studies were not resumed until December 30. Most of the students returned, and several new students enlarged the rolls, some already returning from military service.

One of the most pressing needs of the College in these early years was a dormitory for men. Until a facility could be erected, enrollment was limited to town students and men who were housed by families near the campus, creating an imbalance of females (70 per cent) over male students (30 per cent). During the war $10,000 was collected along with an equal amount donated by the Presbyterian Board of Christian Education, and a semibasement was constructed north of Converse Hall to house approximately twenty-two men and two teachers. A wooden extension was added on the north side in 1919 to accommodate the growing number of men enrolling in the school. Nicknamed the "cracker box" by its inhabitants, the structure was drab and unimposing to passersby, but steam heated and electrically lighted, it served the College until something more substantial could be erected. As the students filled the dormitory to overflowing, it became necessary to house male students in unused

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11 *Westminster College Bulletin*, I (March, 1915), I.

12 Reherd, papers, "A Brief History of Westminster College," September 18, 1941, 3-4. (Typewritten.)
recitation rooms in the basement of Converse Hall.

Following the war, the College embarked on a campaign for endowment, building and current expenses, including a proposal for $50,000 for erection of the men's dormitory and $10,000 for a gymnasium fund. In 1920, the College Board of the Presbyterian Church offered $250,000 on the condition that an equal amount would be secured by April, 1921, more than the Board offered any other college in the Presbyterian system. Although the deadline was extended, Dr. Reherd and Field Secretary Charles F. Sewrey, employed by the College in September, 1920, were able to raise less than $100,000. This Eastern appeal faltered because of "a marked reaction from war giving." Eastern colleges and universities were soliciting the same donors making the appeal of Westminster, two thousand miles away, seem less significant, and the financial panic caused distress among businessmen.

Dr. Reherd renewed his efforts to obtain special consideration for Westminster by requesting "that the Presbyterian General Board of Education adopt a policy for its dealings with Utah's Westminster College different from that pursued with reference to other Presbyterian Colleges."  

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13 *Westminster College, Board of Trustees, Minutes, February 10, 1920.*

14 *Ibid., President's report to the Board, February 10, 1920.*

15 *Ibid., Minutes, September 20, 1921. Synod of Utah of the Presbyterian Church, Salt Lake City, Utah, Minutes, September 2, 1921.*
He argued that it constituted the only Protestant Christian college within a four-hundred-mile radius of Salt Lake City, and that it served all Protestant denominations in an essentially missionary endeavor among the Mormons. In his plea Reherd emphasized the fact that the Protestant churches of Utah were not self-sustaining, therefore unable to give suitable aid to the College, and that to adequately serve the Intermountain region the college program ought to be expanded to four years of college work which would require an expanded budget.

In response to this appeal, the General Board made Westminster a "special object" to aid in the equipment and endowment and to provide special assistance by employing a "financial representative to labor for Westminster alone, the first object being the completion of a men's dormitory at a cost of approximately $75,000. . . ."16 Dr. Robert L. Kelly, Secretary of the Church Boards of Education representing twenty Protestant denominations spent four days studying the campus, reporting that,

It is being weighed in the balance by the academic world and its product has not been found wanting. Indeed, numbers considered, the alumni of the college has made a remarkable record. The proportion of graduates pursuing their studies in institutions of the first rank is very

16 General Board of Education of the Presbyterian Church in the U.S.A., Minutes, New York, September 21, 1921. Reherd, papers, letter from Fredrick E. Stockwell, Associate Secretary College Department of the Presbyterian Church, September 29, 1921.
gratifying to any student of Christian education.\textsuperscript{17} He recommended continuation of the program of the Junior College until it could secure greater endowment and equipment, dropping the domestic science and commercial courses, and seeking greater interdenominational support.\textsuperscript{18} Even with this special support, Dr. Reherd faced severe financial crisis in the summer of 1922, reporting to the Presbyterian Board of Education that

\ldots it does not seem to me that we can expect much from our "special object" campaign in the east next year until after Christmas. I confess that the months ahead look pretty dark to me.\textsuperscript{19}

However, as is often the case, faith and perseverance brought results. The "special object" campaign brought the needs of Westminster to the attention of the Synod of California which adopted a resolution welcoming "to its churches the representatives of Westminster College and commends to its membership the claims of this college for individual gifts."\textsuperscript{20} Following this invitation, Dr. Reherd and Field Secretary Sewrey presented the College to many California churches and laid the foundations for many generous gifts.

\begin{itemize}
\item[17]\textit{Utah Westminster}, XV (June, 1922), 2.
\item[18]Westminster College, Board of Trustees, Minutes, June 1, 1922.
\item[19]Reherd, papers, letter to the Reverend Mr. Stockwell, May 27, 1922.
\item[20]Ibid., "History of Westminster College," Paper presented to the Presbyterian Synod of California, September 28, 1921. (Typewritten.)
\end{itemize}
through the years. Additional financial aid came from the east and midwest, earmarked for the completion of the men's dormitory. Mr. Thomas Synnott of Philadelphia, who had earlier donated $10,000 to create a Bible chair at Westminister, met with Dr. Reherd and offered $10,000 provided an additional $60,000 could be raised by June 1, 1925.21 A major portion of the $60,000 came from the T. O. Foster family of Ottumwa, Iowa. Mrs. Foster, whose sons had been Dr. Reherd's roommates in college, hearing of the needs of Westminster, invited him to dinner and proposed to give $10,000 to the erection of the men's dormitory over a two-year period.22 Her children, Will, Morrill, Edith, Harry, Ellen, George, Florence, and Annie, contributed a like amount.23 Smaller contributions swelled the dormitory fund and the Board of Trustees accepted the bid of Enoch Chytraus for construction of the exterior and first floor of the building at a cost of $38,512, leaving the second and third floors unfinished.24 This turn in the fortunes of the

21Westminster College, Board of Trustees, Minutes, President's report to the Board, December 15, 1924.

22Reherd, papers, letter from Mrs. Eliza J. Foster, March 3, 1924.

23Ibid., letter from Mr. W. H. Foster, December 30, 1924.

24Westminster College, Board of Trustees, Minutes, June 9, 1925.
College led Dr. Reherd to exclaim, "In spite of all the problems we have to face in our work this news makes me want to sing the doxology. I believe it is the dawning of a new and brighter day for Westminster College." In September, 1925, the building was partially completed with enough room for the male students, a large reception room, and a two-room apartment to house the dormitory parents, "equipped with electric range, a Frigidaire (iceless refrigerator), disappearing bed, complete bathroom, sectional bookcase, and other modern conveniences." The facility constituted a model of modern housing accommodations. On the afternoon of June 25, 1926, in appropriate ceremonies, Foster Hall, named in memory of Robert Hubie Foster, who died in his teens, was dedicated and when completed was designed to house 102 men with one instructor on each floor.

While work was progressing on the dormitory fund, thirteen acres east of Thirteenth East were added to the campus with the intention of placing the Preparatory Department on this new site, thus separating the two departments of the College. Although the land was never used for this

\[^{25}\text{Utah Westminster, XVIII (June, 1925), 3.}\]
\[^{26}\text{Ibid., XIX (September, 1925), 3.}\]
\[^{27}\text{Ibid. (July, 1926), 3.}\]
\[^{28}\text{Ibid., XIV (October, 1920), 2. Westminster College, Board of Trustees; Minutes, February 10, 1920.}\]
purpose, it later became the athletic field for all competitive sports. Dr. Reherd offered his home to the College for $9,000 provided he and his family be permitted to remain in the house during his presidency. Renamed the "Cushman Cottage" in honor of Mr. L. A. Cushman who donated $6,500 to clear the Mortgage, this two-story frame structure overlooked the campus on the east across the street from Converse Hall, standing majestically alone until surrounded by new homes in the building boom following World War II. The addition of these two properties increased the campus to thirty-four acres, five buildings, and the beginning of another having a total value of $350,000.29

The expansion and endowment campaign appeared to be making significant progress when disaster struck. On the morning of March 12, 1926, Dr. Reherd "was awakened at five a.m. by the milkman who pointed to the east door of Converse Hall where flames were pouring out. The two top stories were burned out (the walls standing) and the 14,000 volume library was entirely destroyed."30 The fire department was called to the scene, and with the aid of dormitory students managed to save the educational and business records of the school. The fire, believed started by spontaneous combustion, was

29 Presbyterian Board of Home Missions, Minutes of Conference on Educational Work in Utah, New York City, September 19, 1921.

confined to the upper stories, leaving the chemistry, physics, and biological laboratories, housed in the basement, undamaged. The library included 2,500 volumes donated by Dr. William M. Paden, synodical missionary in Utah and former pastor of Salt Lake's First Presbyterian Church. This collection was regarded as "one of the finest private collections in the west."31 The Salt Lake City Board of Education and the University of Utah made generous offers of their facilities to provide classroom space, but through the use of both dormitories and the Gunton Chapel, faculty and students were able to complete the academic year without undue stress. Dr. Paden donated $500 toward the restoration of the library, a sum matched by the College Woman's Board, which the librarian, Miss Lou Paden, his sister, used to gradually increase the library to 14,500 volumes by 1930.32 A campaign conducted in Utah by F. R. Payne, President of the Board of Trustees, to rebuild Converse, resulted in contributions of over $50,000 in one week.33 A total of $300,000 was raised, enabling contractors to complete the repairs in time for the beginning of classwork in September, 1926. The building was "more commodious, more nearly

31Salt Lake Tribune, March 13, 1926, 22.
33Westminster College, Board of Trustees, Minutes, September 21, 1926.
fireproof and better adapted to our needs than was the original building when first erected."

Although the interior has been remodeled to meet changes in the needs of the college program, the exterior has remained the same since its reconstruction.

As enrollment in the College grew, the demand for improved facilities increased. After the erection of the men's dormitory, Trustees, faculty, and students turned their energies toward the construction of a gymnasium. In 1924, the college athletic program excluded the high school and intercollegiate competition began with other junior colleges in the state. With this enlarged program and the integration of physical education into the academic program, the need for a gym became critical. The Utah Westminster publicized this need.

Practically every high school, junior college, and university in Utah, (private or state) except Westminster, has a gym. For basketball the boys walk to a small rented gymnasium eight double length blocks from the campus and go five miles downtown to swim. A small room in Foster Hall allows boxing and wrestling and a larger room in Perry Hall gives space for some work for girls, but this is altogether too limited. Mr. F. R. Payne, a director of the J. C. Penney Company and Trustee of the College, organized the campaign to finance construction of a gymnasium northwest of Converse

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34 Ibid.
35 Utah Westminster, XX (January, 1927), 3.
Hall. The cornerstone was laid, with appropriate ceremonies, on September 26, 1928, and construction began in earnest. The completed building was dedicated on January 11, 1929. The following excerpt from The Utah Westminster indicates how important it was to the College community.

The evening of January 11th will go down in history as one of Westminster's important days. It was dedication day for the new gymnasium. For years faculty, students and administration had dreamed of it. For more than a year funds had been gathered. For months architect W. E. Ware had studied to give us the best possible plans. On July 17, 1928, ground was broken and in less than six months, the $55,000 building was completed.37

Serving both the school and the Y.M.C.A., it housed one of the largest basketball floors in Utah and has continued in use to the present. Current plans call for an enlargement of the original facility. Since Mr. Payne's generosity accounted for a large part of the cost of construction, the structure bears his name.

While the facilities of the College expanded, enrollment continued to increase. From 1913 to 1926, total enrollment grew from 63 to 239. This increase occurred in all classes but most significantly at the junior college level. In 1915, ten freshmen were enrolled, seven of whom remained for the sophomore year in 1916. By 1926, the number

36 Westminster College, Board of Trustees, Minutes, October 30, 1928.
37 Utah Westminster, XXII (January, 1929), 1.
had increased to twenty-two in the sophomore class and forty-six freshmen. The student body throughout the history of the College has represented a variety of cities and states, as well as a variety of religious preferences including a sizable proportion of members of the L.D.S. Church.

Although founded as a missionary endeavor among the Mormons, changing attitudes between Mormons and other religions in Utah were reflected in the policies of the College administration. Dr. Reherd summarized the philosophy of Westminster in the following statement:

Westminster College stands for a constructive educational policy. It represents the Protestant Christian ideal of education in a state where the majority of the population is Mormon. Standing firmly for Protestant Christian principles, it endeavors to promulgate those principles in a kindly spirit rather than to actively antagonize those who hold a different theology and in some respects, different ideals of life.

Westminster is interested in having the Mormon cause fairly represented before the world. It disapproves of statements which are unfair to present day Mormonism. It, likewise, has no sympathy with the position that there is no fundamental difference between the Mormon church and the evangelical churches of Protestantism.

Outside Utah, sentiment for missionary activity had declined considerably by the 1920's, but among the Protestant leadership in the state, particularly in the academies, the

38 Ibid., XII (September, 1918), 2; XX (November, 1926), 3.
39 Ibid., XV (February, 1922), 2.
conviction remained that, "Utah is and must remain a special claim upon the solicitude and faith of Protestantism." In general, Protestant militancy toward the L.D.S. Church had declined considerably partially because the Mormon leaders had renounced polygamy in 1890, and also because of a growing tolerance among all denominations.

As relations with the L.D.S. Church improved, fundraising in eastern cities became more difficult. However, local Protestant denominations became more active in their support of Westminster because it was the one Protestant Christian College in the Intermountain region. Responding to an analysis of Westminster's unique situation, conducted by Dr. Robert L. Kelly, Executive Secretary of the Council of Church Boards of Education, the Northern Baptist Church agreed to pay the salary of one professor annually. The same agreement was assumed by the Episcopal Church. The objective of this program was to broaden the base of financial support for the college and to increase its appeal.

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40 Conference of Secondary Christian Schools of Utah, Minutes, Westminster College, Salt Lake City, Utah, December 29, 1921. Westminster Archives.

41 Reherd, papers, letter from Frank W. Padelford, Executive Secretary of the Northern Baptist Convention, March 3, 1925.

42 Ibid., letter from Arthur W. Moulton, Episcopal Bishop of Utah, April 13, 1925.
among Protestant communities within the state. In addition, it was hoped that such a program would hasten the day when Westminster would become a four-year institution, providing a full educational program and avoiding the necessity of sending deserving students out of state to complete their education.

As further incentive toward interdenominational support, each denomination which agreed to give financial support to Westminster was authorized to appoint two members of the Board of Trustees, all appointments to be ratified by the Presbyterian Synod of Utah. Only seven of the eighteen Trustees were Presbyterian in 1921, making the Board already interdenominational in its organization. Faculty members were also representative of the interdenominational nature of the school, with twelve Presbyterians, one Methodist, Episcopalian, Christian, and Congregationalist. Each faculty member was chosen with reference to "his effectiveness as what might be called a personal religious worker among the students" as well as his scholastic and personal record.

Significant additions and changes were made in the

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44 Ibid., 20.
college administration during the 1920's. Mr. Parke M. Pontz, appointed as treasurer in 1921, ably maintained the financial records of the college until his retirement in 1954. He continued his service to the school, as assistant to the President, until his death in 1961. Dean W. W. McKirahan resigned in May, 1926, to accept a position teaching philosophy at his alma mater, Muskingum College in New Concord, Ohio. The Trustees selected Professor Perry L. Stevenson, a teacher in the mathematics department, to fill the vacancy created by McKirahan's resignation. In 1927, Dr. Reherd received an invitation to the presidency of Huron College in Huron, South Dakota, a position which would have been considered a promotion, and which offered greater security than the upbuilding of Westminster, but he declined stating, "I have a conviction that true happiness comes from loyalty to duty and I hope to be always willing to stand by my duty."45

Under the direction of these men, Westminster continued to progress in physical plant, financial sources, and academic programs. In common with the University of Utah, Westminster, in September, 1927, required that no student be enrolled for college credit until he completed fifteen units

45 Westminster College, Board of Trustees, Minutes, President's report to the Board, May 17, 1927.
of high school work. Westminster also adopted a rule, not common among western institutions, that "any student whose scholarship falls below an average grade of D will be dismissed," thereby eliminating the less able students. A report from the University of Utah indicates the quality of academic record attained by the preparatory department of the college, reporting that the five former Westminster students who enrolled as freshmen at the "U" in September, 1927, "have far outstripped the twenty-four high school groups from other schools." The average of the Westminster students was 1.93 (on a 3. system) as compared with the University's freshman average of 1.10 and their entire student body average of 1.30. The preparatory department emphasized academic preparation for college which, because they served the educational needs of the entire community, the public schools could not do. It is natural, then, that Westminster graduates would compare favorably with public school graduates.

James A. Hogle, a Trustee, who enrolled two sons in Westminster, had the following to say regarding the quality of work carried on at the College.

It is twenty-nine years since I graduated from Yale, and

\[46^a\] *Utah Westminster* , XXI (September, 1927), 3.

\[47^a\] Ibid. (March, 1928), 3.

\[48^a\] Ibid.
twenty-seven years since I took postgraduate work at Columbia, but I am familiar with what they and California colleges are doing and I can assure you that your institution approaches both the California and Eastern colleges, in spirit and training.49

The sizable number of Westminster graduates who received academic honors in higher educational institutions throughout the country constitutes further evidence of the quality of work provided by the College.

The fortunes of Westminster appeared to be rising as enrollment increased to 263 in 1929; the gymnasium was completed, and the financial situation improved (net assets amounted to $612,168.47, and the deficit had been reduced to $28,850).50 Dr. Reherd was optimistic as he concluded his report to the Trustees in August, 1929.

Some of the greatest satisfactions found in a work such as that of Westminster lie in the gratitude of parents and students. There is a growing appreciation of the high scholastic standards, the personal touch of teachers and the spiritual ideals which are current on the campus. The crowd may not seek such things but the discriminating see in them the elements which go into the making of great and good leaders. To this task Westminster is committed. As we close one year may we enter upon another with high hopes of writing a record of which we may not be ashamed.51

He could not foresee the dark shadow of depression which soon engulfed the nation and threatened to destroy all the

49 Reherd, papers, letter from James A. Hogle, October 4, 1928.

50 Westminster College, Board of Trustees, Minutes, August 31, 1929.

51 Ibid., "President's Annual Report to the Board."
fruits of his labors.

The stock market crash was felt almost immediately by the College community, particularly in the efforts of solicitors to obtain funds for maintenance of the program. Mr. Pontz expressed the nature of the crisis when he wrote, "Needless to say the stock slump has proven a deadening alibi in Philadelphia, the result being that the immediate money returns from that sector have been practically nil." Dr. Reherd, joined by Mr. Freece in New York and Mr. Edwin S. Wallace in eastern Pennsylvania, continued their solicitation with measured optimism, hoping that their labors would bear fruit later. As the economic outlook continued to darken, the financial situation at the College became critical. The President reported the necessity of borrowing enough to pay salaries for the remainder of the 1929-30 school year with little hope of obtaining contributions to meet the growing deficit.

In an effort to relieve the crisis, the Board of Trustees, with the approval of the Presbyterian Board of Christian Education, proposed a new plan of reorganization of the College to make it fully interdenominational in character, thereby obtaining financial support from several

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52 Parke M. Pontz, papers, letter to Frank R. Payne, November 26, 1929. Westminster Archives.
major Protestant denominations. This plan was presented to officials of the Methodist, Congregational, and United Presbyterian Boards of Education in hopes of united Protestant support for Westminster. Dr. Reherd reported the advantages of this reorganization as follows:

1. Increased financial support with each denomination contributing, such support hastening the day when Westminster would become a four-year college.

2. Increased attendance because of closer interest of denominational leaders in the Intermountain area.

3. Interdenominational status would be in line with the growing spirit of unity and cooperation among denominations.

4. The entry this year of the Mormon Church upon its second century with strength and enthusiasm suggests this as a good time for Protestantism to unite its strength in developing one strong college for all Utah Protestants.\(^3\)

The Baptist and Episcopal churches had already joined in support of Westminster as the one denominational college to be established in Utah, and other evangelical churches were thus invited to join in this cooperative venture. Although the church spokesmen expressed a warm interest in the interdenominational plan, and Colonel Ferry's daughters, Mrs. Mary F. M. Allen and Mrs. Kate H. Hancock, executed a quit claim deed to the original campus, relieving the College of the

\(^3\)Reherd, papers, "President's Report on Reorganization of Westminster College," March 18, 1930, 4.
terms of their father's will, the worsening of the depression forced the denominations to forego participation in the plan, and the dream of four-year status was again postponed.

As the school year, 1931-32, got under way, as much as possible was done to meet the deepening crisis. Trustees and teachers contributed generously to the budget. Expenditures for food, fuel, supplies, advertising, and salaries were reduced. The President summarized the situation as follows: "Our visible resources will not pay our bills for the college year, 1931-32. Our banks are carrying our loans for $31,500 and will not loan us more without good collateral, and we have none which we are permitted to hypothecate." In view of the distress caused by the depression he proposed either increased financial assistance from the Presbyterian Board of Christian Education, permission to mortgage a portion of the campus, asking the teachers to accept whatever portion of their salaries the College could pay, or to close the College.

Rejecting the fourth alternative completely, he and

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54 Ibid., letter to the Board of Trustees, January 14, 1931. *Utah Westminster*, XXIV (February, 1931), 1-2.

55 Ibid., letter to Presbyterian Board of Christian Education, September 24, 1931.

56 Ibid.
the Trustees sought further means of operating the school, even with an increasing financial deficit. Teachers' salaries were cut for the school year 1932-33 and again in 1933, with a minimum guarantee of $1,000 for each teacher. Even with this reduction in budget, it became necessary to make partial payment of salaries in the form of non-negotiable notes redeemable when financial stability was restored. 57

Beginning in September, 1932, the first year of high school was dropped, followed by the second year in 1933. Tuition in the College program was raised from $60 to $80 dollars a year, remaining the same in the preparatory department. Finally, the Trustees organized a $17,000 financial campaign to erase the deficit in the current budget and provide operating expenses for the 1933-34 school year. 58

Vegetables and fruits, milk from the school's dairy cows, and other food obtained from students for tuition served to ease the burden of providing an adequate diet for dormitory students, and a large number of young men met their expenses by working on the campus. Many resorted to the barter system.

One young man who had traded 900 pounds of honey for

57 Utah Westminster, XXV (May, 1932), 3. Westminster College, Board of Trustees, Minutes, June 14, 1932.

58 Westminster College, Board of Trustees, Minutes, April 24, 1933.
expenses last year, brought in 1200 pounds this year. A high class dressmaker agreed to make clothes in exchange for her daughter's tuition. A young man in the produce business is trading vegetables and fruits for his expenses. A grocery store is financing a young man's expenses by furnishing supplies for the college dining room. A young man has housed his Jersey cow in the college barn and is furnishing milk for the neighbors to pay his expenses.

Enrollment at the college level increased due, in part, to the lack of job opportunities which would otherwise have diverted young men from continuing their education. The College, although deeply in debt, managed to struggle along until prosperity returned.

In May, 1934, Dr. Reherd proposed a new financial campaign to raise $150,000 over a period of three years, one half to clear College indebtedness, the remainder for expenses. Improvement in the economic condition throughout the country led him to believe a campaign would prove successful. To enable him to devote more of his energies to the financial program, the Trustees employed the Reverend Robert D. Steele as Vice-President to conduct the campus program. Dr. Steele, a graduate of Wooster College and Princeton Theological Seminary and recipient of a scholarship granting a year of graduate study at Edinburgh University, arrived in Salt Lake City with his wife, Elizabeth, the daughter of Dr. Reherd, and assumed his duties on

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59 Utah Westminster, XXVII (September, 1933), 2.
60 Westminster College, Board of Trustees, Minutes, May 24, 1934.
September 1, 1934. In 1935, Dr. Steele was promoted to the position of Associate President and given total control of the educational program of the College.

On the afternoon of October 21, 1933, Dean Perry Stevenson was suddenly stricken by a heart attack during a football homecoming game between Westminster and Snow College. He was taken to his home where he lost consciousness and passed away within a few minutes. The loss of this young man who had so endeared himself to students and faculty alike, came as a great shock to those who were endeavoring to keep the educational ship afloat during the hard times of depression. Dean Stevenson, born in Atkinson, Nebraska, August 27, 1890, had attended Wooster College, but after three years was forced to move to Albuquerque, New Mexico, to recover from tuberculosis. After regaining his health, he taught for two years at Menual Mission School in the same city. He then returned to the pursuit of formal education, earning A.B. and A.M. degrees at the University of Colorado at Boulder. He came to Westminster in 1923 as Professor of Mathematics, succeeding Dr. McKirahan as Dean in 1926. Taking a leave of absence, he was awarded the doctor of philosophy degree by New York University in 1932. Four

\[61\] Utah Westminster, XXVII (June, 1934), 4.

qualities made Dean Stevenson an outstanding asset to the College. "He was a Christian man of clear convictions, a superior scholar, an inspiring teacher, and a wise administrator who understood the leadership of teachers and the counseling of students." As a continuing tribute to his leadership, the Stevenson Memorial Society was established in 1935, with membership limited to students ranking in the highest 10 percent of their respective departments. Eighteen students, thirteen from the junior college and five in the preparatory department, were elected as charter members in 1934. This Association continued as an integral part of the College program, serving as an incentive for academic excellence, honoring all students with a 3.5 or better out of a 4 point average.

Dr. James H. Hance took charge of Dr. Stevenson's mathematics classes until the end of the first semester, whereupon these duties were assumed by Mr. W. G. Willis. Mr. Lincoln Barker, Dean of Arkansas College, Batesville, Arkansas, assumed the duties of Dean in September, 1934. A son-in-law of former Dean Sweazey, Mr. Barker graduated from

63 Ibid., 6.
Westminster College, Fulton, Missouri, and engaged in graduate study at Princeton Theological Seminary, Princeton University Graduate School, Washington University, and New York University.65

In 1934, the Trustees took under consideration a new plan of organization for Westminster. Following the lead of the University of Chicago, it was determined that Westminster should operate as a "four year junior college" beginning in September, 1935. This change would

... throw the students of high school grade into intimate contact with the older classmen who would act as a stimulus to better ideals and work. It will benefit the high school graduate by making him a Junior in a Junior College rather than a Freshman looked down upon by the upper classmen of a Senior College.66

Students were engaged in a "general education" and were graduated at the end of the four years with an "Associate of Arts" degree. This plan was approved by the Northwest Association of Secondary and Higher Schools, and Westminster became a fully accredited four-year junior college,67 the only institution of that type in the Intermountain region.

The curriculum under the new system emphasized a broad academic program with courses in English, languages, mathematics,

65 Westminster College, Board of Trustees, Minutes, February 24, 1934.
67 Reherd, papers, letter from Fredrick E. Belton, Secretary, Northwest Association of Secondary and Higher Schools, April 10, 1936.
physical and natural sciences, social sciences and music. The faculty numbered twenty including Vice-President Steele and Dean Barker. Four professors held doctorate degrees, and ten had completed master's programs. Students who had completed junior high in the Salt Lake City schools were qualified to enroll as freshmen. Graduation from the junior college program required a minimum of 66 semester hours in the junior and senior years. The change in organization simplified administration and brought the student body together as a single unit.

As the school year 1937-38 began, the financial outlook of the college appeared brighter than in several previous years. Although the three year campaign for $150,000 had fallen short of its goal by $26,000, Mr. Pentz reported that current salaries had been paid in full, and several thousand dollars had been applied against past due accounts. By extending the campaign for an additional year, the college was able to oversubscribe its goal by several thousand dollars. Dr. Reherd accurately summarized the College situation during the difficult years of the '30's by saying

I think I can honestly say that every bank and business house in Salt Lake City would give us a good bill of health so far as Westminster's financial integrity goes. Some of the firms have been compelled to wait longer than normal for payment of their bills, but they have
understood the situation and eventually, these bills are all paid.\textsuperscript{68}

Expenses for the school year 1937-38 totalled $71,064.78 while income totalled $75,033.22, a surplus of $3,068.44,\textsuperscript{69} leaving the College in a position to prepare for full four-year collegiate status.

On this positive note, Dr. Reherd tendered his resignation as President to become effective August 31, 1939.\textsuperscript{70} He served Westminster for almost twenty-six years when the average service of college presidents in America was four years. He had reached seventy years of age, which was considered normal retirement age by the Presbyterian Church at that time. He viewed his long service to Westminster and Christian education as satisfying and eventful.

It has not been easy to carry on through a World War, to survive during a great depression and to walk wisely in the midst of those who espouse a peculiar world religion dominant in this area. However, it has been a thrilling experience. I can truthfully say that while the years of my college Presidency have been the most difficult of my life, they have been the most interesting. I am glad the Lord persuaded me to stay long enough at Westminster to make some lasting impression on this area. I feel sure the foundations laid here are worth building upon.\textsuperscript{71}

\textsuperscript{68}Ibid., letter to Mr. George M. Foster, June 20, 1938.

\textsuperscript{69}Westminster College, Board of Trustees, Minutes, "President's Annual Report to the Board," September 15, 1939.

\textsuperscript{70}Reherd, papers, letter to the Board of Trustees, April 11, 1939.

\textsuperscript{71}Ibid., letter to Rev. Harold M. Robinson, General Secretary, Board of Christian Education of the Presbyterian Church in the U.S.A., February 9, 1938.
The Board, after accepting his resignation, elected him "Chairman of the Board" and conferred upon him the title President Emeritus, refusing to permit his talents to become totally dormant. To assume the duties of President, the Trustees approved the elevation of Dr. Steele to the position, adjusting somewhat the responsibilities of both men, although Dr. Reherd continued to represent the College in its quest for financial stability. 72

In summarizing the twenty-six years of his presidency, Dr. Reherd indicated that:

The campus has grown from 22 acres to 40, an increase of 82%. The faculty has increased from 8 to 20, a growth of 150%. The student body has advanced from a group of 64 high school pupils to a body of 227, most of whom are college grade. This is a gain of 255%. The annual budget has grown from $7,448.00 to $65,847.00, an increase of 784%. The total assets have risen from $226,750.00 to $667,161.00, a gain of 194%. The annual gifts of individuals have increased from $272.00 in 1913 to $26,430.00 last year. 73

Two additional buildings were erected on the campus, and, had the depression not interfered, Westminster could have made even greater progress.

Robert Denham Steele, D.D., was formally inaugurated

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72 Westminster College, Board of Trustees, Minutes, April 11, 1939. Utah Westminster XXXIII (October, 1939), 1-2.

73 Reherd, papers, "A Birds-Eye View of Twenty-six Years at Westminster College." (Typewritten, September 13, 1939.)
President on Monday, February 19, 1940, in the First Presbyterian Church.\textsuperscript{74} The transition in administration was accomplished smoothly as Dr. Steele, Associate President, was thoroughly familiar with the total college program. One of the first problems to face the new President centered around the curriculum. Enrollment in the lower division numbered only thirty-one in 1939-40, and had showed a steady decline as the public schools improved in quality. Even with a declining enrollment and due, in part, to the crisis of the Second World War, he recommended a continuation of the lower division until the total program could be revised and a four-year college curriculum established. In addition, to fill the needs for practical training brought on by the war emergency in Europe, two new courses were added to the college program, secretarial science and a pre-nursing course following the recommendation of the American Association of Nurses.\textsuperscript{75}

The holocaust which began in Europe in September, 1939, brought renewed difficulty to Westminster. Although the United States did not become directly involved until December, 1941, the military preparedness program led to a decline in the College enrollment. Students who had applied

\textsuperscript{74}Westminster College, Board of Trustees, Minutes, February 16, 1940.

\textsuperscript{75}\textit{Ibid.}, "President's Annual Report to the Board," September 12, 1940.
for admission found it to their advantage to enroll in schools with an ROTC unit as advanced preparation for the conscription program. Others embarked upon a vocational training program in anticipation of employment in one of the nation's defense industries. As a result, enrollment, in September, 1940, decreased to one hundred eighty-nine, a decrease of twenty-five, with most of the loss in the first year of the college program. Westminster was the first Utah college to announce its intention to cooperate in the program of National Defense, offering its facilities to the government. The Navy approved Westminster for its V-7 program, whereby students may be enlisted and then put on reserve to complete two years of college. The War Department invited the College to participate in its "Enlisted Reserve Plan" which enlisted qualified students in the Air Corps and allowed them to continue their education "as long as the course taken contributes to their training." 

This greatly limited the opportunity for young men at Westminster because as a liberal arts college, it lacked the technical program necessary to meet military qualifications. In 1942, arrangements were made with the University

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76 Ibid., September 19, 1941.
77 Utah Westminster, XXV (June, 1942), 4.
of Utah to provide housing for Civilian Pilot Trainees in Foster Hall, numbering about thirty, for the duration of the war program. Only seven students then occupied Foster, leaving the two upper floors unoccupied.

The year 1942 was one of crisis for Westminster. Members of the faculty left for military service or higher paying civil service jobs, although several rejected these offers and remained loyal to the College. Coach Paul Deacon provides an example of the difficulties presented by the war emergency. He was enlisted in the Navy recreation department under Gene Tunney. His orders came on January 22 to report at Norfolk, Virginia. He felt compelled to leave at seven in the evening on January 23, although his reporting date was not until February 2. The basketball team had a game against Weber Junior College that evening, and Mr. Ray Dubois, an alumnus of the College, took over the coaching responsibilities. Dean Barker left to accept a similar position at Maryville College in Tennessee in 1941. His post was filled by Dr. J. Elliot Fisher, who also taught psychology and philosophy. A graduate of Oberlin College, he received his master of arts degree from Columbia University and the doctor of philosophy degree from the Department of Education of New

78 Westminster College, Board of Trustees, Minutes, October 2, 1942.

79 Robert Denham Steele, papers, letter to the Board of Trustees, January 25, 1942. Westminster Archives.
York University in 1942. Dr. Fisher resigned in 1942, and a permanent replacement was not found until after the war. Westminster appealed to the Selective Service Board to exempt Mr. Brooks Anderson from the draft because he was an economics professor. The Board determined that although advanced students of economics and accounting were exempt that their instructors were not. Mr. Anderson reported for induction November 27, 1942. Dr. Steele was offered a commission as a military chaplain, which he rejected to continue the work of the College.

In response to the growing crisis faced by Westminster, accelerating costs of operation, and a seriously declining enrollment, leaders of the Protestant churches met in Salt Lake City and embarked upon a plan to enlarge the work of the College to four years of senior college and to bring about complete interdenominational cooperation and control. Dr. Steele called for immediate action on this proposal, referring to the opportunity for interdenominational cooperation as "a new day in Protestant Church work" in the Intermountain area; that henceforth greater financial support must come from within the area, not from Eastern

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80 *Utah Westminster, XXXV* (September, 1941), 2.


82 *Westminster College, Board of Trustees, Minutes, July 7, 1942.*
benefactors. In spite of this urgent plea, the churches, through their Boards of Education were unable to guarantee total support for Westminster's program. Again, the College community had to call upon its reserve supply of faith.

Dr. Steele summarized his feelings:

"Working with a place like Westminster always involves faith. One is puzzled at times to know if one's attitude is faith or inertia, or just plain foolishness. I am no stranger to the meaning of the sacrifices needed for faith in any enterprise. In my own home as a boy, it was not seldom that the salary check came a month or two late. The church could pay the janitor or the water bill, but kept the preacher waiting. Hence, I am surprised if checks arrive on the first. I still have faith in Westminster and believe that something soon will direct us to the plan we ought to follow. Whatever it is, I am certain it shall be the plan which God intends for us and the College."

Looking to the future, Dr. Steele reported that although the enrollment in the college department numbered only fifty-two with twenty in the lower division in the 1942-43 school year, there would continue to be a need for Christian education in liberal arts after the war. In addition, the construction of the Geneva Steel Plant, coupled with other industries and the military supply bases at Hill Field and Tooele, brought an increase of population (about 50,000) in Utah, leading him to believe that Salt Lake City would become an important industrial and military center, thus

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83 Ibid., President's report to the Board, December 29, 1942. Steele, papers, Dr. Steele's report to the faculty, November 24, 1942.

84 Ibid., President's report to the Board, December 29, 1942.
making Westminster a strategic center of influence in Utah's changing cultural pattern. 85

Based upon this assumption, Dr. Steele revived the plan for four-year senior college status with interdenominational control and support, proposing to the Trustees that because of the improved financial condition of the College, an educational program must be maintained through the school year 1943-44. School opened with a curtailed curriculum in September, 1943. Eighty students enrolled, although one hundred had been expected. A number of girls cancelled their dormitory reservations due to a polio epidemic which forced the Salt Lake City schools to close just as fall semester was beginning. 86 An interdenominational committee meeting in New York in October, 1943, sent Dr. Harry Morehouse Gage and Dr. George A. Works to visit the College and make recommendations for four-year interdenominational status. Their report, presented to the boards of education of the various Protestant denominations active in Utah, indicated that Westminster, already interdenominational in its Trustees, faculty, and student body, should continue only if arrangements could be made for placing it on a totally interdenominational basis. As a four-year institution, it should serve

85 Utah Westminster, XXXVI (December, 1942), 2.
86 Ibid., XXXVII (November, 1943), 1.
as an intellectual and spiritual stimulus for the Intermountain area as well as providing competent personnel to serve in the public schools of the state. This could only be accomplished as a four-year senior college.\(^87\) Response to the proposed interdenominational status varied within the individual church boards of education. The Presbyterians proposed financial support for the plan of $10,000 annually; the Baptists, $5,000; Methodists, probably $2,500-3,000; the Episcopal Church may contribute $1,000; and the Congregationalists responded favorably but did not commit any specific amount. Both the Methodist and Baptist churches qualified their participation based upon the conclusion of the war.\(^88\)

Dr. Steele presented several alternatives to the Trustees in June, 1944. They could close the school permanently and liquidate its assets; continue the business office and maintenance but discontinue classwork until the war's end; or continue the work of the College to the best of their ability and continue the plan for four-year status.\(^89\)

Mr. Hogle summed up the response of the Trustees by stating,


\(^{88}\)Steele, papers, letter to the Board of Trustees, March 24, 1944.

\(^{89}\)Westminster College, Board of Trustees, Minutes, June 30, 1944.
"Salt Lake City needs a college of Christian Education. Salt Lake City can afford it. We need a school that can give the student something a state school cannot give."90 They unanimously voted to continue and authorized the President to prepare a program to meet the educational needs of returning veterans beginning the school year 1944-45. The third year of college was introduced in September, 1944, the fourth year in September, 1945. The four-year curriculum offered bachelor of arts or science degrees with majors in secondary education (with an academic major and minor), music, biology, chemistry, history, philosophy, business administration, and English. Students wishing to enter the medical profession were offered a three-year, pre-medical course leading to a bachelor of science degree upon completion of one year of medical school. A two-year pre-dental program was also offered as well as two years of secretarial science. Course offerings in other areas were limited to academic minors or general education requirements to qualify for graduation.

After the high school class of 1945 completed its work the lower division was dropped. Although only two students enrolled as juniors in the senior college in 1944, students became increasingly aware that they could continue

90Ibid.
their college work through four years without the necessity of changing institutions. The College continued to offer the Associate of Arts degree to those who requested it after completion of two full years of work.

A meeting of the Westminster College Corporators, composed of the ministers of the Presbyterian Church in Utah, held on August 30, 1945, approved changes in the corporate charter altering the status of Westminster and confirming that the work be conducted in harmony with work and doctrines of Protestant Evangelical Churches supporting Westminster College in so far as the work and doctrines are not inconsistent with work and doctrines of the Presbyterian Church.91

As the plan of four-year status progressed, positive and negative factors appeared. The interdenominational plan experienced difficulty because of the inability of various churches to provide definite aid. The treasurer's report for 1945 showed finances in the black, with income in excess of expenditures by $23,135.65.92 Plans were begun for a five-year financial campaign to raise $500,000 including $75,000 each for a science building and a chapel. The financial problems appeared to be resolved.

91 Utah, Articles of Incorporation of Westminster College, Revised, June 3, 1958 (Salt Lake City, Utah: State of Utah, 1958), 2.

92 Westminster College, Board of Trustees, Minutes, Treasurer's report to the Board, April 13, 1945.
Westminster had survived a depression greater than any other the United States had ever experienced. The Second World War brought the college program to a virtual standstill. But the initiation of the four-year college curriculum and the influx of students as the war ended brought new life and hope to the administration and faculty. Westminster had begun a new era.
CHAPTER V

A FOUR-YEAR LIBERAL ARTS COLLEGE--A DREAM FULFILLED

As the Second World War ended, the future of Westminister appeared brighter. Young men released from the military service returned to continue their education. Not only did enrollment at the College increase significantly, but the ratio of men to women students improved as well. In September, 1945, there were 9 men and 39 women students. At the beginning of the school year 1949-50, of a total of 355 students, there were 193 men and 162 women. The Works-Gage Report recommended a minimum senior college enrollment of 250 students which was surpassed in the 1946-47 school year when a total of 273 students were enrolled, including special music students.¹

As the senior college program progressed, the need for additional physical facilities became acute, particularly the need for a separate science building and additional library space. Both the Works-Gage Report and the Northwest Association of Secondary and Higher Education recommended

¹Westminster College, Board of Trustees, Minutes, Dean's report to the Board, October 16, 1953, 2.
more adequate science facilities to the extent that the Northwest Association withheld full accreditation until this was accomplished. Because a five-year $500,000 campaign, designed to fulfill the needs of the senior college program and including $75,000 for the science building, fell short of its goal, construction of the building had to be postponed. Other factors which supported this postponement were the high cost of construction, created by the postwar building boom, and the Utah State Building Board requirements that both stories had to be part of the initial construction. Mainly through the efforts of the James A. Hogle family, who provided 44 percent of the cost of construction, a one-story science building was completed and equipped for the beginning of the school year in September, 1949. The College buildings now numbered five, the two dormitories, the administration building, the gym, and the science building.

In 1947, increased enrollment also brought about a resumption of intercollegiate football competition which had been dropped during the wartime emergency. Mr. and Mrs. George T. Hansen, whose son, Dane, had graduated from the College in 1940, proposed to construct an athletic field in his memory. Dane, an Army Lieutenant, and a bombardier, was

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2Ibid., President's report to the Board, October 2, 1947.
killed when his plane collided with another on training maneuvers in Florida. Located on the west side of the campus, the Dane Hansen Stadium was dedicated with appropriate ceremonies on October 29, 1949. Mrs. Hansen presented her son's service flag to the College. In addition, a memorial plaque was erected honoring all the Westminster students who lost their lives in World War II. Beautifully landscaped, this stadium served not only the athletic needs of the College but also was rented on occasion to other organizations.

The Northwest Association of Secondary and Higher Education officially accredited Westminster as a four-year liberal arts college in 1948. Although qualified by the need for a science building already mentioned, this came as welcome news and was followed in 1950 by full accreditation, which the College has maintained to the present. The school was also approved by E. Allen Bateman, State Superintendent of Public Instruction, as "a teacher training institution of the State of Utah for the issuance of the Secondary Certificate." This was closely followed by approval of the elementary certification program, and education became one of

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3Utah Westminster, XLIII (November, 1949), 1.
4Ibid., XLI (January, 1948), 1.
5Westminster College, Board of Trustees, Minutes, President's report to the Board, May 25, 1950, 2.
the most popular majors of Westminster students.

Additional changes were made in the campus, as two properties were sold by the Trustees. The Gunton Memorial Chapel, used from 1904 by the Third Presbyterian Church, was offered to that congregation. However, they had plans to erect a new sanctuary on the northwest corner of Seventeenth South and Seventeenth East, and consequently declined the offer. Since the Chapel was two blocks away from the main campus and would soon become vacant, the Trustees agreed to sell the property to Mr. Cornelius Zappey of Salt Lake City for $10,200, which was added to the Temple Trust Fund to be used for construction of a new chapel on the campus. 6 The Trustees also agreed to sell the thirteen acres of campus east of Thirteenth East, with the exception of the President's home. This land was purchased by Mr. A. B. Malouf for $46,000 for the construction of homes. 7 Thus, Westminster, at one time on the outskirts of the city, became surrounded by a quiet, residential neighborhood.

With the exception of full interdenominational status for Westminster, the senior college program appeared to be progressing steadily when the North Koreans crossed the

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6 Steele, papers, letter to Mr. Cornelius Zappey, March 12, 1946.

7 Westminster College, Board of Trustees, Minutes, Finance and Investment Committee, June 6, 1946.
Thirty-eighth parallel in June, 1950. Again, as in past national emergencies, foreign conflict had a direct effect on college enrollment. Some Westminster students were called to active duty through the Reserve and National Guard units, while some were deferred by the Selective Service. The number of male students dropped from 193 in 1949-50 to only 125 in 1952-53, while the number of women students remained relatively the same. In spite of the decline in enrollment, the administration decided to continue with reduced faculty and program, while at the same time embarking on a new venture, the training of engineers, as a means of better preparing young men for a technical role in the military. This program included three years at Westminster with emphasis on mathematics, science, and language courses, and an additional two years at Lafayette College in Easton, Pennsylvania, where students would concentrate on an engineering program. Westminster would then confer the bachelor of arts degree and Lafayette an engineering degree upon completion of the total program.

Even with this additional offering, enrollment continued to decline, following a pattern similar to small, liberal arts colleges across the country. Many critics of

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8Ibid., Dean's report to the Board, October 16, 1953, 2.
9Utah Westminster, XLIV (July, 1951), 2.
such institutions predicted the demise of private, church-related colleges as being outmoded in an era of mass government controlled educational systems. Dr. Steele responded to this attack with a two-pronged defense of Westminster and colleges of similar circumstances:

Westminster will survive if it meets two basic conditions. I am convinced it meets the first. I am willing to make the effort to see if it meets the second. The first condition is found in the question--Is it necessary? Is Westminster a luxury, a bit of the cultural pattern that can be shelved for the time or relegated to the fine things of yesteryear or it is necessary for these times? This takes us to the heart of the first principles and objectives. My answer is yes. These are my reasons:

1. Westminster is a Christian College. The Christian College has something that higher education needs at this time. . . . The Christian College is the place where there is freedom to include a balanced education which includes spiritual truth. . . .

2. Westminster is free enterprise in the area of higher education. . . . Our study of totalitarianism reveals the ease with which the government changes education to indoctrination in the universities dependent upon the nation for support. . . . One certain way to keep it from happening (in the United States) is to maintain a system of strong, independent colleges, free to speak the truth in all situations within the pattern of higher education.

3. Westminster is the only non-Mormon, co-educational senior college in the Intermountain area. . . . We have put Westminster into the community life of our city and state. It has become a representative of Protestantism, and one of non-Mormon attitudes and culture. It should be strengthened to do even more. What it has done and is doing is necessary.

The second basic condition that must be met is found in the question--Can it get the money to pay the bills?10

10Westminster College, Board of Trustees, Minutes, President's report to the Board, March 19, 1951, 1.
Dr. Steele answered this question by his own personal commitment and appeal for increased contribution, enabling the College to close the fiscal year, 1950-51, with a small surplus in the treasury.

Encouraged by the results of this defense of liberal arts education and by a slight increase in enrollment, mostly junior college transfers, the Trustees voted to conduct another five-year campaign to improve College facilities. Mr. J. Frank Robinson, a Congregational minister, was appointed Assistant to the President to work in public relations and solicit new contributors for the College. 11 Given the title of Vice-President in 1952, Mr. Robinson continued his fund-raising activities on behalf of the College until his resignation in September, 1954, to accept a position with Skaggs Drugs, Incorporated.

The program of creating a totally interdenominational status for Westminster failed to materialize. Although Trustees, faculty, and students represented a variety of religious denominations, and the Intermountain Conference of Evangelical Churches strongly endorsed support of Westminster at its annual meeting in 1946, 12 the national boards of

11Steele, papers, letter to the Board of Trustees, April 23, 1951.

education of the major Protestant denominations were reluctant to make any major commitment to the College program. Of the six major Protestant denominations active in Utah, the situation in the late 1940's was as follows:

1. Presbyterian Interboard Commission guaranteed $10,000 in support provided four denominations joined in the plan, including the Methodists.
2. The Baptist Board of Missions promised $2,500 annually, their Board of Higher Education promised an additional $2,500 if the Methodists were included.
3. The Methodist Board of Missions did not plan to enter new educational work at that time and the Board of Higher Education refused to add a new project because they were experiencing difficulty in meeting current needs of their own institutions.
4. The Episcopal Education Division reported that they were not engaged in the college field and their domestic mission division promised $1,000 as an exceptional grant.
5. The Congregational Church was withdrawing from the college field.
6. The Disciples of Christ were not in the college field.

Without support of the Methodist Church, which had the largest membership in Utah (approximately 3,000), full interdenominational status for Westminster could not be achieved.

In 1952, Dr. Steele, feeling that a change in administration would stimulate new growth in the College, submitted his resignation, effective June 30, 1952, to accept the Presidency of Carroll College at Waukesha, Wisconsin.

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14 Westminster College, Board of Trustees, Minutes of Executive Committee, May 9, 1952.
insistence of the other Trustees, Mr. B. C. J. Wheatlake consented to serve as an interim President until a successor could be found to replace Dr. Steele.

After consultation with Bishop Phillips of the Methodist Church and Dr. E. Fay Campbell of the Presbyterian Board of Christian Education, the Trustees announced the appointment of the Reverend Mr. J. Richard Palmer as President. A graduate of the Iliff School of Theology, he received a masters degree in theology in 1945. Leaving the pastorate of the Emmanuel Methodist Church in Denver, the new President assumed his official duties on September 1, 1952.

... Thus with the election of Mr. Palmer, who is a Methodist minister, the college is emphasizing its attitude of being a representative of all Protestant denominations in its work, as the only Protestant College in the intermountain area.  

While Westminster was searching for a new President, the Methodist Church sent Dr. Byron F. Wicke of their Department of Higher Education to the campus to investigate the possibility of Methodist participation in support of the College. Dr. Wicke reported that:

At the present time, the Utah-Western Conference of the Methodist Church is eager to assist in supporting the institution, considering the college to be an essential part of Protestant strategy in Utah. ... My

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The Rocky Mountain Conference of the Methodist Church joined the Department of Higher Education in providing financial assistance to Westminster, thus opening the door for full interdenominational support.

In the midst of these significant changes, the College community was deeply saddened by news of the death of Dr. Herbert Ware Reherd on July 28, 1952. It is a tribute to his courage, leadership, and faith that during his almost forty years of service, the College survived depression, war, and other adversity to grow into a respected institution of learning throughout the Intermountain area, attracting students from throughout the United States and several foreign countries.

Although the resignation of Dr. Steele and the death of Dr. Reherd resulted in the loss of support of many who had contributed to the College out of personal friendship for these two men, Mr. Palmer enthusiastically undertook projects to bring in new support, particularly from the Denver area and in the local community. Shortly after his inauguration, he persuaded the Trustees to embark upon a $300,000

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Development Program to completely renovate the campus, improve the curriculum, increase the endowment, and to raise the salaries of faculty and staff. The congregation of the Greek Orthodox Church of Salt Lake City responded to this program by assuming the renovation and furnishing of Foster Hall. This project was completed in time for the beginning of school in the fall of 1953, making the men's dormitory a more comfortable and pleasant place in which to live.

A second project undertaken by the Palmer administration was the construction of a new student lounge. Many Westminster graduates affectionately remember the "Do Flop Inn," described as follows in The Utah Westminster:

The Lounge-Lunchroom is open and doing a rushing business. This room, formerly the storeroom in (the basement of) Converse Hall, was cleaned up by students and painted. A student committee assisted by a committee of the Women's Board secured decorations. The Women's Board furnished $200 toward the expense of drapes, etc. Now the room is open, operated on donated time by the students, where coffee, doughnuts, and sandwiches are available.17

This tiny room was totally inadequate to serve the needs of the larger student body, so plans were undertaken to build a new student lounge under the gymnasium. Opened on October 21, 1954, the Lounge was operated by the student government in cooperation with Mrs. Beth Walke, head dietician. Serving not only snacks and coffee, but complete

17 Utah Westminster, XL (November, 1946), 3.
meals, this facility never failed to return a profit and became an important center for student activities.

Other campus improvements included rebuilding of the "Burma Road" (a dirt road running through the campus), landscaping and a general cleanup of buildings and grounds. All these changes increased the financial burden of the College, but Mr. Palmer defended the renovation program by stating,

I confess having a phobia that has created within me this past year a turbulence of emotion that has been difficult indeed to suppress. I have gambled and taken what has come to be called in other circles "calculated risks" in this matter of spending money we do not have for physical improvements. I did it because I simply could not live with the conditions as I found them. With me it was simply a matter of one simple set of alternatives; either we must do the job right or not do it at all. Doing the job right to me means keeping the campus and buildings in first class condition, as well as having a fine faculty and a good curriculum.18

The Development Campaign for $300,000 failed to achieve its goal, the final pledges totalling $239,493.44,19 leaving the College with a deficit of approximately $45,000 at the end of the 1952-53 fiscal year. Faculty salary increases, a greater operating budget, and increased enrollment, brought the deficit to $120,617.95 by the autumn of 1954, reaching a point of crisis.20 Yet, there were signs of hope as the

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18 Westminster College, Board of Trustees, Minutes, President's report to the Board, October 16, 1953, 2.

19 Ibid., A. Ivan Felter and Associates report to the Board, December 29, 1953.

20 Ibid., President's report to the Board, October 21, 1954, 7.
financial support for the College became broader, with a much greater number of contributors although the individual gifts were smaller. Support from Presbyterian and Methodist Churches increased yearly, and both the Congregational Church of America and the American Baptist Association indicated a desire to affiliate with Westminster. Private industry became increasingly interested in the financial support of private, liberal arts colleges, creating a major ray of hope for their survival.

In spite of financial difficulty, the College had to grow to meet the needs of a rapidly increasing student body. A three-story apartment house at 1255 East Seventeenth South was purchased in 1953 to accommodate the overflow in the women's dormitory. First used in September, 1954, it housed six girls on the upper two floors, and Mr. Allen W. Bosch, professor of history, and his family occupied the basement.  

Plans were also begun for a Ten Year Plan which anticipated a total enrollment of from 800 to 900 students by 1964. Included in the program were a cultural center to house the departments of music, drama, art, and related subjects; expansion of the science building to house the engineering program; a new chapel (after the Gunton chapel was sold, student chapel services were conducted in the

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21 Ibid., Minutes, December 29, 1953.
auditorium on the second floor of Converse Hall which was totally inadequate); expansion of the gymnasium; improved library facilities (also totally inadequate); new dormitory space; and an endowment totalling $3,000,000. The total estimated cost of this program was $8,000,000.22

Changes in administrative personnel were made to bring about a more efficient and cooperative program to erase the deficit and to conduct the ten-year campaign successfully. Mr. Ralph Gunn became Business Manager and Treasurer of the College on July 1, 1954, succeeding Mr. Pontz, who became Assistant to the President, working primarily with the alumni organizations. Mr. Robinson resigned as Vice-President, effective September 1, 1954,23 and this position remained vacant until the appointment of the Reverend Mr. Irvin N. Morris to that office on November 5, 1955.24

Dr. Warren O. Watkins, who succeeded Dr. J. S. Boughton as Dean of the College in March, 1953, sought to improve the retention rate of students by a broadening of the curriculum to include pre-medicine, pre-dental, and pre-law programs, and also increased recruitment of junior college transfers.

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22 Ibid., President's report to the Board, October 16, 1953, 3.

23 Ibid., Minutes, October 21, 1954.

Of an enrollment of 419 students in September, 1955, only 40, or 10 percent, were seniors; 43 percent, or 181, were freshmen.\textsuperscript{25} A higher retention rate would do much to ease the cost per student and aid in improving the financial outlook for the College.

By December, 1954, the financial situation reached a crisis. In January, however, President Palmer and Dean Watkins presented Westminster's needs to the National Association of Schools and Colleges of the Methodist Church and the Presbyterian College Union which resulted in increased aid from both these denominations. An additional "debt retirement" campaign in December brought in $11,840.78 in one month, reducing the operating deficit to $26,774.73.\textsuperscript{26}

The Board of Trustees approved a major change of emphasis in the athletic program in February, 1955.\textsuperscript{27} As a member of the Intermountain Collegiate Athletic Conference, Westminster retained the image of a junior college since most of the conference members were junior colleges in Utah and Idaho. By withdrawing from the ICAC and seeking competition with other four-year institutions, it was hoped that this image would disappear. Also, in securing a new

\textsuperscript{25} Westminster College, Board of Trustees, Minutes, Dean's report to the Board, October 1, 1955, 3.

\textsuperscript{26} Palmer, papers, letter to the Board of Trustees, January 11, 1955.

\textsuperscript{27} Westminster College, Board of Trustees, Minutes, February 25, 1955.
football coach, Mr. Alvin R. Mercer, the administration gambled that a more successful athletic program would attract and retain a larger student body. However, in spite of a seven and two record in football in 1955, the additional expense of the improved program did not coincide with the hoped for results. The total athletic budget for 1953-54 was $9,074.92 and receipts from the program amounted to $2,791.66—a deficit of $6,283.26.28 In 1955, Mr. Mercer proposed a total budget for the year of $42,354.00 and anticipated receipts of $4,523.02—a deficit of $37,803.98.29 Because this program greatly increased the debt, the Trustees voted to discontinue intercollegiate football for a minimum of three years. When Mr. Palmer announced this decision to the faculty and students, there were mixed reactions. A large segment of the student body embarked on a campaign to collect money by canvassing the neighborhood around the campus. Most students desired to retain football, but failed to realize the seriousness of the financial situation. Encouraged by the students' efforts to raise money, one of the Trustees agreed to help finance the football program, and it was continued—at least temporarily.

In contrast to the distressing football picture, the

28Ibid., Athletic Committee Report, October 21, 1954.
music department added two new attractions to that curriculum: a concert choir, organized and directed by Mr. William Bushnell, and a community symphony orchestra conducted by Mr. Kenneth Kuchler. The choir toured parts of the intermountain west each year, performing before church and school audiences. Reporting after their trip in 1955, Mr. Palmer stated,

The choir sang in thirteen Nevada and California churches of three denominations. They sang before approximately 2,500 people, and did an amazing public relations job for the school. Each church gave the students housing and meals, and in addition to that, offerings were received which total over $800. This means that the trip more than paid for itself, and many additional results will be forthcoming.30

The orchestra, in addition to an annual concert at the College, offered an opportunity for young musicians to develop their talents by joining with professionals, including many members of the Utah Symphony Orchestra. Although these programs brought more students to the campus, enrollment did not increase as rapidly as hoped.

Mr. Palmer, perhaps distressed by the furor caused by the decision to drop football, and discouraged by the continued financial difficulties, submitted his resignation to the Board of Trustees, effective June 30, 1956, to accept the Presidency of Morningside College, Sioux City, Iowa, which was considered a promotion in terms of responsibility

30Palmer, papers, letter to the Board of Trustees, February 9, 1955, 2.
and financial considerations.31

From the numerous applicants, the Trustees appointed Frank E. Duddy, Jr., Ph.D., to succeed Mr. Palmer as President of the College. The son of a Congregational minister, Dr. Duddy received his doctorate degree in modern European history from Harvard University in June, 1942. A lieutenant-commander in the Naval Reserve, Dr. Duddy was an associate professor at the United States Naval Academy at the time of his appointment at Westminster.32 The new President assumed his duties on September 1, 1956.

Dr. W. O. Watkins resigned as Dean of the College in August, 1956. The Trustees appointed Mr. Joseph N. Uemura, popular professor of Bible and philosophy, as "Acting Dean." Mr. Uemura, a member of the faculty since 1952, joined the new President in seeking solutions to the problems of the College. They immediately undertook a campaign to boost student morale and to erase the financial deficit. Describing the attitude of the students, Mr. Uemura stated,

Something ought to be said for the general attitude that pervades the student body at this time. (1) There is, of course, the uneasy balance in the mind of the student over the relative stability of the athletic program. One would be blind not to recognize this. It

31Ibid., letter to Mr. John M. Wallace, Chairman of the Board of Trustees, May 1, 1956.

should be pointed out that the estimate of the stability of administrative decisions is the primary point at which students feel uneasy. (2) There is, on the other hand, a considerable optimism in the mind of the general student, it seems to me, about the manner in which the academic picture has rounded into shape, the response to new staff members, the cooperation between the Student Government and the administration. These areas were of critical importance at the end of the last academic year. It is my carefully considered judgment that these issues have been solved in the mind of the student and the response has been heartening and optimistic.\textsuperscript{33}

The total number of students declined by 21 in the fall of 1956, reducing the full-time enrollment from 362 to 341. However, the loss was primarily in the freshman class. The senior class increased to 58 indicating an increased retention rate among the upper classes and reversing the trend which had plagued the College for decades.\textsuperscript{34}

The new administration embarked upon a financial campaign for the school year 1956-57 to obtain $60,000 in addition to the regular budget for the purpose of erasing the deficit of the College, raising faculty salaries, and purchasing a minimum of new equipment.\textsuperscript{35} Although the effort brought in only $36,378 in nine months, this campaign paved the way for a new ten-year campaign beginning in the fall of 1957.

\textsuperscript{33}Westminster College, Board of Trustees, Minutes, Dean's report to the Board, October 16, 1956, 8.

\textsuperscript{34}Ibid.

\textsuperscript{35}Utah Westminster, L (January, 1957), 2.
Changes were made in the administration as Dr. Duddy organized a team to direct the growth of the campus and curriculum. Dr. Milton C. Ballenger joined the staff as Dean of the College, assuming his duties on April 15, 1957. Reverend Irvin Morris resigned from the Vice-Presidency and was replaced by Mr. James J. Farley, a member of the faculty since 1948 with broad experience in business administration. These, and other administrative appointments brought stability to the College leadership. The Northwest Accrediting Association committee made the following evaluation in 1957:

Although the college has experienced an unusually heavy turnover both in administration and faculty in the last few years there seems to be evidence of stability in that there is now a live, forward looking devoted faculty, administration and satisfied, though reduced, student body. We believe stability is assured by the present leadership.

Under this new leadership, the Trustees and administration embarked upon the ten-year Development Campaign. As a beginning, Dr. Duddy applied to the Housing and Home Finance Administration (HHFA) for a $150,000 loan (later increased to $500,000) for construction of a new dormitory.

36 Ibid. (June, 1957), 1.

37 Westminster College, Board of Trustees, Minutes, September 17, 1957.

38 Northwest Association of Secondary and Higher Schools, Evaluation Committee Report, November 1, 1957, 1. (Typewritten.)
to house 120 women. Other buildings proposed by the plan included a men's dormitory, a fine arts building, an auditorium, an addition to the science building, a library, an administration building, and a small chapel. Even more important to Dr. Duddy, however, was the "Great Teaching Program," a program to upgrade faculty salaries, always lower than public institutions, and make them competitive. Other funds were to be used for operating expenses and renovation of the campus. The total campaign aimed for $4,100,000 from 1957 to 1967 to create a campus adequate for about 800 full-time students. The fund raising firm of Cumerford, Incorporated of Kansas City, Missouri, sent representatives to the College to organize and conduct the early stages of the campaign. When their work was completed in August, 1958, the balance of the campaign was taken over by Mr. Farley's office.40

While the initial stages of the Development Campaign were being prepared, further changes were taking place. In July, 1958, the United Church of Christ (Congregational-Christian Churches) affiliated with Westminster, broadening the interdenominational base and bringing increased financial

39 Westminster College, Board of Trustees, Minutes, September 17, 1957.

40 Duddy, papers, memorandum to the Board of Trustees, August 21, 1958.
support to the College. Under Dr. Duddy's leadership, the Intermountain Colleges Association was created, including Westminster, the College of Idaho at Caldwell, and Northwest Nazarene at Nampa, Idaho. This Association has a twofold purpose—the division of money given by national organizations to associations, and the joint solicitation of firms in the Intermountain region which do not give to any college individually. The Association was designed to include colleges in Utah, Idaho, Wyoming, and Nevada and Dr. Duddy served as its first President.

In March, 1959, the HHFA approved the loan for construction of a women's dormitory housing 125 students. It included a semidetached dining facility to accommodate all dormitory students, with additional lounge and conference areas in the basement. On May 27, ground-breaking ceremonies were conducted, and the new structure, located southeast of Ferry Hall, was dedicated on September 26, 1960. It was named Hogle Hall "in recognition of the many years of support and services rendered the college by the Hogle family of Salt Lake."

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41 Utah Westminster, LI (July, 1958), 1. Duddy, papers, memorandum to the Board of Trustees, July 22, 1958.
42 Utah Westminster, LI (July, 1958), 2.
43 Ibid., LIII (May, 1960), 2.
The second phase of the building program to be approved was a new men's residence hall. The trend in enrollment indicated a greater number of dormitory students and a corresponding decline in commuters, creating a need for additional housing on campus. In November, 1957, Dr. Duddy submitted an application to the HHFA for a loan of $425,000 for construction of a facility to house 125 men students. The loan received final approval by the HHFA in August, 1961, and the administration speedily began construction with ground-breaking ceremonies on September 18, 1961.\textsuperscript{44} Construction was completed in the summer of 1962, and an open house on September 9, followed by dedication ceremonies on the seventeenth, officially opened the Carleson Hall, in honor of the Harry E. and Fred A. Carleson families who contributed the furnishings.\textsuperscript{45} With the completion of new dormitories for both men and women, Ferry and Foster Halls were converted to badly needed classroom and office space.

Although the building program proceeded more slowly than the administration wished, rapid progress was made in the area of curriculum revision. In the fall of 1959, the College opened a new Industrial Relations Center in cooperation with a parent center operated by the University of

\textsuperscript{44} \textit{Westminster College, Board of Trustees, Minutes, August 1, 1961.}

\textsuperscript{45} \textit{Ibid., September 18, 1962.}
Chicago. The new program was conducted by Mr. Edward Blackman, Associate Director. The objective of the program was "to offer training programs to bring about improvement through management development." The program was designed to "survey and scrutinize organization and management problems and train executives and plant foremen of various corporations to meet changing business and industrial conditions." By offering training courses ten to twelve weeks in length for area business, this program served as an aid to Utah industry. The center also conducted research, workshops, and seminars.

In 1959, the College initiated an "honors program." Freshmen who showed superior academic potential were placed in honors sections of required freshman history and religion. The program, taught by department heads, included selected reading programs, group discussion sections, and individual special projects. A second phase of the program, begun in February, 1960, allowed selected upperclassmen to participate in "honors seminars" composed of students from different departments "to promote both depth of study and broad pursuits which will cross over boundaries of usual fields of specialization." Special emphasis was placed on upgrading

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46 Utah Westminster, LII (May, 1959), 4.
the library as a means of implementing the academic program. The budget for library materials was increased from $8,265 in 1956-57 to $19,170 in 1960-61. The proposed library building was forced to remain in the planning stage because funds had not yet become available. However, the University of Utah library launched a program of cooperation with Westminster, opening a vast repository of materials to students at the College.

The faculty and administration agreed on higher admissions standards in January, 1961. Effective at the beginning of the second semester, high school students applying for admission were required to submit a minimum "C" (2.0) grade point average in academic subjects only. Previously a "C" average in all subjects was sufficient for admittance. Students unable to meet this standard were admitted on probationary status. However, a program entitled "Westminster Tutors" was inaugurated to help marginal freshmen succeed. Outstanding upperclassmen were assigned to work with these students in an effort to improve their academic standing.

Increases in faculty salaries, additions of equipment, including the Lockerbie Collection of rocks and minerals, a microfilm reader, a language laboratory, and an increased staff, led Dr. Duddy to express optimistically in 1960,

We have jarred the College off center and begun to move it in the direction it must go. With the continuing interest, support, and determination of the Board, our auxiliary organizations, our alumni, and our friends, we will continue to press toward excellence, toward pre-eminence in higher education in the Intermountain West. 49

The first phase of the Development Program also closed in 1960 with a total of $835,000 pledged, surpassing the original goal of $800,000.

The second phase of this campaign was announced in March, 1961. With a goal of $1,600,000 by 1964 or 1965, it included $800,000 for building the library, additions to the science building, the gymnasium, and a chapel-auditorium. The remainder was channeled into the "Great Teaching Program," renovation, and the operational budget. 50 The College also acquired additional properties in two separate wills.

Mr. Pontz, who had devoted much of his life to the growth of Westminster, suffered a fatal heart attack on the campus on May 23, 1961. His home, erected on the southeast corner of the campus in 1958, became the property of the College to be used to house members of the staff. The "Pontz Memorial House" revives many fond memories among friends and alumni when they visit the campus.

Mrs. Sylvia Garff Ball willed her home at 1184 Yale Avenue to the College in 1961, with the stipulation that it

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49 Westminster College, Board of Trustees, Minutes, "President's Annual Report to the Board," October 16, 1960, 10.

50 Ibid., October 17, 1961.
could be used as the President's residence or sold, and the proceeds used to purchase another home or to endow the June H. and Robert J. Ball Chair of Music. The home was sold, a new house purchased at 2266 Berkeley Street (the Ball Memorial Home), and the Cushman Cottage, formerly the President's home, was converted to dormitory space for men students.51

The problem of the athletic budget continued to plague Dr. Duddy's administration as it had during Mr. Palmer's four years. The President believed firmly in the value of an interscholastic, competitive program but found a disproportionate share of the College revenues supporting football without an adequate return from this investment. Even with a winning season and national recognition, the athletic program lost the College a net of $30,645 in 1957-58. Approximately 40 percent of all scholarship aid went for athletic grants, and the athletic schedule involved increased travel to distant opponents, particularly as the teams improved in calibre. In addition, Westminster was not affiliated with any conference, which would have solved the problem of scheduling. In an attempt to allow the College to grow large enough to support the athletic program, the Trustees and faculty athletic committee agreed in 1959 to

51Duddy, papers, memorandum to the Board of Trustees, February 1, 1961.
hold the athletic budget at its present level and also to exercise strict control of policy and scholarship grants. Coach Mercer resigned and Mr. Robert E. Lee, Director of Athletics and head coach of several sports at Northwest Community College at Powell, Wyoming, became football coach and Assistant Professor of physical education in 1959. However, this austerity program did not solve the problem and, after consultation with the Trustees, Dr. Duddy announced to an all-College assembly the decision to drop intercollegiate football.

Of an athletic budget this fiscal year of some $48,000, football takes nearly $30,000--and this does not include such charges as coaches' salaries or medical expense. . . . It is not our intention to shift emphasis, but simply to get out of an activity which costs far more than is warranted by the returns, in finance, morale, publicity, and otherwise. Athletic scholarships for football players were continued until each man's eligibility expired, and they were encouraged to enter the intramural program while completing their education. Although enrollment declined slightly after this announcement, the students accepted the decision without serious complaint or demonstration.

The withdrawal of Westminster from intercollegiate football did little to alter the over-all net financial

52 Westminster College, Board of Trustees, Minutes, March 24, 1959.

53 Utah Westminster, LV (December, 1961), 2.
situation of the College. The second phase of the Development Fund had reached a total of $1,020,634 pledged and only $310,240 already paid by January 21, 1963. Although the pledges were within $600,000 of the total goal, the amount actually received still left the budget operating in the red with a possible deficit of $66,000.

Dr. Duddy decided to accept the presidency of Marietta College, Marietta, Ohio, a school with a much larger enrollment. His resignation became effective June 30, 1963. The Trustees, after interviews with several capable men, chose W. Fred Arbogast, Ed.D, as his successor. Dr. Arbogast, Principal of Highland High School in Salt Lake City, was the first graduate of Westminster to become the head of his alma mater on July 1, 1963. Mr. Ellsworth W. Cardwell joined the new administration in August as Vice-President for Development, succeeding Mr. James J. Farley, who assumed a similar position at Chapman College in Orange, California.

Dr. Arbogast set in motion a campaign for the third phase of the Development Fund drive, a goal of $1,500,000

54 Westminster College, Board of Trustees, Minutes, January 22, 1963.
56 Utah Westminster, LVI (July, 1963), 1.
57 Westminster College, Board of Trustees, Minutes, August 26, 1963.
over five years. The two major projects in this phase were the library and chapel-auditorium buildings. Plans to remodel the first floor of Foster Hall to house the library were set aside in hopes that funds would become available for a separate building. In April, 1964, the College received a loan of $50,000 from the Department of Health, Education, and Welfare for library construction. On May 28, 1964, ground-breaking ceremonies were conducted between Converse and Ferry Halls for a single-story structure containing 10,000 square feet of floor space to house 50,000 volumes and costing $100,000.\(^{58}\) The new library was named in honor of the late Mr. William T. Nightingale, former member of the Board of Trustees of the College and President of Mountain Fuel Supply Company, who passed away on May 6, 1964. The red brick structure houses over 23,000 volumes and provides individual study carrels and private conference rooms, as well as a variety of audio-visual equipment.\(^{59}\) The old library room in Converse Hall was remodeled into a language laboratory with stations for thirty-five students.

The second building project undertaken during Dr. Arbogast's presidency was the administration-classroom facility. The two-story structure, costing $300,000, was

\(^{58}\)Salt Lake Tribune, December 8, 1964, 17.

\(^{59}\)Westminster College, Board of Trustees, Minutes, January 21, 1964.
begun with ground-breaking ceremonies on July 19, 1967. Dedicated on April 4, 1968, this building housed all administrative offices of the College, in addition to two large lecture rooms, seating up to 110 students; two smaller classrooms, seating 60; and faculty offices.  

Converse Hall was then completely remodeled for classrooms and offices. As enrollment jumped considerably in the mid-sixties (504 in 1965), Ferry and Foster Halls, used for classrooms when the new men's and women's dormitories were opened, had to be partially renovated to accommodate the overflow of students.

Next on the construction agenda came the Student Union Building. In 1958, students voted to assess themselves five dollars annually to create a fund toward the erection of the new Union. Aided by a federal government loan of $466,000, the College was able to begin construction. This building, now completed, provides food services for all dormitory students and facilities for town students as well. It also houses student government offices and a variety of recreational facilities and seminar rooms. Located between the gymnasium and the science building, this modern structure

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61 Westminster College, Board of Trustees, Minutes, October 16, 1967.
is a vast improvement over the old "Do Flop Inn."

In addition to the continuing building program, Dr. Arbogast successfully tackled the most difficult problem of any college in similar circumstances--finances. The College closed the fiscal year 1962-63 with a deficit of $36,000. By increasing the student-teacher ratio from 11:1 to 17:1 and eliminating some course offerings, with a resultant reduction in faculty from thirty-three to twenty-seven, Dr. Arbogast maintained a strict budget and was able to increase faculty salaries by 8 percent in 1965. Following a continued policy of strict control of the budget, the College turned a deficit in the operational budget into a surplus of $23,000 in 1963-64 and $53,000 the following year. Establishment of a sound financial foundation upon which to develop a greater educational program was perhaps the most significant achievement of Dr. Arbogast's four-and-one-half-year tenure.

Advances continued in other areas as well. Enrollment, relatively static in the early sixties, mushroomed in the last few years. In spite of more rigid entrance requirements, including a minimum score of four hundred on the College Board tests, the number of students reached a

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62 W. Fred Arbogast, papers, letter to the Board of Trustees, May 18, 1962. Westminster Archives.

63 Westminster College. Board of Trustees, Minutes, August 17, 1965.
new high in the 1968-69 school year with 881 full-time students. To meet the needs of the students, a summer school program was initiated in 1966. It included course offerings in the social sciences, psychology, and philosophy.\textsuperscript{64} Anticipating an enrollment of about fifty, the administration was pleasantly surprised when seventy-seven students enrolled in the program, enabling the business office to operate the program on a totally self-supporting basis. Because of the increased popularity of continuous education, in 1968 and 1969, the College conducted summer commencement exercises. To meet the requirements of many states for a five-year teacher certification program, Westminster established a fifth year in the teacher training program, leading to a master of teaching degree. Seven students have met the requirements for this degree in the last two years. The nursing program, begun in 1950, was also expanded to enable those students who wished, after completing their three-year program at St. Mark's Hospital, to return to the College for a two-year program leading to a bachelor's degree in nursing.\textsuperscript{65}

Changes were made in the athletic program as the financial situation improved. Football was reinstated in

\textsuperscript{64} Utah Westminster, LIX (March, 1966), 3.

\textsuperscript{65} Westminster College, Board of Trustees, Minutes, March 21, 1967.
the fall of 1965 on a more limited budget. With an extremely successful basketball program and the nucleus of football as evidence of a positive program, Westminster joined the Rocky Mountain Athletic Conference in 1967 and won the Mountain Division Basketball championship in 1968-69, their first full year of conference competition.

Worn down by the long hours and constant pressures of the responsibilities of running the College, Dr. Arbogast surprised many friends of Westminster when he announced his decision to retire, effective January 1, 1968. Mr. James E. Hogle paid tribute to his efforts by stating:

Dr. Arbogast took on as tough a job as anyone could have when he came to Westminster. It had little or no solution. The financial conditions imperiled the College, lack of morale existed in the faculty and staff, and every leader of the College had resigned and left. He came in with nothing but the rest of the faculty and a few people on the staff. It was a back-breaker. Dr. Arbogast has given more hours to the College than any man in the community or in the city has given to his profession. He has worked so hard and so long and has had to face up to finance and other things so many times when crises developed with the faculty, staff, and student body; and he has solved practically all of them. . . .

At a special meeting of the Board of Trustees, Dr. Manford A. Shaw, Chairman of the Board and a very successful Salt Lake realtor and practicing attorney, was chosen to succeed Dr. Arbogast. Under his guidance, the College has continued

66Ibid., December 19, 1967, 2.
to progress. Even now construction of the addition to the gymnasium has begun. Other buildings, including the auditorium-fine arts center, an expanded science building, a chapel, and dormitories are projected for future growth on the present campus. Facilities are planned for an enrollment of from twelve to fifteen hundred students.

The future of Westminster appears bright as long as individuals, businesses, foundations, and churches continue to believe in the need for and role of privately endowed liberal arts institutions. In an age when tax dollars are aiding the expansion of large universities and enabling them to maintain lower tuition rates, the lower cost of public education would appear to attract the student away from more expensive private colleges. However, the small liberal arts college assumes responsibilities which the government-controlled school cannot. The privately endowed college actively seeks to instill, by positive teaching, sound religious and moral values which may or may not be acquired in a tax-supported institution, but which must be incidental to technical or professional training.

The liberal arts college, because of its small size, brings the student into a much closer relationship with faculty and staff, a quality which gives the student an identity and which also provides an atmosphere conducive to academic success, especially to young men and women who would
be overwhelmed by the vastness of a university. Westminster serves the Intermountain community by providing for these needs. Courses in religion and philosophy are required for graduation, with emphasis on broad Christian principles, not denominational doctrine.

In September, 1966, a chaplain was added to the College staff. "Living Issues Week," a week of intellectual stimulation, with nationally prominent guest speakers and informal discussion sessions, is gaining momentum each year.67 Faculty members are selected with regard to their dedication to their own religious denomination, Protestant or whatever. The faculty-student ratio continues at approximately 1:20, enabling teachers to become more fully aware of individual strengths and weaknesses and to develop a more personal relationship frequently lacking in a university atmosphere.

Westminster has become an integral part of the Salt Lake valley, providing many services for its residents. A student acting group, Westminster Players, provides a variety of theatrical productions for local audiences. Professor Jay W. Lees, chairman of the Division of Fine Arts, has directed melodramas at Park City, Utah, in which

Westminster students have performed. Radio and television classes have contributed to the community through preparation and presentation of programs over local stations. The Division of Fine Arts conducted tours of San Francisco, including visits to major museums, art galleries, operas, and plays as well as exhibiting their talents in local shows. The College has provided its facilities for display of traveling art collections including works by such famous artists as Pablo Picasso. Westminster serves the community as a cultural center.

Under the auspices of the Student Christian Organization, deputation teams have traveled throughout the state. They provide a program of worship services for churches which are unable to afford a full-time minister and also serve local churches with special services during the year. Many of the young men in this club are pre-theological students who also serve as assistant pastors in Salt Lake churches. Other students serve as teachers and in a variety of activities in their own churches.

One of the most significant contributions made by Westminster is the preparation of many excellent teachers who have utilized their talents in the education of young people. Westminster graduates hold teaching positions not only in the Salt Lake valley but throughout the Intermountain area and even in foreign countries. These men and women are
preparing the generation of tomorrow for their role in our ever-changing society.

Westminster is necessary to the continued growth and progress of Utah and the Intermountain region. It has served this community for ninety-five years. With the help of interested citizens it will continue to provide a valuable service to students and society. May it continue to live up to its motto "Pro Christo et Libertate."
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Appendix I

The Salt Lake Collegiate Institute (1875-76)

Course of Study

"Primary"

First Year
Charts, -- First Reader,
Numbers written to 1000,
Roman Characters,
Printing on Slates,
Oral Sentence making,
Singing, Declamation, Spelling,

Second Year
Second Reader,
First Lessons in Arithmetic,
Oral Geography,
Writing on Slates,
Sentence Writing,
Singing, Declamation, Spelling,
and light Gymnastics.

"Intermediate"

First Year
Third Reader,
Arithmetic, (Four Rules)
Primary Geog. (U.S.),
Classification of words,

Second Year
Intermediate Reader,
Arithmetic, Fractions,
Elementary Geog.,
Classification of words.

Third Year
Fourth Reader,
Arithmetic, Denom. Nos.,
Intermediate Geog.,
Primary Grammar,
Spelling, Penmanship, Composition, Declamation, and
Language Lessons.

"Academic"

First Year
Fifth Reader,
Arithmetic to Interest,
Geography Completed,
English Grammar,
Spelling, Penmanship, Composition,

Second Year
Rhetorical Reader
Arithmetic Completed,
Algebra to Quadratics,
Analysis of English Language,
Spelling, Penmanship, Composition and Declamation.

1Salt Lake Collegiate Institute, Annual Circular, II (1875-76), Salt Lake City, Utah: Salt Lake Collegiate Institute, 1875.
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<td>Algebra,</td>
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Scientific
Trig. and Surveying,
Natural Philosophy,
Botany,
Mental & Moral Science,
Analytical Geometry,
Logic,
Chemistry,
Astronomy,
General History,

Composition and Declamation throughout the course.
Appendix II

Examinations in Dr. Coyner's Advanced Class

American History Class
1. Write thirty important dates.
2. Give a brief history of Columbus.
3. Give a brief history of the Plymouth Colony.
4. Write a list of the wars of the Colonies.
5. Give the colonial history of Virginia.
6. State the causes of the Revolution.
7. Give the leading events of 1776.
8. Give the dates and commanders in six different battles of the Revolution.
9. Write a brief memoir of Washington.
10. Give an analysis of the work of the term.

The Class in Spelling
1. What is the alphabet?
2. What is the difference between a vowel sound and a consonant sound?
3. What are the inconsistencies of our alphabet?
4. Give a tabular analysis of the elementary sounds.
5. Spell the following words: vicissitude, panegyric, metaphysics, symphonious, erroneous, spontaneous, Equestrian, Deuteronomy, entomology.
6. Mark all the silent letters in the words spelled.

Advanced Arithmetic Class
1. Write the definitions of sixty-three terms used in arithmetic.
2. Multiply 38,468 by 238, and give analysis.
3. Write tabular analysis of denominate tables.
4. Change 3 m. 4 fur. 20 rds., 2 yds., 1 ft. 6 in. to meters.
5. What is the difference between three-fourths of seven-ninths and .33 which is greater. What is the difference expressed as a decimal?

1Salt Lake Tribune, June 19, 1875, 4.
Letter from Sheldon Jackson to the Presbytery of Utah Pledging a $50,000 Endowment for a College in Salt Lake City

Salt Lake City, Utah
May 13th 1895

To the Presbytery of Utah

Dear Brethren

Having in the good providence of God been the first Presbyterian Minister to commence missions in Utah, I cannot help being deeply interested in the progress of the work you are successfully carrying forward in the midst of such great difficulties.

I have sympathetically watched the growth of your school work and your efforts to crown that work with a Christian College. Such an institution seems so essential to the highest success of your efforts that I make you the following propositions:

1st If the citizens of Salt Lake City will provide not less than fifty acres of land suitable as a site for such a college and in a location acceptable to the trustees of the same; and

2nd If the trustees of the proposed college will legally bind the same in its charter or otherwise

(a) To make the Bible a regular text book in the
curriculum of studies

(b) To provide that the college can never be alienated from the work and doctrines of the Presbyterian Church in the United States of America as set forth in the standards of said church;

(c) To provide that the institution shall be named and always continue to be known as the "Sheldon Jackson College;"

and

(d) To provide that if, at any future time these conditions shall be materially changed, the property will be forfeited to the "Board of Aid for Colleges and Academies of the Presbyterian Church in the United States of America."

I will pledge myself and heirs to give towards the endowment of such a college the sum of fifty thousand dollars; the same to be paid as soon as I can dispose of Washington (D.C.) City real estate to that amount.

I also promise to raise the [sic] and pay the salary (not to exceed fifteen hundred dollars per annum) of the President of the College for a few years until other arrangements can be made, together with necessary travelling expenses for a year or two while he is at work upon an endowment.

Praying that you may have God's blessing and the wisdom and direction of the Holy Spirit in the founding of an
educational institution in the name and the honor of the Lord Jesus Christ, I remain your Brother in gospel work.

Sheldon Jackson
Appendix IV

Letter from Colonel William M. Ferry to the

Trustees of Sheldon Jackson College

Donating Approximately Twenty

Acres for a College Campus

To the Board of Trustees of Sheldon Jackson College,
Salt Lake City, Utah.
February 13, 1902

Gentlemen:

Being interested in the important work of Christian Education in Utah, I, WM. M. Ferry, of Park City, Utah, hereby submit the following Statement for your early consideration; To wit:-

I Propose to donate to the Trustees of the Corporation, now known as The Sheldon Jackson College, for a College site the ground recently purchased by me in Perkin's Grand View Addition to Salt Lake City, amounting to 20 acres more or less, on the following conditions, :-

(1) That it shall be used as the site for the College and for its general educational work.

(2) No financial or other encumbrance shall ever be put upon this ground by the College Trustees.

(3) The Bible shall be regularly used in the Curriculum of the College as a Text-book for Moral and Religious Instruction.

(4) The policy and teachings of the College shall be in harmony with the system of doctrine of the Presbyterian Church as expressed in its authorized Standards.
(5) The erection of a College Building, costing not less than $25,000.00, shall be completed within a period of five years from the date of this gift.

(6) A portion of this ground not to exceed 5 acres shall be set apart absolutely as a site for a Woman's College Building to be erected by women, which ground and building shall be under the general supervision of the Trustees and Faculty of the said Sheldon Jackson College.

The internal affairs of the Woman's Building, such as the furnishing of the rooms, the price of Board, the employment of servants, the selection of the Matron, and the care of the grounds, the repair and improvements, shall be under the direct supervision of a Board of five Women Managers, whose successors shall be nominated by the said Board of Managers, subject to ratification by the College Trustees. The first Board of Managers to be nominated by me. The tuition of the students in this Building shall be paid to the College Trustees under direction of the Board of Managers, as an Equivalent for which tuition the students shall be entitled to instruction in College classes and lectures and to all the educational advantages of the College.

Should these conditions be violated by the College, this ground shall revert to the Donor, or his heirs.

Respectfully, /s/ Col. William M. Ferry
Appendix V

Westminster's Service Flag, World War II

Gold Stars--Commemorating those who made the supreme sacrifice for their country

1. Thomas Kyle Bult, Quartermaster First Class, USN, killed in action in the Battle of the Coral Sea, Navigator aboard the U.S.S. Lexington.

2. Lieutenant Dane Hansen (W.C. '40), Bombardier, Air Corps, killed on maneuvers in Florida, when his plane tangled with another and crashed, killing the entire crew.

3. Second Lieutenant Harlan Johnston (W.C. '34) Air Corps, killed in a hotel fire at Hobbes, New Mexico. He and his wife escaped, but he lost his life in the attempt to rescue some privates trapped on the top floor.


5. Second Lieutenant Roy Ferguson Frew (W.C. '34) Air Corps, died June 28, 1943, when the P-38 he piloted crashed near Castle Rock, Colorado.


7. Ensign John Franklin Hiskey, U.S. Navy Air Corps, died in an airplane crash during training with torpedo bombers off the coast of Florida, June 6, 1944.

8. Lieutenant Wilko Seeronen (W.C. '38) U.S. Army Engineering Corps, killed in action in Italy.

9. Staff Sergeant Meade Steadman, Music student, killed in action in France, August 27, 1944.

11. Private First Class Harold Dietzgen Dalton (ex-W.C. '40) U.S. Army Air Corps, missing in action May 17, 1942. Reported prisoner of the Japanese in the Philippines, November, 1944, reported either drowned or recaptured when a Japanese freighter was sunk. March 1, 1945, officially reported deceased.

12. Staff Sargeant Zachary Harrison (W.C. '41) U.S. Marines, killed in action at Iwo Jima, February 24, 1945.


15. Leo William Shields (W.C. '34) Lieutenant, U.S. Army, after having been reported missing in action, was reported killed in action in Normandy, July 20, 1944.


18. Eli Pintar (W.C. '41) Ensign, U.S. Navy Air Corps, reported missing in action, later reported killed in action.

19. James Rothwell Glenny (W.C. '41) Lieutenant, U.S. Army Air Corps, reported missing in action November 10, 1944, while piloting a P-38 on a sortie between Leyte and Cebu. Officially confirmed as killed in Action, November 11, 1945.


22. David Vandyke Grube (W.C. '40) Lieutenant, U.S. Army, died at Letterman General Hospital from injuries received in a jeep accident while with the Army of Occupation in Germany.
Appendix VI

Administrative Personnel of the Salt Lake Collegiate Institute and Westminster College

Superintendents of the Salt Lake Collegiate Institute (Title Changed to Principal of the Preparatory Department in 1897)

John M. Coyner, Ph.D. April 12, 1875-May 1885
Jesse F. Millspaugh, M.D. May 1885-June 1890
Charles S. Richardson, A.M. September, 1890-June, 1891
Robert J. Caskey, A.M. September, 1891-June, 1904
George M. Sweazey, A.M. September, 1904-June, 1917
Carl Victor Brown, A.M. September, 1917-June, 1919
Rolfe M. Rankin, A.M. September, 1919-June, 1921
Miss Cora I. Orr, A.M. September, 1921-June, 1925
Miss Julia Porter, A.M. September, 1925-June, 1928
Miss Rosa Bird Marimon, A.M. September, 1928-June, 1935

(In 1935, the Preparatory Department became the first two years of the four-year junior college program.)

Presidents of Sheldon Jackson and Westminster College

(Sheldon Jackson College)
Reverend George Bailey, Ph.D. Oct. 21, 1901-March 15, 1905
Rev. Robert M. Stevenson, D.D. April 17, 1906-Nov. 1, 1912
Rev. Herbert Ware Reherd, D.D. Nov. 26, 1913-Aug. 31, 1939
(President Emeritus until his death, July 28, 1952)
B. C. J. Wheatlake June 30, 1952-Sept. 1, 1952
(Interim President)
Frank Edward Duddy, Jr., Ph.D. Sept. 1, 1956-June 30, 1963
Manford A. Shaw, J.D. January 1, 1968-
Deans of Westminster College

George M. Sweazey, Ph.D. October, 1913-June, 1917
Walter W. McKirahan, Ph.D. June, 1917-June, 1926
Perry M. Stevenson, Ph.D. Sept., 1926-Oct., 1933
Lincoln Barker, A.M. Sept., 1933-June, 1941
J. Elliot Fisher, M.A. Sept., 1941-Jan., 1942
Walter F. Myers, M.A. Sept., 1942-June, 1943
(Acting Dean)

Jesse Scott Boughton, Ph.D. Sept., 1944-March, 1953
Warren O. Watkins, Ph.D. March, 1953-August, 1956
Rev. Joseph N. Uemura, Ph.D. September, 1956-April, 1957
(Acting Dean)

In November, 1959, the title of the office was changed to Academic Vice-President.

Allen W. Bosch, Ph.D. June, 1961-July, 1965
Curtis C. MacDonald, Ph.D. August, 1965-July, 1967
(Acting Dean)

James D. Boyack, Ph.D. June, 1968-

Vice-Presidents of Westminster College

J. Frank Robinson May, 1952-September, 1954
Rev. Irwin Morris November, 1955-Sept., 1957
James J. Farley September, 1957-June, 1963
(Title changed to Vice-President for Management and Development, June, 1963.)

Ellsworth W. Cardwell July, 1963-September, 1967
Rev. Thomas C. Jackson August 1, 1969-

Executive Vice-President and Dean of Students (created in June, 1968)

Stuart E. Good, M.A. July, 1969-
Appendix VII

Members of the Board of Trustees of

Westminster College

Samuel E. Wishard, D.D.
George W. Martin, D.D.
Josiah McClain
C. M. Shepherd
Robert G. McNiece, D.D.
Colonel William M. Ferry
F. E. Gregg
Frank Pierce
W. I. Brown
Seth H. Tolles
Edward B. Critchlow
Gill S. Peyton
Sheldon Jackson, D.D.
Walter Murphy
Henry G. McMillan
Albert S. Martin
H. H. McCreery
N. E. Clemenson
William M. Paden, D.D.
George Bailey
Joseph R. Walker
General John Eaton
Darwin R. James
Henry V. Van Pelt
John E. Carver
Robert M. Stevenson, D.D.
Judge George F. Goodwin
Arthur F. Wittenberger
Wildman Murphy
J. S. Gordon
W. C. Orem
Mrs. George R. (Kate) Hancock
Mrs. J. R. (Clara) Bowdle
Peter A. Simpkin
Wade Loofbourow
Herbert Ware Reherd, D.D.
Edward O. Howard

March 29, 1892-1905
March 29, 1892-March 1, 1919
March 29, 1892-Oct. 5, 1925
March 29, 1892-1897
March 29, 1892-Oct. 3, 1913
March 29, 1892-1905
March 29, 1892-April 4, 1893
March 29, 1892-August 3, 1892
March 29, 1892-1917
August 3, 1892-October 14, 1914
April 4, 1893-December 19, 1920
May 13, 1895-April 1, 1902
May 13, 1895-May 2, 1909
May 13, 1895-February 5, 1897
May 13, 1895-September 3, 1929
June 19, 1897-January 21, 1913
April 5, 1897-August 5, 1902
April 5, 1897-August 5, 1909
August 5, 1898-December 15, 1914
June 15, 1899-October 23, 1913
April 3, 1900-1901
April 3, 1900-1905
April 3, 1900-April 4, 1901
April 4, 1901-January 31, 1935
May 4, 1905-August 5, 1909
April 17, 1906-October 23, 1913
August 5, 1909-January 19, 1918
September 16, 1913-December 19, 1916
September 16, 1913-June 11, 1929
September 16, 1913-February 11, 1919
September 16, 1913-April 22, 1919
September 16, 1913-1940
September 16, 1913-1920
September 16, 1913-1923
September 16, 1913-1934?
November 26, 1913-July 28, 1952
October 14, 1914-June 30, 1946
H. L. Baynes
George E. Davies
F. A. Pyke
A. D. Barber
E. D. Hammond
Charles H. Zimmerman
Judge Charles W. Morse
S. H. Goodwin
J. C. McClain
James A. Hogle
Frank R. Payne
W. A. Marshall
Charles L. Smith
John M. Wallace

Ross Beason
Jessie H. Baird, D.D.
Ray C. Wilson
A. H. Good, Jr.
Francis B. Critchlow
Theodore G. Lilley
T. Ross Paden
F. Edward Walker
M. E. Barker
Charles L. Wheeler

Fredrick H. Marshall
R. P. Douglass
Frank J. Lucas
George B. Critchlow
Forrest S. Walden
Judge William H. Witty
Robert D. Steele, D.D.
H. R. Waldo

Manford A. Shaw
A. W. Moulton
Floyd W. Barr
William Crosby Ross
Wilbur E. Hammaker
James W. Collins
Clarence Bamberger, Sr.
Elmer C. Adams
Stephen C. Clark
W. Malcolm Gwaltney
William S. Barwick
Walter C. Wampler
George T. Hansen, Sr.
H. C. Shoemaker

Oct. 14, 1914-1922
Dec. 15, 1914-April 5, 1927
Sept. 18, 1917-1939
March 11, 1918-1945
April 22, 1919-1945
Sept. 18, 1917-Dec. 18, 1930
March 12, 1918-Aug., 1938
April 22, 1919-June 11, 1929
February 10, 1920-1933
Feb. 15, 1921-Sept. 14, 1955
September 13, 1921-1940
Sept. 26, 1922-Oct. 13, 1921
Jan. 13, 1926-July 20, 1937
Sept. 26, 1927 (Trustee Emeritus)

Sept. 26, 1927-Feb. 26, 1931
Nov. 13, 1928-Oct. 13, 1931
Oct. 2, 1929-1939
Feb. 26, 1931-Oct. 17, 1933
Oct. 13, 1931-1934?
June 14, 1932-1942
Oct. 24, 1932-1936
Oct. 17, 1933-1950
Feb. 27, 1934-April 2, 1936
April 22, 1935- (Trustee Emeritus)

Oct. 16, 1935-1944
Oct. 14, 1936-1952
Oct. 18, 1937-May 17, 1966
Oct. 18, 1937-May 22, 1943
Oct. 18, 1937-June 30, 1952
Oct. 18, 1937 (Trustee Emeritus)

October, 1940-1943-?
Jan. 13, 1942-March 21, 1946
Jan. 13, 1942-?
Sept. 7, 1943-?
Oct. 29, 1946-?
Oct. 29, 1946-Nov. 30, 1950
Oct. 29, 1946-?
Oct. 29, 1946-March 19, 1963
Feb. 1, 1949-Nov. 21, 1958
Oct., 1950- (Trustee Emeritus)
A. Walton Roth
Richard S. Watson
Dwight S. Dodson
R. B. Spencer
William A. Lang
A. B. Malouf
J. Richard Palmer
Harry Roberts
Ray T. Woolsey
Milton S. Wycoff
John Crowe
Carl Gaskill
Henry Laub
L. S. Skaggs, Jr.
Ralph Nye
Donald G. Christensen
J. Frank Robinson
Harry E. Carleson
Harry D. Roberts
Sidney H. Buckham
Frank E. Duddy, Jr.
James E. Hogle
Warren S. Bainbridge

September, 1950-
October 3, 1951-Feb. 19, 1963
October 16, 1953-Feb. 19, 1963
November 18, 1955-
June 16, 1953-Nov., 1966
Sept. 1, 1952-June 30, 1956
November 18, 1955-1956?
November 18, 1955-1957
Oct. 16, 1953-March 3, 1966
November 18, 1955-1957?
November 18, 1955-1957
November 18, 1955-1957
Oct. 30, 1952-Nov. 17, 1964
Dec. 17, 1954-Feb., 1967
Dec. 17, 1954-Feb., 1967
Dec. 17, 1954-1955
Dec. 17, 1954-Aug. 29, 1965
Oct., 1956-April 18, 1961
Nov. 18, 1955-April, 1965
July 1, 1956-June 30, 1963
Jan. 22, 1957- (Trustee Emeritus)
Jan. 22, 1958-1959
Nov. 26, 1957-Oct. 18, 1966
Nov. 26, 1957-May, 1967
Nov. 26, 1957-
Nov. 21, 1958-
Nov. 21, 1958-
Nov. 21, 1958-Dec. 19, 1961
Sept. 20, 1960-May, 1967
March 15, 1960-June 22, 1964
June 11, 1960-Aug. 17, 1965
Nov. 13, 1962-May 4, 1964
Nov. 19, 1963-Aug. 17, 1965
April 21, 1964-
Nov. 19, 1963-Oct. 18, 1966
Nov. 19, 1963
June 6, 1964-
July 1, 1963-Jan. 1, 1968
October 20, 1964-
October 20, 1964-
Oct. 20, 1964-
Oct. 19, 1965-
August 17, 1965-
December 21, 1965-

Henry R. Eskuche
William B. Hall
Arthur R. McQuiddy
Joseph R. Ray
E. Dale Peak
Harry E. Coulter
Harold F. Fabian
Lawrence F. Black
C. F. Hawes
R. W. Harris
William T. Nightingale
Peter W. Billings
J. Graham Daniels
George T. Hansen, Jr.
Allen N. Henderson
Herbert D. Landes
William H. Olwell
W. Fred Arbogast
Haydon M. Calvert
Fred Auerbach
Donald J. Grooters
Nicholas L. Strike
Calvin A. Behle
Joseph E. Bernolfo
Robert S. Carter
Robert E. Doidge
Paul C. Fawley
M. M. Fidlar
Lincoln G. Kelly
E. William Remley
Bradley F. Skinner
William R. Persons
John W. Gallivan
W. Donald Brumbaugh
Fredrick R. Hinkley
Archie B. Kesler, Jr.
DeWitt Van Evera
Richard A. Van Winkle
Alex Walker, Jr.
Thomas C. Jackson
Sheldon A. Johnson
John M. Wallace, Jr.
Jack P. O'Keefe
Howard E. Dorst
W. E. Blackstock
H. Ross Brown, Sr.

November 11, 1965-
November 16, 1965-
Aug. 17, 1965-July 8, 1968
Nov. 16, 1965-Feb. 24, 1967
October 19, 1965-
August 23, 1966-
March 21, 1967-
March 21, 1967-
March 21, 1967-
March 21, 1967-
March 21, 1967-
March 21, 1967-
March 21, 1967-
March 21, 1967-
February 20, 1968-
February 20, 1968-
February 20, 1968-
July 31, 1968-
May 21, 1968-
Feb. 2, 1938-Sept. 12, 1947
Oct. 19, 1939- (Trustee Emeritus)
APPENDIX VIII

ENROLLMENT BY CLASSES AND RELIGIOUS PREFERENCE

ENROLLMENT BY CLASSES

<table>
<thead>
<tr>
<th>Class</th>
<th>1916</th>
<th>1926</th>
<th>1936&lt;sup&gt;a&lt;/sup&gt;</th>
<th>1945&lt;sup&gt;b&lt;/sup&gt;</th>
<th>1957</th>
<th>1965</th>
<th>1968&lt;sup&gt;c&lt;/sup&gt;</th>
<th>1969</th>
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<tbody>
<tr>
<td>Preparatory</td>
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<td>Second</td>
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<td>Third</td>
<td>21</td>
<td>33</td>
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<td>Fourth</td>
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<td>College</td>
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<td>Freshman</td>
<td>14</td>
<td>44</td>
<td>83</td>
<td>146</td>
<td>153</td>
<td>259</td>
<td>312</td>
<td>284</td>
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<td>Sophomore</td>
<td>7</td>
<td>22</td>
<td>48</td>
<td>28</td>
<td>78</td>
<td>87</td>
<td>194</td>
<td>207</td>
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<tr>
<td>Junior</td>
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<td>76</td>
<td></td>
<td>80</td>
<td>195</td>
<td>145</td>
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<tr>
<td>Senior</td>
<td>5</td>
<td>57</td>
<td></td>
<td>70</td>
<td>167</td>
<td>133</td>
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<tr>
<td>Total</td>
<td>103</td>
<td>218</td>
<td>168</td>
<td>187</td>
<td>364</td>
<td>496</td>
<td>868</td>
<td>819</td>
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<td>Special</td>
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<td>Music</td>
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<td>3</td>
<td>8</td>
<td>14</td>
<td>37</td>
<td>8</td>
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<td>9</td>
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<tr>
<td>Total</td>
<td>131</td>
<td>284</td>
<td>291</td>
<td>315</td>
<td>401</td>
<td>504</td>
<td>881</td>
<td>827</td>
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<tr>
<td>Duplication</td>
<td>18</td>
<td>45</td>
<td>68</td>
<td>42</td>
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<tr>
<td>Total</td>
<td>113</td>
<td>239</td>
<td>223</td>
<td>273</td>
<td>401</td>
<td>504</td>
<td>881</td>
<td>827</td>
</tr>
</tbody>
</table>

<sup>a</sup>Final two years of high school included in the four-year junior college program were designated as Freshman and Sophomore classes.

<sup>b</sup>First year of senior college program, high school classes were discontinued; influx of World War II veterans.

<sup>c</sup>In 1968 and 1969 graduate students numbered 17 and 8 respectively. In addition, students enrolled in the Extension Division numbered 25 and 16, respectively. The decline in students is attributed to an increase in tuition in September, 1969.
### Religious Affiliation or Preference of Students

<table>
<thead>
<tr>
<th></th>
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<td>48</td>
<td>89</td>
<td>119</td>
<td>106</td>
<td>99</td>
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<tr>
<td>L.D.S.</td>
<td>8</td>
<td>48</td>
<td>79</td>
<td>121</td>
<td>180</td>
<td>150</td>
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<tr>
<td>Episcopal</td>
<td>13</td>
<td>23</td>
<td>61</td>
<td>83</td>
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<tr>
<td>Methodist</td>
<td>2</td>
<td>10</td>
<td>49</td>
<td>76</td>
<td></td>
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<tr>
<td>Catholic</td>
<td>3</td>
<td>7</td>
<td>26</td>
<td>72</td>
<td>120</td>
<td>111</td>
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<tr>
<td>Greek Orthodox</td>
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<td>11</td>
<td>12</td>
<td>13</td>
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<td>Baptist</td>
<td>2</td>
<td>6</td>
<td>19</td>
<td>32</td>
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</tr>
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<td>Congregational</td>
<td>2</td>
<td>6</td>
<td>13</td>
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<td>Lutheran</td>
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<td>4</td>
<td>10</td>
<td>23</td>
<td>25</td>
<td>28</td>
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<tr>
<td>Christian (United Church of Christ)</td>
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<td>7</td>
<td>4</td>
<td>10</td>
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<td>Christian Science</td>
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<tr>
<td>Other</td>
<td>3</td>
<td>6</td>
<td>31</td>
<td>41</td>
<td>52</td>
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<tr>
<td>Jewish</td>
<td>11</td>
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<tr>
<td>Apostate</td>
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<tr>
<td>No preference</td>
<td>61</td>
<td>17</td>
<td>7</td>
<td>108</td>
<td>200</td>
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<td>Total</td>
<td>119</td>
<td>175</td>
<td>339</td>
<td>657</td>
<td>881</td>
<td>827</td>
</tr>
</tbody>
</table>

*aThe record for 1885 is incomplete inasmuch as no religious classification was applied to the primary department of the Collegiate Institute program. The category "Apostate" represents students who had renounced the L.D.S. faith, substantiating the missionary nature of the school in seeking conversion of Mormons.

Accurate statistics for the decades from 1885 to 1946 are not available but research indicates that the religious balance was probably relatively constant throughout the history of the College. The most numerous denomination has been the Presbyterians, with the L.D.S. running a close second until recently, when a significant increase in enrollment from the Salt Lake valley has placed the Mormon students in front numerically. Of special interest is the large population of Roman Catholic students attracted to Westminster.*
Appendix IX

Nationally Prominent Individuals Who Have Attended or Graduated from the Salt Lake Collegiate Institute or Westminster College

Maude (Kiskadden) Adams (Attended the Collegiate Institute, 1882-84).

Miss Adams was a nationally famous actress in the eighteen nineties and early twentieth century. She began her career as a leading lady to John Drew and soon earned a unique place in the affections of her audiences. She appeared in the plays of James Barrie, "The Little Minister," "Quality Street," "What Every Woman Knows," and "Peter Pan."

Otto Harbach (Collegiate Institute graduate, 1891).

Mr. Harbach was a nationally recognized playwright. Among his outstanding productions are "Rose Marie," "Desert Song," "The Cat and the Fiddle," "Roberta," "No, No Nanette" and many other Broadway and Hollywood productions.

Judge Reva Beck Bosone (Westminster junior college graduate, 1917).

Mrs. Bosone served as a judge in both the civil and
criminal divisions in Salt Lake City. She served two terms in the Utah House of Representatives. She was the first woman in Utah elected to Congress, serving two terms 1949 to 1954. She then became legal counsel for the subcommittee on safety and compensation to the United States House of Representatives, Committee on Education and Labor, 1957 to 1960.

Dr. James Bonner (Preparatory Department graduate, 1927).

Dr. Bonner is professor of biology at California Institute of Technology. He has studied molecular biology, the knowledge of how cells of living things develop, reproduce and divide to grow into different organs. He has conducted experimentation with the alteration of human inheritance through controlled breeding to eventually increase the number of desirable genes and diminish undesirable ones in the human genetic pool.

Drs. John and Ruth Graham (Westminster junior college and Preparatory Department graduate, respectively, 1934).

As a team, the Grahams have developed a method of detecting cancer of the ovary in its early and more curable stages. Their research work was done at Roswell Park Memorial Institute, State University of New York, where Dr. John is Chief of Gynecology and Dr. Ruth is Supervisor of Cytology.
Art Lund (Westminster junior college graduate, 1935).

Mr. Lund is an actor who has appeared in twenty-seven stage plays, including "I Do, I Do," "The Four-Poster," "Annie Get Your Gun," and "Music Man." He began his musical career singing with the Benny Goodman band and has also appeared in television roles. His latest role is in the motion picture thriller "The Molly Maguires."
VITA

Lewis G. Webster

Candidate for the Degree of

Master of Science

Thesis: A History of Westminster College of Salt Lake City, Utah, 1875-1969

Major Field: History

Biographical Information:

Personal Data: Born at Hildreth, Nebraska, August 13, 1932, son of Edward Cromplin and Iva Pearl Schuman Webster; married Barbara Z. Farikoff; one child—Barbara.

Education: Attended elementary school in Council Bluffs, Iowa; graduated from Thomas Jefferson High School in 1950; received the Bachelor of Arts degree from Westminster College, with a double major in history and secondary education, in 1957; did graduate work in history and political science at the University of Utah, 1961-1964; completed requirements for the Master of Science degree, specializing in history, at Utah State University in 1970.

Professional Experience: 1957 to present, teacher in the Social Studies Department, Highland High School, Salt Lake City, Utah; 1963-65, 1969 to present, chairman of the Social Studies Department; 1965, member of curriculum committee which prepared United States History Guide for the Salt Lake City Schools; 1965, member of curriculum committee which prepared Advanced Placement United States History Guide for the Utah State Board of Education.