The Evolution Of Dixie College As A Public Institution Of Higher Education In Utah From 1871 To 1935

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The Evolution of Dixie College As A Public
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Utah From 1871 to 1935

A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Education in
Secondary, Post Secondary and Vocational Education

by

Edna J. Gregerson

October 1981
The thesis of Edna J. Gregerson is approved:

Chairperson of Supervisory Committee

Examinining Committee Member

Examinining Committee Member

Graduate Faculty Representative

Graduate Dean

University of Nevada,
Las Vegas

October 1981
To the pioneer administrators and teachers
whose knowledge became Dixie's heritage, whose
ideals fashioned the souls of Dixie's youth, and
whose characters molded the strata of Dixie's
civilization--to them and their products this
history is sincerely dedicated.¹

¹Adapted from The Dixie, 1929.
ACKNOWLEDGMENTS

Sincere appreciation is expressed to Dr. Evalyn T. Dearmin, Advisory Chairman; Dr. Vernon E. Mattson, Graduate Faculty Representative; Dr. James F. Adams, Graduate Dean; and Dr. John N. Vergiels and Dr. Thomas Kirkpatrick, Members of Examining Committee for their patience and constructive guidance during the development and writing of this dissertation.

Grateful appreciation is likewise extended to Sharon Lee, Secretary for the Division of Humanities and Social Sciences at Dixie College for her expertise in completing the arduous task of typing this dissertation, and to Allan Laidlaw, Division Dean, who covered the writer's classes whenever she was required to be in Las Vegas for classwork and counseling.

The Writer is equally grateful to the personnel in charge of the Utah State Archives, Saint George Genealogical Library Records, LDS Church Historian's Files, Records of the Utah State Education Association, Dixie College Library holdings, Washington County Library Files, and the St. George Chamber of Commerce brochures. In addition A. Karl Larson, Wayne McConkie, Dr. Henry Nicholes, Elizabeth Beckstrom, Orilla Hafen, Linna Paxman, William Seegmiller, Iris Bentley, John Schmutz, Representative Ray Schmutz, Vern Thomas, have been most generous with their time spent in numerous interviews--by telephone and in their homes.
Finally, and most important, the writer is grateful to her husband who helped take care of her elderly mother when the writer had to be away, and who rode to Las Vegas weekly, waiting in the car while the writer attended classes. Without his support and encouragement this dissertation would never have been written.
PREFACE

STATEMENT OF PROBLEM

This study was undertaken in order to determine what historical and societal forces influenced the development of Dixie College from its inception as a church-oriented academy in 1871 to its becoming a state supported institution under the Utah Public School System in 1935. An extensive investigation of significant events and people, their successes and disappointments, was undertaken. Were these things the forerunners of that viable development which became part of an educational institution and continued to exert momentous social implications that reached beyond the realm of education? Did they become part of a neighborhood, of societal groups, of community development? Did that educational institution ever have any crises to weather? Did historical forces result in financial situations which shaped the curricula, the teaching, and the administrative affairs of the college and become decisive factors in its progress--even in its growth? Who were the significant figures involved in nurturing the institution? What motivated them and what contributions did they make? What events had a decisive influence on the state's decision to absorb this church-oriented school into the state system? Was vi

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the foremost force the dedication, the faith, and the support of a populace determined to bring enlightenment and culture to its people? Before a credible history could be attempted, the answers to these questions needed to be investigated.

SIGNIFICANCE OF STUDY

This study investigates the factors contributing to the founding, survival and growth of Dixie College and its relationship with the mainstream of education in America. The central purpose, though, is to discover and analyze the growth patterns of the college and its emergence within a small religious community whose people were predominantly Latter-day Saints.

This study is both timely and necessary because some of the extant facts may be lost before they can be permanently recorded in a work which will be available to future researchers and which may serve as a guide in the nurturing of other such educational institutions. Furthermore, the study needed to be undertaken while important sources were still available--including key persons and older individuals. Such people have enriched the work with their first-hand accounts of incidents which have become a part of the heritage of Dixie College.

Although three Master's Theses were previously written which dealt with Dixie College, they were limited to specific fields of study; namely, Athletics and Child Guidance courses. None of those studies gave a comprehensive history of the school or the forces behind its origin and evolution into a
fully accredited two-year institution. Another Master's Thesis, by Lloyd W. Colvin, was more comprehensive in its historical approach, but it failed to fully consider the influence exerted by the Mormon Church or the religious tenets and cultural backgrounds of the people closest to the college.

Since this work is an insider's account, the writer has been able to assess those influences more fully than some writers may have. Moreover, having had the opportunity to teach at the college for twenty-one years and to work with various groups in the community has enabled the writer to feel the pulse of the community and become acquainted with its moral standards and cultural ideas. Thus, an entirely new viewpoint about the college has resulted. That viewpoint became enmeshed with an intangible quality, the "Dixie Spirit," --a quality related to the people's avowed devotion to the community and the college.

LIMITATIONS OF STUDY

This study covers that period in the evolution of Dixie College from its origin in 1871 as an LDS Church Academy to its acceptance into the Utah State School System and its management under the Utah State Board of Education in 1935. The study is primarily concerned with the school's problems of governance and finance and with community and church involvement and their impact on the survival and growth of what has now become the largest, fully-accredited, two-year college of higher education in the State of Utah.
REVIEW OF RELATED LITERATURE

One of the primary resources which was utilized as a basis for this work was the "Minutes of Meetings" of the St. George Stake Board of Education. This board was formally organized in 1907 and functioned as the governing body for education--first in the New Academy, then in the college specifically--until 1933 when the school was given to the State of Utah and came under the management and financial assistance of the Utah State Board of Education in 1935. Prior to 1907, first the community and later ward bishops and stake presidents were in charge of education in the St. George area. These minutes were considered valuable for information regarding institutional policies, finances, and personnel data.

Other "Minutes of Meetings" which produced helpful information included those of the LDS Church Board of Education\(^1\) and the Utah State Board of Education.\(^2\) They included facts regarding financing, correspondence, accreditation reports, presidents' reports, college name changes and curricular policies, and management changes.

For the chronological progress of Dixie College, internal events transpiring in the school Minutes of Faculty

\(^1\)"Minutes of Meetings," LDS Church Board of Education. Information obtained at the Church Historian's Office located in Salt Lake City, Utah; hereinafter cited as Church Board Meeting.

\(^2\)"Minutes of Meetings," Utah State Board of Education. Information obtained from the Utah Education Association in Salt Lake City; hereinafter cited as State Board Meeting.
Meetings, Student Government Meetings, and local newspaper articles such as those from the Washington County News were used.  

Other primary sources included the original notes and four typed volumes recorded by James G. Bleak. Bleak was one of the original settlers of St. George, and on December 7, 1861, the people of the "tent and wagon city" (temporarily camped on the site of the present Dixie College campus) selected a committee to "choose School Teachers and organize schools." This committee was composed of John Oakly, Angus Cannon and James G. Bleak. Bleak later wrote that he had been "sustained" as "Historian and Clerk" for the Southern Utah Mission, with Henry Eyring to serve as his assistant. Later Bleak and six other men were nominated to act as a Board of Education for the Stake; Bleak was named Chairman, and Judd, Secretary. Still later, Bleak became President of the Board.

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3 These minute books were all obtained from the Dixie College Archives; hereinafter cited as Faculty Meeting and Student Officers Meeting.


6 Bleak, Book B, p. 152.

7 I Was Called to Dixie, p. 522.
According to Addy, Bleak resigned in 1891, but he was again serving on the board in 1911 when the new academy was built.

"The emphasis in Bleak's histories is on LDS Church affairs. However, it must be remembered that in those early days the LDS Church was the leading civil as well as religious authority in St. George." Bleak also recorded events dealing with polygamy, dramas, lyceums and lectures, and of his serving as a teacher of the Spanish language.

The Doctrine and Covenants (1835), another early and reliable resource for obtaining information relative to LDS Church gospel doctrine, is the guiding principle for Mormon values and beliefs. It is regarded by the Mormon people as being a record of divine revelations given to their prophet, Joseph Smith. This official Mormon document, along with the Book of Mormon, was first registered with the Library of Congress in 1897.

Edward W. Tullidge provided another primary resource. His book, Life of Brigham Young was considered primary because of Tullidge's personal association with President Young, and

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9Addy, p. 40.

10Doctrine and Covenants, 1835; hereinafter cited as D & C.

11Edward W. Tullidge, Life of Brigham Young (New York: Tullidge and Crandall), 1877.
also for his knowledge of early LDS Church history and of Utah government.

Journal History of the Church comprises numerous volumes which record a chronological account of historical events in the lives of Mormon people, from the organization of the LDS Church, in 1830, to contemporary events. Earliest accounts, commencing in 1835, were penned by the Mormon Prophet, Joseph Smith, one of the original founders of the Mormon (LDS) Church. After Smith's martyrdom, Brigham Young became the Mormon leader and continued the writings. Since President Young's death, in 1877, Tullidge and numerous other LDS Church historians and leaders have kept the Journals current. The present Church Historian is Dr. Leonard J. Arrington, former head of the Utah Academy of Sciences, Arts, and Letters.

Andrew Karl Larson's I Was Called to Dixie, although a fairly recent publication, was considered as being reliable because Larson was an early student at Dixie College. During his senior year in high school, at the St. George Stake Academy, 1921, he served as the Student Commissioner in Charge of Discipline. In addition, Larson joined the faculty at Dixie College after having spent many years in teaching at Hurricane High School. A respected teacher of history at Dixie College, Larson was soon named Division Director of Social Sciences. In the meantime, he published several other historical works, among which are Red Hills of November, Erastus Snow (in two volumes).

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12 Dixie College Annual, 1921, pp. 61-62.
volumes), and The Education of a Second Generation Swede.
Not only was Larson a thorough researcher for numerous works, he was also precise in his documentation.

H.L. Reid (1964)\textsuperscript{13} also contributed a useful and well-documented history of momentous events in Utah's Dixie, including numerous accounts regarding early education in the area and especially those pertaining to Dixie College. When he was only fifteen years of age, Reid's interest was piqued by his father who was considered an authority of Utah History. Reid's Master's Thesis was entitled "The Early History of Utah's Dixie." Many years of Reid's life were devoted to teaching at his "beloved Dixie."

Caroline S. Addy (1935)\textsuperscript{14} made a thorough study of James G. Bleak, in view of his historic writings. She displayed in a keen, perceptive way the highlights of his life and writings. Addy's work served to strengthen the writer's own regard for Bleak's scholarly recordings of historic events.

Albert E. Miller (1946)\textsuperscript{15} was a valuable resource for facts regarding financing, presidents of Dixie College, new

\textsuperscript{13}H. Lorenzo Reid, Brigham Young's Dixie of the Desert: Exploration and Settlement (Zion Park Natural History Association; Salt Lake City: Wheelwright Lithographing Company, 1964; hereinafter cited as Dixie of the Desert.

\textsuperscript{14}Addy, Idem.

\textsuperscript{15}Albert E. Miller, The Immortal Pioneers: Founders of St. George, Utah. Privately published by Albert E. Miller, assisted by his wife Mary Ann Cottam Miller, typist, 1946.
buildings, and the change from church to state ownership. He was also a valuable source for learning about individual people.

Another useful secondary source was Lorraine T. Washburn whose article was found in volume twenty-nine of the Utah State Historical Quarterly. Information relative to culture in early St. George was explored in this article. The work was considered as being reliable since A.R. Mortensen edited it. Mortensen was director of the Utah State Historical Society (1950-1961) when he resigned to become director of the University of Utah Press.

For facts pertaining to the economy and to early culture and the isolation of the Cotton Mission, Rufus David Johnson's book was utilized. Rufus D. Johnson was the son of Joel E. Johnson, early settler and civic leader at St. George and Silver Reef.

Under Dixie Sun was useful for cross reference purposes and for data which was summarized and worked into some of the tables appearing in the present dissertation.

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From Brigham Young University\(^{19}\) came some of the facts regarding the Church's participation in establishing its Academies and its early attempts to provide education prior to the mass exodus to Utah.

**TYPES OF DATA**

In addition to the aforementioned primary and secondary sources which were used extensively in preparing this work, copies of the Dixie College Annuals, 1911-1980--available in the Archives Room at the Dixie College Library and also at the Utah State Historical Society--were useful for their old pictures of school buildings under construction, of former presidents, faculty and students, and for brief statements of events throughout the years.

Equally important to a complete study of the evolution of Dixie College were the bound copies of area newspapers dating back to the 1860's; Dixie College student newspapers, including the Owl, published prior to the 1920's; presidents' files; microfilmed letters and presidents' correspondence; President Bruhn's policy manual; microfilms of old account books (signed by the auditors and including letters testifying to their authenticity); records of donations and contributions to the college; budgeting facts; numerous old diaries and

\(^{19}\)Ernest L. Wilkinson and W. Cleon Skousen, Brigham Young University: A School of Destiny (Provo, Utah: Brigham Young University Press, 1976); hereinafter cited as Brigham Young University.
autobiographies; all the old class rolls and grade books from 1911 to 1968, with separate rolls and grade sheets 1968-1981. In addition, individual writings, research accounts, master's theses, and unpublished manuscripts bulk large at the college library. Many of these works are meticulously documented.

DESIGN OF STUDY

This work is a descriptive study, employing the method of historical research: 1) all available resources were located and researched for information relative to the origin and growth of Dixie College; 2) data were externally analyzed to determine authors and their reliability; correct times, places, and their authenticity; 3) then data were subjected to internal criticism for accuracy and verity.

Because the vast amount of information included in this historical study and the resources used followed neither chronological nor topical arrangements, the writer necessarily combined or alternated the two orders. Hence, extreme care was used to introduce ideas and events clearly and to supply the transitions needed to expedite the reading of this work.
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Chapter I
"THE GLORY OF GOD IS INTELLIGENCE" ¹

¹Proverbial Mormon statement.
INTRODUCTION

Education is pre-eminently a product of historical forces; it is a significant part of the very fabric of culture--of society. Such forces have been present in the founding of and the continuous progress and growth of Dixie College in St. George, Utah. Historical and societal forces were reflected in that important book of Mormon beliefs, the Doctrine and Covenants, wherein early Church leaders stated that "the glory of God is intelligence."^ This belief dominated the thinking of those original pioneers, the members of the Dixie Cotton Mission, who brought their religious tenets and moral convictions with them to southwestern Utah. Dr. Leonard J. Arrington aptly stated: "Mormons have always believed that the exercise of the mind and piety were entirely compatible."^ He further stated that such belief has "encouraged scholarly spiritual probing--a search for worldly truth and theological understanding--that has been healthy and productive for both students and faculty."^2

^1D & C., 93:36.

From the time they arrived in the St. George area, in 1861, the pioneers had a dream and worked for its fruition. They envisioned the Dixie Mission becoming an educational and cultural center for rural Western America. For fifty years they struggled to make their dream a reality. Finally, in 1911, the St. George Stake launched an education program which was destined to eventually become the largest public supported two-year institution of higher education in Utah.

Beginning with the inception of that institution, in 1911, unity of purpose and able planning and organization contributed to the survival of this institution--born in poverty, yet flourishing in that poverty. Credit for Dixie College's surviving disheartening historical forces and meager budgets can be delegated to the vision, courage, religious beliefs and united efforts of the founders of St. George--admirable attributes which were assimilated by their posterity and inculcated into that intangible quality commonly referred to as "The Dixie Spirit." They were lion-hearted people, able planners and organizers, who possessed the wisdom and vision needed to establish and nurture the future of Dixie College. They helped it to become a viable institution--one which continues to exert significant social implications that reach beyond the peripherals of education. And those implications have become the incarnation of values, goals, ideas, culture, and the capacity to motivate individuals to greater achievement. Thus has been added another monument to the industry of a dedicated people--people dedicated to providing the needed educational advantages.
to guide their students, their community and its supporters through the wastelands of the mind. The fruits of their labors gave America another bulwark in the western American desert. Those people were the molders of its destiny. They truly had the Dixie Spirit.

Most Americans believe in the early American tradition initiated by the Pilgrim Fathers who earnestly provided for the edification of their children; moreover, the Mormon Pioneers who founded the great Territory of Utah were, from the very beginning, concerned with the moral and spiritual, as well as the knowledgeable, improvement of their children. From its beginning, Mormon education was religion oriented. In fact, Joseph Smith, the Mormon leader, is said to have been divinely inspired on several occasions. Among the divine revelations he received were the famous "the glory of God is intelligence" and "it is impossible for a man to be saved in ignorance." Likewise, "Whatever principle of intelligence we attain in this life, it will rise with us in the resurrection. And if a person gains more knowledge and intelligence in this life through his diligence and obedience he will have so much the advantage in the world to come." Joseph Smith and his co-workers were told on another occasion to "study and learn, and become acquainted with all

3D. & C. 93:36.
5Ibid., 130:18-19.
good books, and with languages, tongues and people.\textsuperscript{6} Again, 

\begin{quote}
a man is saved no faster than he gets knowl-
edge, and if he does not get knowledge he
will be brought into captivity by some evil
power in the other world, as evil spirits
will have more knowledge, and consequently,
more power than many men who are on earth.\textsuperscript{7}
\end{quote}

Mormons were not the only people whose educational
policies were religion oriented. Dr. E.M. Sadler, president
of Texas Christian University, addressed the Association of
American Colleges:

\begin{quote}
It will not suffice to have religion merely
as one stone in the total educational build-
ing. It must be the overreaching beam, the
focalizing center, the permeating spirit,
the uniting force which gives meaning and
significance to all subjects and all courses.
If God is the ultimate and controlling reality
of life, learning is obviously inadequate un-
less it does confess Him as its Foundation.\textsuperscript{8}
\end{quote}

Only fourteen months after the Church's founding in
Western New York on April 6, 1830, two of the Mormon leaders,
W.W. Phelps and Oliver Cowdery were ordered to work together
"in selecting and writing books for schools in this church."\textsuperscript{9}

\textsuperscript{6}D. & C. Ibid., 90:15

\textsuperscript{7}Joseph Smith, Jr., History of the Church of Jesus
Christ of Latter Day Saints, 7 Vols. (Salt Lake City: The
Church of Jesus Christ of Latter Day Saints, 1902-1912), 4:
588; hereinafter cited as History of the Church.

\textsuperscript{8}E.M. Sadler, "Some Crucial Issues in Higher Education."
Association of American Colleges Bulletin 39 (March 1953):
7-16; See also Brigham Young University, p. 8.

\textsuperscript{9}D. & C. 55:4.
Shortly after this mandate, "in November 1831 a revelation instructed parents to see that children were given a good education and trained to 'walk uprightly before the Lord'." 10

Then, in June 1832, the first issue of the Mormon's first newspaper advocated that

the disciples should lose no time in preparing schools for their children, that they may be taught as is pleasing to the Lord, and brought up in the way of holiness. Those appointed to select and prepare books for the use of the schools will attend to that subject as soon as more weighty matters are finished.11

By December 27, 1832, the Lord had revealed to Joseph Smith to provide for adult education as well. Sixty members of the priesthood were asked to attend the "school of the prophets . . . for their instruction in all things that are expedient for . . . the ministry in the Church . . . ." 12 Brigham Young later explained that this unique school was "expressly designed for the education of the Elders of Israel in the sciences of Theology, and the design was to connect this branch with every other branch of useful knowledge." 13 It is interesting to note that "every other branch of useful

12 D. & C., 88:127.
13 Deseret News [Salt Lake City], December 3, 1867, p. 1.
knowledge" included astronomy, geology, archeology, physics, chemistry and biology; history and foreign affairs; geography. In the meantime, "a well-known Jewish rabbi, Joshua Seixas, was brought from Hudson Seminary in Ohio to teach Hebrew, Greek, and Latin." 

By December of 1834 Joseph Smith had started a general education school at Kirtland, Ohio, for young men and women. This high school was conducted in the newly constructed Kirtland LDS Temple. Concerning this school—conducted under and inspected by Joseph Smith, Jr., Oliver Cowdery, Frederick G. Williams, and Sidney Rigdon (trustees) Mr. William E. M'Lellin wrote:

. . . When the school first commenced, we received into it both large and small, but in about three weeks the classes became so large and the house so crowded, that it was thought advisable to dismiss all the small students, and to continue those only who wished to study penmanship, arithmetic, English grammar, and geography.

M'Lellin noted that he had taught in five different states since 1827, and in none of those places had he seen students make such rapid progress as did those at the Temple School.

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14D. & C. 88:79.
15Brigham Young University, p. 10.
16Latter-Day Saints' Messenger and Advocate, February 1835; copy available at LDS Church Historian's Office, Salt Lake City, Utah. See also Brigham Young University, p. 10.
In the meantime, Joseph Smith moved some of the church members to Independence, Missouri, where their cultural pursuits were much the same as those in Ohio—even to establishing a "school of the Elders." Parley P. Pratt wrote that he was the teacher, and he conducted his school "... in the open air, under some tall trees, in a retired place in the wilderness." 17

Mob harassment forced all the Mormons to flee to Far West, Missouri, where the schoolhouse was one of their first buildings. It was also utilized as a church, a courthouse and a town hall.18 Of these people was written that they were

... in truth a moral, orderly, and sober population. ... They were exceedingly peaceful and averse to strife, quarrels and violence. They had established schools, they encouraged education; and they all had the rudiments of learning, taught under our school system in the East.19

Nevertheless, a public clamor against the Mormons caused Governor L.W. Boggs to expel them from Missouri, giving them only three days to be on their way or to face extermination. So once again, and in the middle of winter, the Mormons were

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17 Parley P. Pratt, Life and Travels of Parley P. Pratt (Chicago: Law, King and Law, 1888), p. 100; quoted in Brigham Young University, p. 11.

18 History of Caldwell and Livingston Counties Missouri (St. Louis: National Historical Co., 1886), p. 121; in Brigham Young University, p. 11.

19 The Boston Atlas, March 16, 1889; quoted in Brigham Young University, Ibid.
forced to evacuate their homes and find another place. They finally settled on the east bank of the Mississippi River, in Illinois. Soon their city became the largest community in Illinois. They called their city Nauvoo (The City Beautiful). Here they hurriedly erected their first crude cabins then focused their concern on educational matters.

Joseph Smith asked the Illinois legislature for both a city and a university charter which were granted December 16, 1840. The charter provided that

the City Council may establish and organize an institution of learning within the limits of the city, for the teaching of the Arts, Sciences and Learned Professions to be called the University of the City of Nauvoo which institution . . . shall have all the powers and privileges for the advancement of the cause of education which pertain to the Trustees of any other college or university in the state.

This university became "the first municipal university in America." Then, on June 27, 1844, Joseph Smith and his brother Hyrum were killed by the mob in Carthage, Illinois. Within a

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20 Milton R. Hunter, Brigham Young the Colonizer (Salt Lake City: Deseret News Press, 1940), pp. 5-9.

21 "The City Charter of the City Council of Nauvoo" (Nauvoo, Illinois: 1842), p. 8; Copy available at Church Historian's Office.

22 Milton Lynn Bennion, Mormonism and Education (Salt Lake City: LDS Department of Education, 1939), pp. 123-125; in Brigham Young University, p. 10. Hereinafter cited as Mormonism and Education.
year mobs arose against all the Mormons and finally forced them to evacuate their beautiful city. Brigham Young assumed leadership and organized the people for their exodus to the Rocky Mountains. While he was directing their exodus, Brigham Young was mindful of their commitment to culture and educational pursuits. On February 4, 1846, the day the Mormon refugees crossed the frozen Mississippi River and headed west, Samuel Brannon who was in charge of a group of Mormons leaving New York on the Brooklyn, set sail for California, taking along "a large quantity of school books: spellers, histories; books on arithmetic, astronomy, geography, grammar; Hebrew grammars," and some supplies such as slates.23

Once the first company of Mormon Pioneers reached their haven in the Rocky Mountains (July 24, 1847) they frantically commenced to build their towns, plant their crops, and start their schools. Since most of their educators had accompanied them, they helped to shape the educational pattern in Utah. Immediately instructions were sent out to church members "dispersed throughout the earth" (referring to the huge numbers of them scattered throughout the vast 1500-mile wilderness expanse and headed for the growing colony in Salt Lake City). Church leaders directed

that all Saints should improve every opportunity of securing at least one copy

of every valuable treatise of education--every book, map, chart, or diagram that may contain interesting, useful, and attractive matter, to gain the attention of children, and cause them to learn to read; and also every historical, mathematical, philosophical, geographical, geological, astronomical, scientific, practical, and other variety of useful and interesting writings, maps, etc.24

Thus, the people still conducted their schools (however inadequate) or anticipated the weary trek to Utah and the opportunity to engage in intellectual pursuits again. A study made by this writer, of the first settlers in the various communities scattered throughout Utah, revealed this same dedication to education. One of the first projects undertaken in those new communities was to provide facilities for schools. Herbert E. Bolton stated that "in the pioneer days every new settlement, as soon as it had planted crops, opened a school--in the open air, in tents, in log houses, in adobes,"25 yes, even in wagon boxes and willow shanties in St. George.

A memorable day in Utah educational history was February 28, 1850. On that day, the Utah Territorial legislature, in answer to a petition submitted earlier, provided for the establishing of "the first public institution of higher learning located west of the Mississippi [Missouri] River." It was

24"General Epistle from the Council of the Twelve Apostles," Millennial Star 10 (1848):85; copy available at the Church Historian's Office. See also Brigham Young University, p. 14.

the prior University of the City of Nauvoo. Intended as a state institution, "it was to provide instruction free, so that the old and the young, rich and poor, men, women, and children throughout the state . . . may have the privilege of acquiring the most perfect education possible . . . ." The prospectus—penned by the New Chancellor, Orson Spencer (a graduate of Union College and Baptist Theological Seminary) reflected his intent to make the school "... a central repository for worldly knowledge in all fields . . . ." According to Chamberlin (1960), it was clearly believed that the Mormon leaders dreamed of "blending secular and religious learning" in their University. Eventually its very survival depended on its total separation from the L.D.S. Church. Years later, Dixie College experienced a similar problem.

The foregoing examples of the L.D.S. Church people's dedication to education could be considered unique considering the many tribulations they experienced and the constant struggles to provide educational opportunities. And that dedication didn't stop when they were forced to flee to the Rocky Mountains to escape continued harassment. Nor did their

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26 Mormonism and Education, p. 76. See also Brigham Young University, p. 17.
27 Petition quoted in Ralph Chamberlin, "The Initial Years," University of Utah, pp. 4-5; See also Brigham Young University, pp. 16-17.
28 University of Utah, p. 9.
persecutions or their determination to become an enlightened people wane once they had settled in Salt Lake City.

As early as 1842 Joseph Smith had prophesied that the Mormons would eventually be driven to the Rocky Mountains. In fact, Church records of 1842 recorded that "the Saints would come to the Rocky Mountains and become a mighty people." 29 Brigham Young, being cognizant of such prophecy, commenced preparations early to prepare his people for the anticipated exodus. 30

Every new colony of Mormon settlers has given immediate attention to providing temporary shelter, attending to water needs, and planting crops. Almost simultaneously they were concerned with satiating their intellectual and religious needs, then occupying the peripheral areas in order to become a great intermountain empire--a mighty commonwealth in the desert and mountainous wilderness of the west. According to Roberts, one of their first policies after settling in Salt Lake Valley was

... to connect the settlement of Salt Lake with the western sea coast. To insure the security of this plan, the boundaries of the provisional "State of Deseret" were extended to a strip of coastline along what is now Southern California; "the design being to connect that stretch of coast and Salt Lake Valley by a line of settlements, within easy stages of each other, along which line the immigration to Salt

29History of the Church, 5:85.
30Brigham Young University, p. 13.
Lake Valley could pass from the coast with more ease and safety than across the plains from the Missouri frontiers.\textsuperscript{31}

The extended boundaries included all the present area of Utah, the southeastern corner of Idaho, southwestern Wyoming, about half of the state of Colorado, the northwestern triangle of New Mexico, all of Arizona, nearly all of Nevada, and California—beginning almost at the Mexican border and thence north along the seacoast to Los Angeles. From Los Angeles the boundary line continued northward around the western shore of Lake Tahoe to Carson City, and continued in a diagonal direction through the corners of Nevada and Utah and into Idaho, then diagonally north into Wyoming and back into central Colorado; from there the boundary continued due south through New Mexico and nearly to the Mexican border, then west into California.

Mormon colonization plans were curtailed, however, when the U.S. Congress (April 9, 1850) passed an act establishing the boundaries of the Territory of Utah as being

\begin{quote}
. . . bounded on the west by the state of California; on the north by the Territory of Oregon; on the east by the summits of the Rocky Mountains and on the south by the 37th parallel of north latitude.
\end{quote}

Attached to this act was a provision reserving the right for Congress, any time it "saw fit," to divide this Territory of

\textsuperscript{31}History of the Church, 5:127, as cited in Francis H. Leavitt, "The Influence of the Mormon People in the Settlement of Clark County"; Master's Thesis (the Department of History and Political Science, University of Nevada, Reno, 1934), p. 18.
Utah into states or to attach any portion of it into another
state. Such a provision would have been very unreliable.

Consistent with the Mormon policy of building a great
inland territory, Brigham Young, accompanied by a company of
the church leaders, visited the struggling communities which
had been started along the Virgin River. They conducted a
survey of the area from the mouth of Zion Canyon and on down
the river to Santa Clara Creek. They were primarily inter­
ested in available water supplies and in what crops could be
grown in the area.

During the winter of 1860-61, as one
another of the Southern States seceded
from the Union and joined the Confederacy,
the Mormon leaders watched the movement with
increasing interest, realizing that should
the growing friction develop into open
hostilities the supply of cotton to clothe
the Saints would be increasingly difficult
to secure.

They likewise became intrigued with the idea of starting a
cotton industry in southwestern Utah. They realized that in
addition to assuring that the Mormons would be clothed ade­
quately, certainly Mormon industry and economy would be
enhanced if they were not dependent on the Southern States'
cotton supply. Then, on April 12, 1861, the Southern Confed­
eracy "opened fire on Fort Sumter" and started the American
Civil War.33

32Tullidge, Life of Brigham Young, p. 198.
33Dixie of the Desert, p. 97.
Brigham Young immediately began the formulation of extensive plans to "call" settlers to the "Cotton Mission." This was no small task because it involved choosing some of the most courageous and faithful church members scattered throughout the Utah Territory. Well aware of the struggling twenty-eight families at Washington, the church leaders knew that only individuals having better than "ordinary strength of character" and determination to survive under isolated and primitive conditions--men "possessing an immense capacity for 'hard knocks'"--could be depended upon and have the unaltering faith in their church leaders to accept the challenge. Hence, much care was devoted to making a survey and selecting men who were skilled in various "practical arts of life."^54

By the beginning of the general conference on October 6, 1861, the "call" list was complete.|^55 Over 300 families were included on the list. Some individuals offered complaints, and not all of the people responded to the call; however, 309 families willingly acquiesced. In addition, there were some people who volunteered for the mission. A census taken during the summer of 1862 showed the people already in St. George who had been called to settle the Dixie Mission.|^56

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^54 Dixie of the Desert, Ibid., pp. 97-98.

^55 Ibid., pp. 98-99. According to Reid, "the call" was the reading of the list of names of people who had been chosen to colonize the Cotton Mission. The names were read during general conference.

^56 Bleak, Book A., pp. 56-62; see Appendix A for the complete list.
showed 309 missionaries. However, a Swiss Company in charge of Elder Daniel Bonelli was also sent and arrived at Santa Clara November 28, 1862:

Bliggenstorfer, Solomon  Moosman, Christian
Ena, John  Muller, Henry
Feldtman, Andrew  Nageli, Conrad
Frei, Rudolf  Reber, John
Gubler, Caspar  Reber, Samuel
Gubler, John  Riedel, John
Hafen, Conrad  Roulet, Frederick
Hafen, John  Staheli, George, Sr.
Hafen, John G.  Staheli, George
Hirschi, Gottlieb  Stauper, Niklous
Hug, Henry  Stucki, John
Hug, John  Stucki, Samuel
Itten, John Rudolf  Tobler, Jacob
Keller, John  Walli, Ignatz
Kuhn, Henry

The fact should be pointed out that the foregoing names represent the heads of households only or single men; women's and children's names do not appear on it. Actually, there were between seven and eight hundred people in the group.  

It was very disappointing to these people to abandon homes, gardens, and orchards so soon after they had labored so hard to obtain them. Still, they had "foreseen themselves as the builders of an empire, and the ancestors of a mighty people," and they had faith in their leader and were ready

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37 Bleak, Book A. pp. 56-62; See Appendix A for the complete list.
to obey his request. Had he "called" them "to build their homes on a barren rock they would have done so willingly, and would have remained there until released from that 'call'."

As a result of this "mission call" a somewhat unique community was founded. It was unique in that most western communities usually originated in a mining area, in large cattle areas, or in places where potential large industries could contribute to the economy. The people who were called to the Dixie mission were, first of all, a devoutly religious group of people, and they had no immediate means of obtaining material wealth, and they were loyal to the call.

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40 Beneath Vermillion Cliffs, p. 2.
41 Dixie of the Desert, p. 98.
Chapter II

THE STRUGGLE TO BUILD CULTURAL STANDARDS
Immediately after giving the "call" to his people, Brigham Young conducted a series of meetings in his schoolhouse for the members who would be going to the Dixie Cotton Mission. He informed them that their calling was as important as any missionary call to take the message of the gospel all over the world. He further instructed them that their mission was to "build up the Stakes of Zion" and "fill the valleys of the Mountains with Cities." These instructions were consistent with his earlier planning to build the entire Utah territory into "a great intermountain empire." He likewise informed them that they were going into a desert wilderness which he expected them to conquer and "make it blossom as the rose." He admonished them that he expected them to honor their calling by fulfilling their mission to the best of their abilities, and they were not to leave until this assignment was completed and they were released. They were advised regarding making preparations to leave their homes and getting the wagons and supplies they would need. During the meetings, Brigham Young revealed that the "missionaries" would locate their city on the southern slope situated just north of the confluence of the Virgin and Santa Clara Rivers.  

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1 Dixie of the Desert, p. 100.
2 Ibid.
By November 1, 1861, the main body of the Dixie Mission colonists were ready to depart for the south where they anticipated pioneering another pristine area. Washburn (1961) gave an interesting definition of a pioneer:

"A pioneer is a coonskin cap and buckskin fringe, a long rifle, a bowie knife and a Colt forty-five. A pioneer is a log cabin in a wilderness of trees, a prairie schooner, a miner's pick, forty acres and a mule. This is the story of America. This is her legend, her myth and her glory.

"But there were other pioneers, reluctant trailbuilders. They loved stone houses, paved streets, neat lawns and flower gardens, neighbors and stores and the law. They were social beings. When the time came to strike out alone, their gentle hearts wept."

Still, obediently they responded to the call of "him who was the mouth piece of God unto them." Like John Pulsipher who stated the call was entirely unexpected by him and his wife, but

We go with joy, leaving our happy home which had cost us four years hard work and was just getting the farm into cultivation . . .

They willingly left all they had worked so hard to acquire--

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4 Washburn, p. 255.
5 Zaider Walker Miles, "Pioneer Ways and Pioneer Women"; original paper prepared and read by Mrs. Miles at the dedication of the DUP Monument in St. George, Utah, September 2, 1936; quoted in Under Dixie Sun, p. 95.
6 Dixie of the Desert, p. 100.
comfortable homes, businesses and farms—and took up the arduous trek to Utah's Dixie. For most of them this wasn't their first pioneering experience. They had crossed the great American Plains and the Rocky Mountains in order to pioneer the Salt Lake Valley. Now their "Prophet and Leader" had called them, and they (the main body of over 300 families) met together and commenced wending their long way south to Utah's desert area. What a sight they must have made—those "stalwart men and their brave wives and families," their many wagons, 340 cows, 345 young stock and 677 sheep—bidding friends and families goodbye and falling into line behind their leaders, Parley P. Pratt and Erastus Snow.

Bleak recorded that the first two of the "called missionaries" (along with their families) to arrive in the valley of the Virgin River were William Fawcett and Robert Thompson, and the Fawcett's daughters, Hannah and Deseret. They arrived November 24, 1861 and were alone in the valley for nearly a week before the large body of saints began to filter in on December first. It is recorded that they rushed on ahead of the others because of the illness of Mr. Thompson. Compared with the beautiful cities and communities they had left behind, the site which met their entering gaze must have been a disappointment—endless hills, scant water, black lava rocks and

7Zaidie Miles, Paper. Ibid., p. 95.
8Under Dixie Sun, p. 318.
9Bleak, Book A, p. 64.
red sand; mesquite, greasewood and rabbit brush; no nice shade trees, and lizards scampering everywhere—a scene of "awful grandeur and utter desolation." 10

The twenty-six families of the Swiss Company, headed by Daniel Bonelli, arrived in the St. George Valley November 28, 1861, and stopped for lunch near the Fawcett-Thompson camp. A short time later they entertained the Fawcetts and Thomsons with their Swiss songs prior to moving on to the Old Fort at Santa Clara. This fort had been built during the winter of 1856-57 by Jacob Hamblin and his companion missionaries. The Swiss Company set up their camp just outside the walls of the fort, awaiting the arrival of Erastus Snow and the main body of Saints. 11 By December 3, practically all the members of the Cotton Mission had reached the valley. They established their temporary camp "about a half mile east of what is now 200 East and below Tabernacle Street, the present site of the Dixie College Campus." 12 This camp consisted of

a furrow plowed across the flat carrying the water from the St. George East Spring. On either side of this furrow the settlers arranged their camp homes, leaving a "street" between two rows of camps. 13

10 Zaidie Miles, Ibid., p. 95.
11 Under Dixie Sun, p. 102.
Homes, to many of the settlers, were tents. To others, homes were their wagon boxes which had been removed from their running gears and lowered to the ground. Some of the more fortunate people had both tent and wagon box, arranged to form a two-room lodging.

On the west side of the street stood the camps of Erastus Snow and Jacob Gates, the large tent of the latter being used as the "Executive Mansion," wherein many of the Council Meetings were held. To the east of the Camp stood the big tent owned by Asa Calkin and used for all public gatherings and for the Camp school. The Camp extended for upwards of a quarter of a mile along both sides of the furrow, which was lined with barrels and buckets containing water for culinary use.

As soon as Asa Calkin's large tent had been pitched alongside the small stream, the people focused their attention on education for their children. In a meeting called December 4, the first business transacted was to organize a school and choose school teachers. According to A. Karl Larson, there were four school teachers listed among those saints called to the Dixie Mission in 1861; Haden W. Church, James H. McCarthy, John O. Angus, and Chapman Duncan. Larson further stated that Jabez Woodward was one of the early instructors. Although Miller states that "who the first teacher was is in doubt," Samuel Miles cited Eleanor C.W. Jarvis as stating she had

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\(^{14}\) Dixie of the Desert, Ibid., p. 105.  
\(^{15}\) Under Dixie Sun, p. 298.  
\(^{16}\) The Immortal Pioneers, p. 121.
attended school for two weeks in Asa Calkin's tent, there on
the campground, with Jabez Woodward serving as the teacher.\(^\text{17}\)
Josephine J. Miles likewise credited Jabez Woodward with
teaching in Calkin's tent for two weeks until the flood in
Tonaquint washed away several temporary homes, and the tent
had to be utilized to shelter the unfortunate settlers.\(^\text{18}\)
Furthermore, in Under Dixie Sun, an article under the heading
"Education" states that "on December 4, 1861, Elder Erastus
Snow called the people together in the 'big tent'," and the
first order of business was concerned with starting a school
with "Jabez Woodward as the teacher," and the "big tent" was
to be his schoolroom. He served in this capacity for about
two weeks--until the big flood necessitated using the tent to
provide shelter for families whose temporary homes had been
washed away.\(^\text{19}\)
A school annual stated that "the first school
was just outside of town. A large tent was used for two
weeks, with Jabez Woodward as teacher."\(^\text{20}\)

\(^{17}\)Samuel Miles, Comp., "Data on School Teachers and
Schools Attended by Eleanor C.W. Jarvis," Histories of South­
ern Utah; xeroxed copies of typed MSS., n.d., n.p.

\(^{18}\)Josephine J. Miles, "History of Education in St.
George," a paper prepared and read by Josephine J. Miles at
a meeting of the DUP, St. George Chapter, Sunday, January 28,
1923; in Albert E. and Mary Ann Cottam Miller, "Histories and
Stories of Washington County," typed MS in Dixie College
Library Special Collections Room.

\(^{19}\)Under Dixie Sun, p. 298.

\(^{20}\)The Dixie, 1929, p. 11. See also Josephine J. Miles,
Paper, p. 2.
In the meantime, the people were aware of their isolation from the outside world. A monthly mail delivery came no farther south than Cedar City, about 60 miles north of St. George, and they had no mail service in any other direction. Thus, on December 9, 1861, a camp meeting was called and Robert Gardner, Israel Ivins, and Angus M. Cannon were selected to draft a letter and send it to John M. Bernhisel (who was serving as Utah's Territorial Representative in Congress) urging him to help establish a semi-monthly mail service from Fillmore, Utah, to Santa Clara in Utah's Dixie. The settlers were of the opinion that this was a necessary move, for a petition had already been sent to the "Post Office Department at Washington, D.C., from the Great Salt Lake City," asking for mail service to the isolated Dixie area. Following is a copy of the letter which they sent:

9 Dec. 1861  
"Hon. Jus. M. Bernhisel. Sir:  

"A short time since a petition was sent from G.S.L.C. to the Post Office Department at Washington, praying for a semi-weekly service from Fillmore, Millard Co., to Santa Clara, Washington Co. This having been the case, and knowing the deep and abiding  

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21 Bleak, Book A, p. 74.  
22 Dixie of the Desert, p. 106.
interest you take in progress and prosperity of your constituents, induced us to solicit your aid and influence in keeping said petition before the competent authorities.

"We further wish to suggest that the scheduled time for the departure of such mail from Fillmore and Santa Clara be on a Monday and Thursday morning. This arrangement will cause the least delay in the transit of our mail matter to and from G.S.L.C. and the states.

"The fact that the population of this county has been increased during the past fall by the addition of over three hundred families seems to imperatively demand that the present government confer upon us increased mail privileges.

"This appears the more necessary when it is considered that, according to the present postal arrangements, mail matter sent by the inhabitants of this county, is sent to Cedar, and there remains for nine days, at the expiration of which period it is taken to Fillmore by the return mail carrier and forwarded to its destination. This privation (now this word not plain in the original manuscript) to be felt by the citizens of St. George, Upper Clara, Lower Clara, Washington, Toquerville, Tonaquint, Heberville, Grafton, Pocketville, Adventure, and Harrisville.

"But, Dear Sir, should the department refuse our petition for, and resist your influence to obtain a semi-weekly mail service, we earnestly entreat that you strive to obtain for us, at least the weekly service.

"We desire that the schedule for the departure for the weekly mail be from Fillmore every Saturday morning, arrive at Cedar City, Monday night and at Santa Clara at 12:00 a.m. on Wednesday; then return, leaving Santa Clara at 2:00 p.m. on Wednesday, arriving at Cedar City on Thursday night, and at Fillmore on Saturday night.

"We are thus particular in specifying the scheduled time, as according to present
arrangement, our mail is from 12 to 20 days in route between G.S.L.C. and this county, when it would take but six or seven days if the connections were properly made on the three routes over which the mail has to pass.

"We also request that a Post route be established from Virgin City in this Co., passing through Grafton to Rockville 10 miles; that a Post Office be established at each of the latter named places, and the services be placed on said route; connecting at Toquerville with the service between Cedar City and Santa Clara.

"We suggest that Franklin W. Young be Postmaster at Grafton, and that George Petty be Postmaster at Rockville.

"Signed in behalf of a Mass Meeting at St. George, Washington County, Ut., December 9, 1861. "Signed (Robert Gardner (Israel Ivins (Angus M. Cannon)"23

While they were awaiting the government's decision regarding their needed semi-weekly mail service, the saints, encouraged by Apostle Snow, decided to establish their own mail service between Fillmore and St. George. The operation expense for this "'citizens' mail" service was to be assumed by the communities benefiting from it and according to the number of taxpayers residing in each town. Each taxpayer was assessed an equal amount which was to be paid in wheat, divided among 70 taxpayers. A Mr. Houd and a Mr. King carried the mail from Fillmore to Cedar City at 20 bushels of wheat

23 Bleak, Book A, pp. 70-71; see also Red Hills of November, pp. 129-130.
for each trip. From Cedar City to St. George, Lysander Dayton carried the mail for nine bushels of wheat per trip. Prior to July 1, 1862, nine trips had been made on each lap: 180 bushels for Houd and King, 261 bushels for Dayton. On that date, the Government commenced mail service from Fillmore to Cedar City on a bi-monthly basis, and from Cedar City to St. George the mail trip was made weekly.24

A unique aspect of this mail service was the fact that carrying the mail could be counted as part of the individual's tithing account. In this case, the bishops would have control of the contracts. An entry made by John D. Lee corroborates this fact:

Bishop Haight and Bishop P.K. Smith went south with the mail to Tokersville, Washington, and Fort Clara to establish the quarterly contract, as the mail is carried by tithing weekly.25

Later, another meeting was conducted by Apostle Snow, December 27, 1861. At this meeting a committee which included Angus M. Cannon, James G. Bleak, and John Oakley was appointed to choose school teachers and organize schools. Anyone who was interested in teaching was advised to submit a written


application to the committee. In the census which was taken at that time, data revealed that "103 students would be attending day school and 40 evening school." Later, Haden Wills Church was the first teacher to be employed.  

At a mass meeting held December 31, 1861, the cotton missionaries decided to petition the Territorial Legislature for a Charter for the proposed City. Said petition was drafted and forwarded to the Territorial leaders, and the Legislature reacted favorably to the petition which was approved January 16, 1862. Of interest is the unique circumstance wherein a charter was granted to a city before anyone had moved into it. This approved charter provided for the election of a Mayor, two Aldermen, and three City Councilmen. It wasn't until April 7, however, that these men were elected: "Angus M. Cannon, Mayor; Easton Kelsey and Benjamin F. Pendleton, Aldermen; Jacob Gates, Walter E. Dodge and Orson Pratt, Jr., Councilmen." That same evening, James G. Bleak was appointed as City Recorder, and Hosea Stout, city attorney.

Another camp census taken January 2, 1862, revealed the following data: "117 males, 370 females, 209 wagons, 121 horses, 34 mules, 569 oxen, 340 cows, 345 young stock, 677

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26 Bleak, Book A, p. 74.
27 Dixie of the Desert, p. 106.
28 Under Dixie Sun, p. 295.
29 Data copied from Under Dixie Sun, p. 296.
sheep, 32 pigs, 92 plows, and 33 harrows\textsuperscript{30} had entered the Virgin Valley by then and were on the campground.

On January 9, 1862, in a camp meeting, Apostle Snow suggested that the people gathered there erect a stone building which would be utilized for educational and social purposes. Furthermore, he suggested this project should be started immediately and carried to completion at the earliest possible date; this would be the first building to be constructed in the St. George Valley. His suggestions were readily approved, and voluntary contributions toward the building expense commenced at once. A building committee was then chosen, Easton Kelsey, Joseph Birch, and Jacob Gates were the three men selected.\textsuperscript{31}

In another meeting, January 12, 1862, the building committee proposed that the intended school building would be "40 feet long by 21 feet wide, and it would be built of rock." Its estimated cost would be $3000-$5000. A resolution was passed to sustain the committee's proposal.\textsuperscript{32} The first subscription list showed 120 names of people who had subscribed a total of $2074.\textsuperscript{33} This amounted to a liberal contribution when one considers the expense these people had so recently incurred in moving to this remote desert area, and not one of

\begin{footnotes}
\textsuperscript{30} Data copied from Bleak, Book A, p. 75.
\textsuperscript{31} Bleak, Book A, p. 76.
\textsuperscript{32} Ibid.
\textsuperscript{33} See list of subscribers and amounts in Appendix B.
\end{footnotes}
these contributors had a permanent home to move to. Still, they had pledged their support by show of uplifted hands, and they had subscribed their contributions. Their tent school having been interrupted by the devastating flood, they were determined to provide another school before they erected any other buildings. Until the proposed school building could be constructed, and while they were still located on the temporary campground, school was taught in a wagon box for a short time. It is said that Marietta Calkin was the teacher. "Thomas Cottam claims to have been a graduate of the wagon box school, having come in at one end and gone out the other."35

After the rains which had begun on December 25, 1861, (and continued for nearly a month) had stopped and the floods had subsided, the settlers hastened preparations to move to the lots which had been assigned them on the site chosen for St. George City. On January 23, 1862, they commenced the move to the designated townsite, then they set to work to "conquer the desert." Throughout the Cotton Mission the settlers were busy digging ditches, damming streams, plowing and fencing fields and yards, and gathering building materials.36 By March of 1862, after the settlers had experienced many untold difficulties, the six miles of canal and the 900-foot tunnel

34Bleak, Book A, p. 78.
35The Dixie, 1929, p. 16; see also Dixie of the Desert, p. 193.
36Dixie of the Desert, pp. 115-117.
(needed to bring water to the fields awaiting the planting of seeds) were nearly completed. However, the capricious Virgin River was in one of its unpredictable moods, and each of its floods delayed the planting while the settlers battled to replace torn-out dams and ditches. In the meantime, the anticipated building of the schoolhouse had to be postponed until provisions could be made to grow food. It wasn't until after May 24, however, that they could start to plant their crops.

The cornerstones for the building were laid March 22, 1862, but the building project (which proved to be "an arduous task") was interrupted by the need to build the dams and ditches and plant the crops. Still, the settlers didn't fail to provide temporary facilities for schools. A tent was put up on Orpha Redfield Everett's yard, and she commenced teaching students there. She later taught school in her home. Others conducting schools in private homes included Margaret Snell who taught in her own home, James G. Bleak who taught in one of the rooms of the Jesse W. Crosby home, and John M. Macfarlane who taught his school on the second floor of Mrs. James M. Whitmore's home.

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37 Dixie of the Desert, pp. 117-118.
38 Ibid., p. 118.
39 Josephine J. Miles, Paper, p. 1; see also Under Dixie Sun, p. 298.
40 Beneath Vermillion Cliffs, p. 10.
41 Under Dixie Sun, p. 299.
Since the proposed schoolhouse construction had to be delayed, the settlers improvised with a temporary willow one which was ready for use March 1, 1862. Thus, this crude willow structure became the first schoolhouse constructed in the permanent St. George townsite. They erected it on "lot 1 block 12 Plot A, of the City survey." For walls, cottonwood poles were driven into the ground; these poles were then "tightly woven with water willows" and given a thick coating of plastered mud as a protection against the sometimes cold March winds. The roof was built of this same kind of mud-plastered, woven willows. The floor was a dirt one on which (in the center of the one-roomed structure) rested a huge, flat-topped rock. On this rock they placed a sturdy pole to support the roof. This same rock became a desk on which the students who were fortunate enough to possess even a broken slate wrote their lessons. Here Orpha Everett taught.

On the eventful day when the cornerstones for the new schoolhouse were laid (March 22), the High Priests and the Seventies met in the First Ward School House. This information was recorded in Bleak's Annals. Miller suggested that this was doubtless the Willow Schoolhouse, for the adobe

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42 Under Dixie Sun, p. 118.
43 Ibid.
44 Dixie of the Desert, pp. 192-193; see also Josephine Miles, Paper, p. 1; Beneath Vermillion Cliffs, p. 10; and Under Dixie Sun, p. 299.
building for the First Ward wasn't completed until later. Larson (citing Miller) likewise suggested this meeting was conducted in the Willow structure. Once again the schoolhouse functioned as a social building and also as a churchhouse for the Mormon people, just as the Temple in Kirtland, Ohio, had earlier functioned in a similar capacity.

As the city continued to add more students there was a growing need for more schoolhouses. On August 3, 1863, Jacob Gates, representing the people of St. George, appeared at the County Court and asked that four school districts, each with its own trustees, be assigned according to the four different wards. Accordingly, about 1864 the First Ward Schoolhouse had been built about 65 East and 200 South "on the west-half of lot 1, block 12, Plot A, St. George City Survey." This 20 by 36-foot building had a foundation of red sandstone and walls of adobe made from the clay the settlers obtained from their earlier campground. Mr. George A. Burgon commenced teaching there in 1864. Samuel Miles recorded in his journal

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45 *The Immortal Pioneers*, p. 121.
46 *I Was Called to Dixie*, p. 546.
47 *The Immortal Pioneers*, p. 127.
48 *Under Dixie Sun*, p. 299.
49 *Beneath Vermillion Cliffs*, p. 10.
50 *The Immortal Pioneers*, p. 121.
51 *Under Dixie Sun*, p. 299.
that "[he] commenced to teach in the First Ward . . . in 1866." This building was important to the Dixie people for it was the first larger schoolhouse to be built.

By 1865, the Third Ward Schoolhouse had been completed. It was built at 298 West 300 North on lot 2, block 40, Plot A, measuring 25 by 50 feet, it had a 14-foot ceiling. The foundation was made of soft lime rock. It boasted an "artistic dental cornice" patterned after the one in the Social Hall in Salt Lake City.

The Second Ward Schoolhouse was the next one to be constructed. It was located on lot 5, block 4, Plot A. This site was situated at 193 West 200 South. The last of these ward schoolhouses, the Fourth Ward School, was completed in 1868, just east of Main and Diagonal Street, on lot 6, block 29, Plot A. This building, erected by Willis Coplin, was changed from the original plans, and it was the only one of the four ward buildings that was a two-storied one.

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52 Immortal Pioneers, p. 123.
53 Beneath Vermillion Cliffs, p. 10.
54 Under Dixie Sun, p. 299.
55 Ibid.
56 Ibid.
57 Beneath Vermillion Cliffs, p. 10.
58 Immortal Pioneers, p. 120.
59 Beneath Vermillion Cliffs, p. 10.
60 Under Dixie Sun, p. 299.
61 Beneath Vermillion Cliffs, p. 10.
Cactus gave some interesting accounts of its progress:

31 October 1868: The Fourth Ward School committee are busy preparing to build a schoolhouse.

30 January 1869: Everybody busy. Several are engaged in building. The Fourth Ward Schoolhouse is fast being erected which shows that trustees are energetic in their efforts to better the condition of the public.

20 February 1869: The second story of the Fourth Ward Schoolhouse is going up.

27 February 1869: Messrs. W. Coplan R. Morris, and R. Bently, the Fourth Ward School Trustees, have not allowed the grass to grow under their feet since they commenced their labors. The schoolhouse is now up and ready for the carpenters to put on the roof and give the finishing touch. It is very creditable, and looks well.62

The schools conducted in private homes and also in these four ward school buildings accommodated mostly beginning students; however, Hafen noted that some of these beginners were older people. In addition, some advanced classes were occasionally taught in the basement of the old St. George Hall, in the basement of the Tabernacle, and even on the top floor of the Courthouse.63 As early as 1869, Richard Horne

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62 The foregoing excerpts were copied from Vol. 2, No. 7 and Vol. 2, No. 24 of The Cactus; bound copies of these volumes are available in the Dixie College Library Archives.

63 Beneath Vermillion Cliffs, p. 10.
taught the "higher grade school" in the upper room of the Fourth Ward School, and Mrs. Purse utilized the basement to teach the "lower grades."\textsuperscript{64}

The cost of maintaining the four ward schools and the one in the St. George Hall was obtained by charging each student a tuition of $2.50 per quarter.\textsuperscript{65} Students who were unable to pay the tuition money brought produce to help defray the cost of their schooling. This produce was given to the teachers in lieu of salaries. One enterprising young teacher placed the quart of milk, which each student brought to her each week, in some large containers and made cheeses which she wrapped in cloth and coated with grease to preserve them. At the end of the year she hauled the cheeses to Salt Lake City and sold them. In this manner she earned enough money to pay for her trousseau.\textsuperscript{66}

Another humorous account related to the Fourth Ward Schoolhouse. St. George "old timers" enjoy telling how long the recesses were at that school. Although their accounts "smack of hyperbole," these old timers avow that the children had time to go up on the Sugar Loaf on the Red Hill to play, coming back down to classes when the gong sounded.\textsuperscript{67} Josephine Miles also spoke of that school.

\textsuperscript{64}Immortal Pioneers, p. 125.
\textsuperscript{65}Ibid., p. 127.
\textsuperscript{66}Washburn, p. 66.
\textsuperscript{67}The Dixie, 1929, p. 29.
Just imagine, eighty-five pupils, of all grades, in the upper room of the Fourth Ward Schoolhouse; three in a seat, when seated at all; many little ones sitting patiently around the edge of the platform. There was one small blackboard, no maps, charts, nor other apparatus.68

Still another story the old timers recount is about the teacher who was making a batch of molasses candy and was late for school because the candy wasn't done in time. Needless to say, this dilemma provided a good excuse for her students to "traipse" to her house and finish the candy.69

Miller stated it had long been known how inadequate the provisions were for meeting the educational needs of the people in St. George; this inadequacy was retarding the educational growth of their youth. The four ward schoolhouses with their five rooms could accommodate not more than two hundred students, and there were more than five hundred youth who must be afforded an opportunity to attend school. Even the basement rooms of the Tabernacle, the top-floor room in the Courthouse and the schools conducted in private homes did little to alleviate the situation.70 The problem was compounded when, in 1875, Robert C. Lund, Edwin G. Wooley, and Thomas Judd established a mercantile business in the St. George Hall; the building then came under private ownership and was never

68Josephine J. Miles, p. 6.
69"In Ye Good Old Days," The Dixie, 1929, p. 16.
70Immortal Pioneers, p. 132.
available for public use again. This change created a serious loss to the educational front. In the meantime, a building erected by J.W. Nixon as a tin shop, on 1st North Street, and later owned and used as a carpenter shop by R.G. McQuarrie, was used for a schoolhouse. The only windows were situated in the front of the building. In this dark, dungeon-like building M.M. Harmon conducted his school.

Larson wrote that in the earlier years the problem wasn't a dearth of good teachers, for Brigham Young had ascertained good teachers were called on the original mission. However, the settlers did lack professionally prepared textbooks (they had to teach from the few Bibles and the Book of Mormon); "readers, geographies, spellers, arithmetic, science, and history books" were noticeably wanting, and writing materials, charts, maps, and globes were likewise scarce. There were a few "bluebacked spellers (probably Webster's Elementary Spelling Book) and some Wilson and McGuffey's Readers." For the most part, though, the Book of Mormon had to be utilized. Usually the schools would commence "with a song and a prayer," then the students would stand in a circle and read from the Book of Mormon. It wasn't only their religious background that prompted these early people to use this book; it was a case of necessity.

71 Immortal Pioneers, Ibid., p. 129.
72 Ibid., p. 132.
73 I Was Called to Dixie, p. 546.
Keeping abreast of the educational needs of a steadily growing community presented a continual challenge to the settlers of the "cotton mission"; furthermore, coping with the vagaries of the moody Virgin River was a foremost problem at first. Every time the settlers would construct a new dam to bring water to their scorching crops, the river would defiantly send down another freshet which defied all their efforts to tame its destructive moods. The original task of securing this stream was undertaken by men such as Jacob Gates, Thomas Judd, Erastus Snow, and others; but it wasn't until nearly thirty years later that Andrew Gregerson and his crew of railroad construction workers were successful in conquering the river. This river had caused damages amounting to upwards of $31,945 besides wasting many acres of land.\(^4\)

Besides trying to solve their dam and ditch troubles and trying to build schools and public buildings--the St. George Tabernacle, for example--there were years when grasshoppers and worms ravaged their cotton crops. Two or three seasons of drought added to their woes, and minerals in the soil and water tended to kill their tender plants. Some years Indian depredations drove those cotton farmers from the outlying areas, and in the St. George area often crops had to be neglected in order to protect livestock and the lives of the

\(^4\)Hans Gregerson, "Andrew Ferdinand Gregerson," 1975; unpublished research paper placed in the Gregerson Collection located in the Special Collections Room of Dixie College Library. See also I Was Called to Dixie, pp. 370-373.
people. In addition, drinking water from the river brought on chills and fever—even typhoid. "Despite the hardships and failures, the cotton missionaries took the young and hopeful side and congratulated themselves 'upon our successes'.” This was the spirit which made Dixie.75

The Dixie Cotton Mission is recognized as being "the most difficult of all the missions started by the LDS Church." And since life was so hard for the early Dixie people, it is "little wonder songs like the following verse by George Hicks grew out of the monotonous grind of the day":

My wagon's sold for sorghum seed  
To make a little bread;  
And poor old Jim and Bolly  
Long ago are dead.  
There's only me and Betsy left  
To hoe the cotton tree.  
May Heaven help the Dixieite,  
Wherever he may be.76

Things became so difficult that some of the settlers gave up and went elsewhere. To offset the loss of such people, Brigham Young issued a call to other faithful people to help settle the area. These people were more affluent in worldly goods than were those in the original call. It was at that time that Brigham Young asked the Dixie people to build the Tabernacle. This task was to be a part of their mission task. It was meant to be a work project to keep them busy. This

75 Under the Dixie Sun, pp. 65-68.
76 Excerpted from the song "Once I Lived in Cottonwood," composed in 1864. In Pioneer Songs, pp. 94-95; also quoted in Under Dixie Sun, p. 67.
proposed edifice was supposed to seat 2000 people. The Mormon leader meant it to be more than a new church. It was to be a "beacon light around which the settlers [could] anchor their fading hopes . . . to be tangible evidence that Brigham Young . . . still had confidence in . . . the Cotton Mission."  

Nearly ten years had passed before the Dixie settlers were able to provide even a semblance of education for their children other than elementary education. At a Bishop's Meeting on October 28, 1871, the people present voted to "establish a High School in St. George to be called the St. George Academy." A committee comprised of Alden A.M. Jackson and Bishops Henry Eyring and David Milne applied to the City Council and the County Court for assistance. As a result of this application, the Third Ward Schoolhouse was procured for the academy, and Richard Horne was hired as the principal for a four-month period, commencing December 4, 1871. Since this arrangement caused a problem because of the younger children who were being educated in the building, the committee recommended that the upper room of the Courthouse be "fitted up wherein to hold said school after the present term expires." But Horne's school, for lack of finances, lasted only the one season. Peterson stated that there was a

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77 Dixie of the Desert, p. 119.
78 Immortal Pioneers, p. 127.
79 I Was Called to Dixie, p. 150.
dearth of qualified teachers in the early Utah years; and many who were educated either could not afford to teach or were diverted from it by pioneering. . . ." This was true of the Dixie area also. The steady growth in population in St. George and in Washington County created an acute need for teachers and for still more schools. The Church recognized that something had to be done to prepare young people for teaching careers. Very few young people in St. George had an opportunity to go to a larger place to obtain the necessary training. Furthermore, those who did receive such training were reluctant to come back to St. George to teach. Salaries were too low, and equipment and supplies were scarce. Teachers had to accept "pickles" and other produce for pay. They also had to furnish their own wood to heat the schools, their own clocks and brooms, and hire their own janitors.

President Snow, at the Semi-Annual Conference of the Southern Mission, November 3, 1871, "emphasized the importance of educating the children, saying that 'the state owed an education to its citizens and parents, to every child that is born into the world'." An interesting circular was located

81 I Was Called to Dixie, p. 548.
82 Josephine J. Miles, p. 6.
83 Bleak, Book B, pp. 152f.
at the Church Historian's Office in Salt Lake City:

"St. George, September 15, 1881

"Fellow Citizens:

"Your attention is respectfully called to the following circular. We trust that it will meet your approbation and that we shall receive your patronage.

"We aim to make our school equal to the best in the East in the following particulars; school equipment, methods of school management and methods of teaching.

"Our object or end is to awaken latent talent, develop [sic] mental power and cultivate good manners and morals.

"In school the religious exercises will be limited to singing, Bible reading and prayer as is done in the Public Schools of the East.

"INSTRUCTORS

Miss R. Anna Stevenson, Common and High School branches and Book-keeping.
Miss M.T. Cort after Jan. 1st., will give instruction in Instrumental Music.

"CALENDAR

"First Term from September 19, to December 23, 1881, fourteen weeks.
Second Term from January 2, to March 24, 1882, twelve weeks.
Third Term from April 3, to June 23, 1882, twelve weeks.

"EVENING SCHOOL

"Will begin November 7, 1881, and close March 10, 1882, there being two weeks vacation during holidays.

"TUITION

"Common Branches below the 4th Reader--free
Common Branches above the 4th Reader--$1.50 per term.
Book-keeping, Algebra, Latin, Greek, etc.-- $2.00 per term
Vocal Music, Penmanship and Drawing--$1.00 for the season
Instrumental Music--$8.00 for 24 lessons

"Pupils may bring with them school books they possess which will be used as far as practicable."

President Snow also informed the Saints who were assembled in the November conference that "the Legislative Assembly had appropriated means to establish and carry on a Normal School at St. George, and that the Washington County Court had appropriated $500.00 toward this purpose." Trustees had already been elected to oversee the organizing of this Normal School, and they had also hired a teacher to begin instruction on November 11, 1881, in the St. George Hall.84 This attempt proved fruitless, however, due to lack of funds and a proper place to hold the school.

Still another attempt was made to provide a Normal School in St. George on May 18, 1874, when Henry Schultz of Salt Lake City opened a school. This school was also doomed to failure. The depression which followed the panic of 1873 was being felt in St. George, and there was very little money in the area. Schultz' pay was necessarily limited to produce of various kinds; hence, the discouraged teacher returned to Salt Lake City.85

84. I Was Called to Dixie, p. 549.
85. Ibid., p. 287.
Then, "in 1888, the County Superintendent, John T. Woodbury, reported to Stake President John D.T. McAllister that the amount of school money allotted to Washington County was $2794." This amount had to be divided among the 19 school districts in the county. The method devised was to allow each student one dollar credit for each term he attended school. This amount could then be deducted from the student's total tuition. The superintendent also stated that because of the county's general poverty, the district was experiencing difficulty in obtaining good teachers. The closeness of northern high schools enabled them to obtain a more thorough education; teachers farther north could learn through conferences, institutes and the personal experiences of other teachers; salaries in Washington County were too low.  

In the meantime, Erastus Snow informed James G. Bleak that at the General Conference, in April, a committee of nine men (including the First Presidency of the Church) had been appointed "to act as a General Church Board to recommend, establish, and supervise Church academies and other Schools for educating our young men and women in Theology as well as Science . . . and to recommend the best means of sustaining such Schools." He suggested also, that needs in St, George would be considered if the Stake would write of their needs to President Woodruff and Professor Karl G. Maesar, a member of

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86 "County Superintendent's Report" regarding appropriation of School Funds, June 15, 1888.
the board; in addition, Brother Snow instructed that a Stake Board of Education be chose immediately, and that a suitable building be "fit up" which would be suitable for an academy.87

Acting on Erastus Snow's suggestions, the Stake Presidency, on June 28, 1888, nominated the following men to serve on the Stake Board of Education: James G. Bleak (Chairman), Horatio Pickett, David H. Cannon, and Thomas Judd (Secretary) of St. George; William A. Bringhurst, Toquerville; Milton L. Lee, Panaca, Nevada; and William Gardner, Pine Valley. Then on July 16, 1888, the St. George Stake Presidency granted permission to the newly appointed Stake Board of Education to use the lower rooms of the Tabernacle for the proposed St. George Stake Academy.88

Later, on July 17, 1888, Chairman Bleak wrote to President Woodruff to apprise him of the arrangements and planning which had been carried out in St. George, and urged President Woodruff to suggest a suitable person to serve as the principal of the academy, but

... you ... already know that there are none in this Stake rich in this world's goods; and that cash, especially, is exceedingly scarce when this Stake is compared with Salt Lake, Utah, Cache, Weber, Davis, or San Pete Stakes.89

87 Letter from Erastus Snow to James G. Bleak, April 12, 1888; copy of letter available at Church Historian's Office.
88 Records of St. George Stake.
89 Letter, James G. Bleak to President Wilford Woodruff, July 17, 1888. Copy of this letter and three subsequently cited ones are available at Church Historian's Office.
Bleak did, however, assure the President that the St. George people would "contribute according to their ability" toward the operation of the school. He also said that the board was trying to secure the northwest quarter of the Public Square from the City Council. This property could hopefully be the site for a new academy building.

The request for a principal was referred to Karl G. Maeser who recommended Nephi M. Savage, a "fervent Latter-Day Saint ... who would enter upon the work in St. George in a true Missionary spirit."  

After several letters had been written back and forth between Mr. Savage and Mr. Bleak, Mr. Savage accepted the position at the St. George Stake Academy and would "take such compensation as the saints can furnish, and, as you write me, 'live as you do'." Mr. Savage had earlier told Mr. Bleak that $50.00 above the cost of his board and lodging would be fair salary. A good share of his salary, however, was paid in produce and store pay which his students had paid as tuition. Mr. Savage's "call" was for five years. During his five-year tenure, many young people from throughout southern Utah and Nevada came to St. George to attend the academy.

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90 Letter from George Reynolds to James G. Bleak, July 31, 1888, written for Karl G. Maeser.
91 Letter from Nephi M. Savage at Payson, Utah, to James G. Bleak, September 7, 1888.
92 Letter from Savage to Bleak, August 25, 1888.
When his "call" had ended, the free district school system had made its advent in Utah, and Mr. Savage was then hired by the school board to continue as principal of the academy. The board also hired Charles Workman and Charles Miles to assist Mr. Savage.\textsuperscript{93}

A drive was conducted throughout the area to seek financial support for the school. Larson gave an interesting account of a letter received from Bishop James M. Ballard of Grafton, Utah, September 13, 1883, stating that his ward was extremely interested in the "proper training and education of the young," but because of the loss of the fruit crop and the "sparse yield" of field crops, his people were experiencing difficulties. In like vein, Bishop Charles N. Smith of Rockville wrote that his people's taxes remained unpaid. Similarly, Bishop Marcus Funk of Washington wrote of the general discouragement of his people who had so long battled to tame the capricious Virgin River, and

\begin{quote}
\small
some of the brethren have gone north and cannot be seen at present. Some are at the Reef. Others are in the pen and others still worse in Exile with their homes broken up, and quite a number of widows from whom we can expect nothing . . . .\textsuperscript{94}
\end{quote}

In the meantime, "it became increasingly clear that the Tabernacle basement was not a fit place to conduct a school."

\textsuperscript{93}Immortal Pioneers, p. 133.

\textsuperscript{94}I Was Called to Dixie, p. 554; according to Larson, "Bishop Funk had just been released from the Penitentiary where he had served a six-month term for unlawful cohabitation."
The rooms were difficult to heat, the ceilings too low, the entire area too dark and poorly ventilated." And a "sudden wave of sickness" afflicted the entire school--students and teachers alike. Thus, March 17, 1890, Mr. Savage brought these problems to the attention of the school board, stating that "the fact the floor is below the level of the ground ... is bound to undermine the health of both teachers and pupils"; furthermore, he attributed the large decrease in enrollment to the unhealthy conditions which existed there in the Tabernacle basement.

The members of the board hoped to have a new building erected on the northwest corner of the Public Square. They visited the wards sprawled across the ever-expanding stake, soliciting contributions for the proposed building. It is interesting to note that the greater share of these contributions came from the four St. George wards; still, other wards rallied to the cause and gave what they could spare. Most of these contributions were in labor or produce: mason work, quarrying, painting, team labor, etc.; grain, livestock, wood, wine; bedding or factory pay.\footnote{Was Called to Dixie, Ibid., pp. 555-556.}

During the time the academy was in operation, a substantial part of its financial support was derived from the LDS Church--ranging between $500.00 to $700.00 a year. About half the amount was realized through tuition fees, with the Church
Board of Education and donations making up the balance. The largest contributions were made from the Fourth Ward, a total of $1818.50; however, only $154.50 of that amount was cash. Furthermore, this cash came from just four people: Lucy B. Young (a widow of Brigham Young's), $87.50; George Woodward, $50.00; William G. Miles, $15.00; A.F. McDonald, $2.00.\(^96\)

While this first successful academy was in existence, quite a wide range of subjects was taught: Theology--required of every student, every quarter; Anatomy, Arithmetic, Bookkeeping, Civil Government, Drawing, Elocution, Grammar, General History, U.S. History, Hygiene, Orthography, Penmanship, Political Geography, Physical Geography, Physiology, and Reading.\(^97\)

Soon students became indifferent toward religious instruction, and Principal Savage wrote the Stake Board of Education that "the old cry of 'too much theology' has again been raised by a few [students]." However, the St. George people and the Stake Board seemed to favor such instruction:

> We hail, with supreme satisfaction, the advent of the day that has dawned upon us to combine religions with secular education, training your youth in a knowledge of the principles of the Gospel of Christ, as well as giving them a practical exercise in the duties of the priesthood and membership of

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\(^{96}\)Information gleaned from the original hand-written Contributions Record Book located in the Dixie College Archives Room at the college library.

\(^{97}\)Information gleaned from Dixie Annuals and Circulars; I Was Called to Dixie; Immortal Pioneers; Under Dixie Sun; Josephine J. Miles.
that Church which their parents know to be divine. This class of knowledge, combined with practical secular studies, cannot fail to fit them, under the blessings of the Lord, for spiritual and temporal duties. In view of this combination of studies, we doubt not that the institution will receive the warm approval and material support of the Latter-day Saints throughout the southern regions.

After 1867 the shape of education in Utah was changing rapidly (more in line with the growing emphasis on education nationally), and Protestant churches were waging a campaign to "Americanize" and "Christianize" the Mormons; such pressures jolted the Mormon leaders into offering branches of learning which had not been popular earlier. By 1857 the political situation in the United States had changed radically. Motivated by a few affidavits ("never investigated," incidentally), President Buchanan, on May 28, ordered an army of upwards of 2500 men to march to Utah to quell an "alleged rebellion against the United States." But this march involved considerably more people: eventually, about "6600 troops, 10,600 government employees and camp followers, 7606 wagons, 66,478 oxen, 19,200 mules" at an approximate cost of twenty to forty million dollars to the American people. In the meantime, a non-Mormon governor was sent to take over the government in Utah. Hence, the entire course of Utah history

98 Circular of the St. George Stake Academy: First Academic Year--1888-1889, p. 6.
99 Peterson, p. 311.
was drastically altered. The Church's aspirations to "preserve a spiritually-rooted system of education" was uprooted--all political control wrested from the Mormons. Different denominations poured into Utah to set up schools. Supported by Washington, these people stated that the schools being built in all-Mormon communities, with Mormon money and Mormon labor, should be made into public schools. And in the Mormon schools, there was a gradual "sprinkling" of non-Mormon teachers. 100

Soon Mormon students started to attend Protestant schools--attracted by the lower tuitions which they charged. The Church was becoming alarmed, accusing the Protestant churches of trying to entice Mormon youth away from the Church. Throughout Utah hostilities among religious factions were growing. However, in Utah's Dixie, the change was felt much later. There, pioneering endeavors and the utter isolation of the area allowed the people to continue to be more complacent about bringing their schools into conformity with national policies. It wasn't until 1880 that Arthur B. Court opened up a Presbyterian mission in St. George. He was followed by Clayton S. Rice and Miss Louisa Conklin; in less than twenty years a mission school had been erected. For the most part, these people established friendly relations with local people. Miss Conklin labored in the mission for nearly fifty years, and through her many kindesses and friendly

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100 *Brigham Young University*, pp. 20-25.
deeds "endeared herself to many people," especially to the children whom she taught in her home and in the church. 101

According to James R. Clark, the denominational schools were somewhat small, but the percentage of Mormon students attending the Presbyterian school was large. In fact, the percentage figures reported by the Presbyterian school, in 1887, were significant," possibly because of the lower charge.

Table 1

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number enrolled in day school since</td>
<td>15</td>
</tr>
<tr>
<td>Sept. 1</td>
<td></td>
</tr>
<tr>
<td>Number of day pupils, both parents Mormon</td>
<td>12</td>
</tr>
<tr>
<td>Number of day pupils, one parent Mormon</td>
<td>3</td>
</tr>
<tr>
<td>Number of day pupils from apostate homes</td>
<td>0</td>
</tr>
<tr>
<td>Number of pupils from &quot;Gentile&quot; homes</td>
<td>0</td>
</tr>
<tr>
<td>Number of day pupils belonging to Sabbath School</td>
<td>10</td>
</tr>
<tr>
<td>Monthly average belonging to Sabbath School</td>
<td>9</td>
</tr>
</tbody>
</table>

Clyde Wayne Hansen stated that by 1890 "over 67 percent of all the young people attending the secondary schools in Utah were going to schools sponsored by other than Latter-Day Saints, ... 28 percent attended Mormon schools, the remaining five percent ... public schools." 103


Finally the Mormon Church had to lower tuition rates in its schools and even lend added support to them. In the meantime, the Presidency of the St. George Stake received instructions from Wilford Woodruff, Chairman of the Church Board of Education, on June 8, 1888:

We feel that the time has arrived when the proper education of our children should be taken in hand by us as a people. Religious training is practically excluded from our schools. The perusal of books that we value as divine records is forbidden. Our children, if left to the training they receive in these schools, will grow up entirely ignorant of those principles of salvation for which the Latter-day Saints have made so many sacrifices. To permit this condition of things to exist among us would be criminal. The desire is universally expressed by all thinking people in the Church that we should have schools where the Bible, the Book of Mormon and the Book of Doctrine and Covenants could be used as textbooks; and where the principles of our religion may form a part of the teaching of the schools.¹⁰⁴

The Academy was eventually discontinued, possibly because of meager finances and possibly because free public schools, supported by public taxation had come into being. Another cause, according to Larson,¹⁰⁵ was the loss of some of the teachers in the public schools.

There is no question [however] about the great benefits that came to the settlements of the Virgin Basin from the services given by the Academy. It brought educational opportunity to many who could never have secured it otherwise; it supplied teachers for the communities which were in acute need of teaching

¹⁰⁴ I Was Called to Dixie, p. 558.
¹⁰⁵ Ibid.
personnel to take the places of the generation of instructors who were growing old or had died or moved away; and in at least a few cases it checked the all too common tendency to close inbreeding in the isolated settlements.106

The need for more adequate schools in St. George remained a persistent problem, for the city was growing steadily, and the need for additional buildings became more serious.

Table 2
Expanding Population Growth Washington County 1864–1960107

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CITY OF ST. GEORGE POPULATION</th>
<th>WASHINGTON COUNTY POPULATION</th>
<th>YEAR</th>
<th>CITY OF ST. GEORGE POPULATION</th>
<th>WASHINGTON COUNTY POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1864</td>
<td>1086</td>
<td>2998</td>
<td>1920</td>
<td>2115</td>
<td>6764</td>
</tr>
<tr>
<td>1870</td>
<td>1142</td>
<td>3064</td>
<td>1930</td>
<td>2475</td>
<td>7420</td>
</tr>
<tr>
<td>1880</td>
<td>1333</td>
<td>4235</td>
<td>1940</td>
<td>3591</td>
<td>9269</td>
</tr>
<tr>
<td>1890</td>
<td>1377</td>
<td>4009</td>
<td>1950</td>
<td>4345</td>
<td>9792</td>
</tr>
<tr>
<td>1900</td>
<td>1600</td>
<td>4612</td>
<td>1960</td>
<td>5130</td>
<td>10271</td>
</tr>
<tr>
<td>1910</td>
<td>1737</td>
<td>5123</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The members of the Stake Board of Education finally instructed the Secretary, Edward H. Snow, to investigate other schools and if possible secure plans for a large school building. He contacted Joseph Monson of Cache County, Utah, to prepare some plans. During the month of April, 1897,

106I Was Called to Dixie, p. 558.
107Under Dixie Sun, pp. 436-438.
numerous meetings were held to determine if such a building should be constructed. One such meeting was scheduled for April 10, 1897.

"Notice
"Tax Payers Attention!

"A meeting of the citizen tax payers of the Tenth (St. George) School District in the County of Washington and State of Utah, is hereby called to meet at the County Court House in the City of St. George, Utah, on Saturday, April 24th, 1897, for the purpose of voting upon the question of levying a special school tax upon the taxable property in said district, the same to be used for the erection and furnishing of a School building for said Tenth District.

"The Polls will be open at 1 o'clock P.M. and close at 5 o'clock P.M.

"F.L. Doggett, Trustees of 10th School District
Edward H. Snow, Zaidie Walker, District" 

In another meeting at the County Courthouse on April 19, 1897, the matter of levying an 18-mill tax for the erection of a District Schoolhouse for the Tenth School District was discussed. There was considerable discussion before the majority of the people voted to assess an 18-mill tax; this levy, along with the 2-mill tax levied in December 1896,

108 Immortal Pioneers, pp. 132-133.
109 The Union [St. George], Saturday, April 10, 1897, p. 3, col. 2.
110 Ibid., April 24, 1897, p. 2, col. 1.
allowed for a two percent school tax for the district (the limit allowed by the law). 111

Later, May 3, 1897, the St. George City Council passed a resolution which authorized the Mayor, Edward M. Brown, to issue a deed to the School District, to be held in escrow under the following conditions: "On condition that said district school board build on said property a school building within five years; the same not to cost less than $15,000. 112

After the city had granted the site—lots 4 and 5, block 16, Plot A, St. George City Survey—work commenced immediately on the building. By the end of that year, $7000 had already been spent putting in the foundation. The foundation work was directed by William J. Davies, assisted by George and Joseph Worthen, George Brooks, William G. Miles, and Isaac Hunt, among other fine workers. 113

In the years 1898 and 1899, also for the ensuing five years, another two percent tax was levied each year to provide needed finances for the building.

When the building was finally completed, in 1901, it was named for George Woodward who had contributed so much time towards its completion in addition to a $3,600 donation. It is reported he likewise paid for the heating plant and

111 The Union [St. George], Saturday, April 24, 1897, p. 2, col. 1.
112 Deed recorded in Washington County records of deeds.
113 Immortal Pioneers, p. 134; cf. I Was Called to Dixie, p. 556.
piano. During the previous forty years (1861-1901), never before had such a large school building been attempted. It boasted of 12 classrooms, with a 16-foot hall provided on each of the two stories and office space at the west end of the second floor.

An interesting fact was related by Miller (1946) who stated that at the time of the building's completion there was no water system to accommodate flush toilets. Such modern conveniences had to await the completion of the water system (in 1910) before the toilets could be installed. 114

In keeping with the religious beliefs and moral tenets the original pioneers shared are the rules relative to student behavior at the old St. George Stake Academy:

"RULES OF DOMESTIC REGULATION:

1. Students are subject to the 'Domestic Regulations' in and out of school, while they are members of the Academy.

2. Profanity and obscenity are strictly forbidden and may be punished by expulsion.

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

4. Students shall not attend public or private parties not under control of responsible persons.

5. When two or more students reside in one house, one of them will be appointed senior.

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

114 Immortal Pioneers, pp. 134-137.
7. Students irregular in their habits keeping late hours, having improper associates, or visiting any place of questionable repute, are liable to expulsion.

8. Students will be visited bi-weekly by representatives of the Principal.

9. Parents and guardians are earnestly requested to sustain Authorities of the Academy in the maintenance of these regulations.

NOTICE:--Parties desiring further information regarding the Academy, should write or call upon Erastus B. Snow, Secretary of Stake Board of Education.

DAVID H. CANNON
Pres. of St. George Stake Board of Education.\textsuperscript{115}

Some of these rules of conduct have been included up to the present day at Dixie College. This institution has religiously strived to emphasize the moral conduct of its students just as it was emphasized throughout the term of the first successful Stake Academy.

This writer has attempted to uncover the educational growth and progress made during the first forty years of pioneering in the Cotton Mission and to credit the individuals who devoted their lives to teaching and to making St. George area a place of culture and beauty--the people who unselfishly gave of themselves and their limited means to prepare the youth of the area to meet future perplexities of an unfriendly desert region. In the progress of education the following people are deserving of honor: Teachers in tents and

\textsuperscript{115}Printed in "Circular of the St. George Stake Academy, 1891-1892, p. 2."
wagon boxes--Jabez Woodward, Marietta Calkin, Joseph Orton, and Orpha Everett; in homes--Orpha Everett, Margaret Snell, John Macfarlane, James G. Bleak, and Orson Pratt, Jr.

Teachers in the old Social Hall and in the four Ward Churches included--in the Social Hall, Mr. Schultz, Mr. Peck, Sarah Clark Crosby, Cornelia Lytle Snow, Sam Giovanni Gueltemo, James G. Bleak, and George Spencer; First Ward Schoolhouse--Mr. Burgon, John Macfarlane, Sister Liston, Mary M. Bentley, Emily Spencer, Annie H. Romney, Martha Cox, Hilda Crosby, Josephine Snow, Louise Worthen, Elizabeth Snow, and Samuel Miles; Second Ward Schoolhouse--Barbara Mathis, Annie McQuarrie, Mrs. Purse, Retta and Martha Cox.

Richard S. Horne was a principal of the Third Ward Schoolhouse, with Susa Young Gates as his assistant and Mr. Schultz, Martha and Retta Cox and Mrs. Purse serving as teachers.

Teachers at the Fourth Ward Schoolhouse included Joseph Macfarlane and Richard Horne, assisted by Caddie Ivins, and Eleanor Woodbury Jarvis prior to 1875; from 1875-1880--Martha Cox, Hilda Crosby, Josephine Snow, Louise Worthen, and Elizabeth Snow.

From 1888-1893 at the St. George Academy held in the basement of the Tabernacle--John T. Woodbury, Nephi M. Savage, Roscinia Jarvis, and some of the mature student assistants, Charles A. Workman, Julia Cox, Clarence Snow, and Charles H. Miles. Also teaching in the basement of the Tabernacle
prior to 1882 were Mary E. Cook, Eugene Schoppman, J.A. White-
lock, and Josephine J. Miles.

During 1885-1901, the following teachers were instructing in the schools of the valley: Eliza Lund, Andrew Winsor, Mr. Harmon, Mary Redd, Isabel McArthur, Annie Cottam Miller, Mary Nixon, Zaidaee Walker, Mary Judd, Mr. Romney, Eva Cannon, Mary de Vries, Edith Ivins, Julia Sullivan, Ella Jarvis, Charles A. Workman, Louisa Cox, Rachel Cottam, Kate Kemp, Mary Thompson, Jennie Luke, Josephine Jarvis, John T. Woodbury, Sr., and Lana Nelson.

Other equally fine teachers were Judge McCullough, Orson Pratt, Jr., Mr. Kesler, Seth A. Pymm, David LaBarca, Zina Clinton, Beth Fawcett, Mame Ashby, Alice Worthen, and Laura Gardner.\(^{116}\)

From the original entrance of the first two families into the Virgin River Valley, in 1861, to the present time, there have been "courageous and outstanding" men and women who have had faith in the future of this "wild and unfriendly" desert area. Although life in the Cotton Mission has always been associated with toil and struggles to eke out an existence, with bitter disappointments, and with discouragement,

\(^{116}\)Listing names of people is considered dangerous business, for some worthy person may be inadvertently omitted. Nevertheless, the foregoing people made invaluable contributions to culture in the Cotton Mission and deserve being so honored. Since the Washington County School District records only date back to 1915, these names were obtained by reading through vast numbers of minutes of meetings, letters, circulars, unpublished manuscripts, and published histories of the area. Sincere apologies are offered to the families of any individuals who may have been overlooked.
still, a halo of accomplishment can also be worn by those three hundred families who were faithful to their "call."
They were carefully chosen people who had the fortitude to subdue the rigors of taming a capricious river and conquering a pristine wilderness.

They wrestled the red-rocky desert not to prosper, but to survive . . . and when they knew it would be theirs . . . they yearned for schools; for libraries; for concerts, dramas, and debating societies; for clubs, lyceums and lectures. More than for food which was scarce, they yearned for the gentle world of intellect.117

At a time in 1864 when bare survival sapped their strength and they were faced with a severe shortage of food and other bare necessities, they optimistically faced the dark days ahead, and united their efforts to remain true to their very convictions. None were rich in worldly goods, but they realized that life is seldom the counterpart of luxury and ease. They possessed the stamina that heroes are made of, and they never forgot that they were cultured people who had enjoyed some of the finer things of life. They dreamed of the time these things could be enjoyed again and struggled to make their dreams come true.

For over forty years their children's education consisted of spasmodic attempts to provide buildings (always overcrowded) and equipment (never adequate). They lacked the

117 Washburn, p. 65.
material wherewith to provide these things. But ambition and brawn they possessed. What they accomplished is almost beyond comprehension. They were an industrious people and they continued to work until they had provided an imposing structure in which to educate their youth.

The Woodward school symbolized an end and a beginning—the end of a period of inadequacy . . . and the beginning of an era of educational expansion . . .

Still, the two years of high school which were finally available at the Woodward School were not enough. Those ambitious people needed two more years of high school education, and eventually higher education must somehow be provided. Thus we find them anticipating these improvements and planning for their realization.

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118 I Was Called to Dixie, p. 561.
Chapter III

A DREAM IS REALIZED
The building of the Woodward School had been a giant step forward for education in the Dixie Cotton Mission, but in education, one never reaches the top. The progressive-minded citizens of St. George were not satisfied for long with what they had achieved. "As soon as the Woodward had become well established, and students had been graduated from its ninth and tenth grades, a cry arose from the people for more educational opportunities for their children." Two added years of high school education had been initiated before, even a normal school, but with little success. Dixie people wanted to be assured that the high school education for their children would continue. Moreover, they needed more than two years of high school instruction. A few "favored" young people had gone away to study at other Stake institutions such as the Normal School at Cedar City, Murdock Academy at Beaver or the Brigham Young Academy at Provo. The majority of St. George youth, however, hadn't had an opportunity to graduate from high school. Elsewhere in the United States "a conviction was also spreading that learning was the right of all Americans rather than the citadel of snobbery or the preserve of class distinction." ¹

The need for a high school in this area had been discussed for many years, but there seemed no pat answer as to how one could be provided. St. George was a long distance from the northern centers of population and higher institutions of education. Suddenly there was a need for teachers trained to teach in such institutions. So many of the more fortunate students who had gone north to study remained in the more populous districts instead of returning to St. George to teach.

A meeting was called on November 22, 1907, at the Tabernacle. At that meeting President Edward H. Snow explained that this seemed an opportune time to establish a stake academy in St. George. He dwelled shortly on the need for the advantages of such an institution and that the opportunities for building one seemed quite favorable, especially since President Francis M. Lyman, at the last quarterly conference, had virtually committed himself to such a proposition. On a motion proposed by David H. Cannon and unanimously approved by those in attendance, that matter was to be presented to the Stake High Council for its action; if the High Council approved, the proposition would then be forwarded to the Church presidency to solicit its support.²

²Stake Board of Education Meeting at the St. George Tabernacle, November 22, 1907, p. 1. The Stake High Council is composed of High Priests selected from each of the Wards in the Stake. There are 12 of these men selected to assist the Stake President. A High Priest is a man holding the highest degree of the Melchizedek priesthood of the LDS Church.
At another meeting of the St. George Stake Board of Education on November 6, 1907, President Snow stated that this Stake Board had been appointed by the High Council to try to obtain funding for a Stake Academy. He further explained it would be the Stake Board's duty to have a "general oversight of and interest in educational affairs in the Stake, especially of the Religion Classes." He also stated that this committee had been called together to formulate plans of procedure, with a view toward ascertaining the intent of the people regarding establishing a Stake Academy in the Dixie area.3

In June 1908 when President Francis M. Lyman of the Council of the Twelve visited the Stake Quarterly Conference, he expressed surprise that a Stake Academy had not been established in St. George. He continued to expound on the benefits of the LDS Church School System. This was the keynote needed. "Encouraged by his attitude, local church authorities expressed themselves freely on the subject, and with President Lyman's blessing they went to work on the problem."4

In the meantime, President E.H. Snow and J.T. Woodbury were directed to formulate a circular to be distributed to each house in St. George, and in other towns in the Stake, prior to members of a committee calling upon the people for subscriptions to help pay for erecting the proposed building.

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3Stake Board Meeting, November 6, 1907, p. 2.
4I Was Called to Dixie, p. 561.
"TO THE LATTER DAY SAINTS
IN ST. GEORGE STAKE
OF ZION

"Dear brethren and sisters:

"The Stake Board of Education, for some time past, has had under consideration the advisability of establishing at St. George a St. George Stake Academy, or Church High School, where the high school course can be given in connection with theology. We are unanimously of the opinion that the time is opportune . . . for us to build and maintain such an institution.

"Aside from the moral and spiritual benefits to be derived from such a school, it will be a saving to the people of this Stake, of many thousands of dollars annually. This year, 1907, there are perhaps seventy-five students from the St. George Stake attending high schools, or otherwise pursuing high school studies in different parts of the State. There are 43 students attending the B.Y. University at Provo alone, 14 at the Beaver Branch, and a number attending school at Salt Lake City, Logan and Cedar. If we shall estimate the cost for each pupil at the low figure of $250.00, we have over $18,000.00 as an expenditure for 1907; almost, if not quite, enough to build us a suitable building for a Stake Academy.

"When we take into consideration, not only the money spent by those who somehow manage to send their children away, but also the opportunities for an education which would be offered to those who never can get the necessary money to go away, we begin to realize what a blessing a church high school would be to us in this stake.

"It will help keep our hard-earned money at home. It will bring some money into our stake. It will open the way for a high school education to many who will never get it any other way. It will avoid the necessity of sending the children of the stake so far away, at a tender age, to get what they can get at or nearer home. It will give our children the privilege of studying the principles of the Gospel, under the most favorable conditions, at a time when they are preparing themselves for the battle of life.

"To build an Academy will require a first cost sacrifice on our part. Think over the sacrifice;
think over the permanent benefits. A member of the Board will call on you later, and discuss the matter with you. May we hope to enlist your hearty sympathy and liberal aid in this very laudable undertaking.

"Your brethren,

Edward H. Snow
Thomas P. Cottam
George F. Whitehead

signed:
David H. Cannon
James G. Bleak
John T. Woodbury
David H. Morris

Stake Board of Education

"St. George, Utah
Nov. 8th, 1907"\(^5\)

Immediately the board made assignments to its members to travel out among the various wards in the Dixie area and solicit subscriptions for erecting the building. Three additional men were appointed to assist the board in making these contacts: Edward Frei of Santa Clara, Samuel Isom of Hurricane, and David Hirschi of Rockville.\(^6\)

Interest in the proposed project continued to mount. The LDS Church apparently supported an academy program in St. George:

Elementary schools were so numerous and efficient that it is wise not to duplicate them; but the high school age is considered the most dangerous period in the child's development and therefore the time when the restraining and

\(^5\)Copy of circular; obtained from Church Historian's Office.

\(^6\)Stake Board of Education, February 21, 1908,
directing influences of religion should reach the young. . . . The subject of Theology is obligatory. 7

Then, on June 21, 1908, on a motion made by President Cannon, the board voted to open the books and receive subscriptions for the Academy Building Fund. In addition, the Stake Presidency was authorized to "apportion one third of the supposed cost among the wards outside of St. George." 8 The Washington County News reported an approximate total on the funding for the academy:

Table 3
Donations In Money And Labor 1909-1911 9

<table>
<thead>
<tr>
<th>CONTRIBUTOR</th>
<th>BY CASH</th>
<th>IN LABOR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. George West Ward</td>
<td>$5,306.10</td>
<td>$5,900.36</td>
<td>$11,206.75</td>
</tr>
<tr>
<td>St. George East Ward</td>
<td>4,708.30</td>
<td>8,167.18</td>
<td>12,875.78</td>
</tr>
<tr>
<td>LDS Church Appropriations</td>
<td>20,000.00</td>
<td>-</td>
<td>20,000.00</td>
</tr>
<tr>
<td>Towns Outside St. George</td>
<td>?</td>
<td>?</td>
<td>7,917.46*</td>
</tr>
<tr>
<td>Total Funding</td>
<td></td>
<td></td>
<td>$52,000.00</td>
</tr>
</tbody>
</table>

*This is only an approximate estimate based on the supposed cost of the building which was $52,000.

8 Stake Board Meeting, June 2, 1908.
9 Washington County News, September 11, 1913; in Colvin, p. 13. See a more complete list in Appendix C.
An interesting side event which could have had unfavorable complications relative to establishing the St. George Academy appears in Minutes of the LDS Church Board of Education Meeting. A letter from C.D. White, J.T. Tolten, J.T. Tanner, Wm. G. Bickley, D. Grimshaw, Chas. Woolfenden, John R. Murdock, and J.E. Hickman (Principal), which was written to the President of the Board, asked that the board assist the people of Beaver Stake to solicit the cooperation of the people in the southern areas of the state—namely Millard, Parowan, Panguitch, Kanab, and St. George Stakes—to lend their support in building a new academy building for Beaver Stake. They asked that a Church Apostle be appointed to travel throughout these stakes and present this matter before the people. Later, in this same meeting, the Church Superintendent of Education, Mr. H.H. Cummings, brought up the question of establishing a Church School at St. George, but consideration of this matter was deferred until a later date.\textsuperscript{10}

In a later meeting, the Church Board of Education referred to a delegation of people from Beaver who had met with the board and requested the creation of a new school district, to comprise the Beaver, Panguitch, Parowan, Millard, Kanab and possibly Wayne and St. George Stakes. They further requested that one or two of the Apostles, along with President Cummings, be assigned to visit the wards in each of these stakes and

\textsuperscript{10}Church Board of Education Meeting, October 16, 1907, p. 94. Minutes obtained at Church Historian's Office.
conduct meetings in behalf of the proposed new academy building, in Beaver, which would cost about $50,000; $35,000 of this amount was to be raised by the people, and the Church Board would pay the balance.

In connection with the Beaver request, the letter from the St. George Stake, pleading for a Church Academy to be established in St. George, was read. After some discussion, a motion was made, and approved, that Beaver, Parowan, Panguitch, and Millard Stakes be designated as the Beaver School District, and that Kanab, and St. George Stakes, should they so choose, could be combined into another school district.\textsuperscript{11}

In still another meeting, the Church Board of Education decided it would be unwise to appoint Apostles to hold meetings in the Stakes of the Beaver School District in the interest of the proposed new building there; however, Apostles visiting the Stake Conferences in the district could speak favorably of the project. In connection with the Beaver requests, a motion was made, and carried, that the Church Board would appropriate only $15,000 toward the proposed building; the people would have to raise the balance, regardless of the total cost. Regarding the St. George request to establish a Church Academy at St. George, it was decided that a committee composed of Elders Francis M. Lyman, John Henry Smith, and H.H. Cummings "investigate the propriety of establishing a

\textsuperscript{11}Church Board Meeting, February 26, 1908, p. 104.
school at St. George." They were to assess their findings and make their reports to the Church Board of Education.

Later when the Church Board of Education met, the matter was discussed of naming the Beaver Academy the Southern Utah Academy. Fortunately, the Board didn't favor such action since there was a possibility that "other academies could be established in other Southern Utah communities." 

In its July meeting, that same year, the Church Board made its special appropriations for 1908-1909, and St. George Stake was awarded $4,000 toward erecting the new academy. During the meeting, Superintendent Cummings apprised the Board that F.M. Lyman and John H. Smith had visited St. George Stake and canvassed the various wards. Elder Lyman stated he had told the people if they would provide the building, the Church would maintain the school. The people in St. George Stake proposed to erect a building costing in the neighborhood of $21,000; of this amount St. George would raise $14,000 and the rest of the Stake would raise the other $7,000. Elder Lyman reiterated he had stressed that the Church could pay nothing toward building the new school. He did recommend to the Board, however that it award $7,000 to St. George. 

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12 Minutes of Church Board Meeting, February 28, 1908, p. 104.
13 Ibid., April 22, 1908.
14 Ibid., July 30, 1908, pp. 116-118.
Then, in September, at the Stake Board of Education Meeting, President Snow explained that the preliminary plans for the building had been delayed. On a motion made by President Cannon, the Stake Presidency was authorized to procure and approve plans for the Academy while they were attending meetings in Salt Lake City later that fall.\(^1\)

In the meantime, President E.H. Snow of the Stake Board, along with his counselors, Thomas P. Cottam and George F. Whitehead and assisted by other members of the Stake Board of Education—David H. Cannon, James G. Bleak, David H. Morris, J.T. Woodbury, Sr. (Secretary), and Arthur F. Miles (treasurer)—were actively spearheading the drive to solicit support for the new academy.\(^2\) Likewise, "through the efforts of President Snow and the aid of Anthony W. Ivins (recently appointed to the Council of the Twelve Apostles), the Church was induced to aid St. George" in establishing the academy by making a $20,000 appropriation toward the building costs.\(^3\)

In addition, the people of the St. George Stake rallied to the cause with donations of money (no matter how small), with materials, and with pledges of labor. And "Joseph Orton, now in the twilight of a career always dedicated to public service,

\(^1\)Stake Board Meeting, September 19, 1908, p. 4.

\(^2\)I Was Called to Dixie, p. 562.

\(^3\)Immortal Pioneers, p. 139. See also I Was Called to Dixie, p. 562; Josephine J. Miles, p. 8; Under Dixie Sun, pp. 302, 333.
gave $1,000 to the cause." 18 They would do anything to save their school; they were full of the Dixie Spirit.

In December another threat to the proposed academy had to be overcome. President E.H. Snow, in the Stake Board Meeting, stated that the people of Hurricane Ward had made an official application to the Board to have the proposed academy built at Hurricane. After considerable discussion regarding said application, David H. Morris stated that Apostle F.M. Lyman and J.H. Smith who had been sent by the Church Board to investigate the feasibility of erecting a building in the area had suggested the application be referred to the Church Presidency if they were dissatisfied with the location already decided on. 19

On the following Tuesday the Stake Board met and proceeded to inspect various proposed sites for the new academy, including some in the vicinity of Mt. Hope, on the north edge of St. George. 20 Then, in its meeting on January 2, David H. Cannon moved that "if it be the sense of the Board, the Academy building would be located on Mt. Hope, the exact location to be determined later." 21

In its final meeting for 1908, the Church Board of Education examined the plans which had been submitted for the St.

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18 Was Called to Dixie, p. 562; cf. Immortal Pioneers, pp. 139-140; Under Dixie Sun, p. 333.
19 Stake Board Meeting, December 27, 1908.
20 Ibid., December 29, 1908.
21 Ibid., January 2, 1909, p. 6.
George Academy. The Board decided that Superintendent Cummings should meet with the architect to discuss some suggested changes and then apprise the St. George people of any necessary changes and resulting cost differences.  

Another meeting conducted by the Stake Board of Education was devoted to examining the plans for the building and discussing a letter from Superintendent Cummings relative to the plans. President Snow was requested to write to the architect regarding any differences in cost which would result from the proposed changes. 

Shortly thereafter a building committee was appointed, with Thomas P. Cottam as chairman and superintendent of construction. Early in the fall of 1909, on October 30th, work finally commenced on the long anticipated building—the one which was to make St. George the cultural center of the entire southern region. It had taken years of trying and planning before the hopes of the people could be put into action and their plans could be realized. On that historic fall occasion, "Thomas Cottam held the plow while Gordon Whitehead drove the team as the first excavating work was accomplished." Carefully they pounded black lava rock (with a

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22 Church Board Meeting, December 30, 1908, p. 127.
23 Stake Board Meeting, February 16, 1909.
24 Immortal Pioneers, p. 140.
pile driver) to form a solid foundation for the large building they would erect. There could be no failures this time.

The people anxiously anticipated the new academy as they watched its progress. Another devastating flood delayed the work while the people were repairing the damages caused by the flood.

By the time of the April meeting of the Stake Board of Education, it was readily apparent that the building would not be ready to use by the coming fall. D.H. Morris therefore moved that the opening of the institution be prorogated until the fall of 1911 when more than two grades could be accommodated. Superintendent Cottam reported that he had ordered a steel roof for the building; it would be delivered at Modena on September 1, 1910. On a motion made by D.H. Cannon, Mr. Cottam's action in ordering the steel roof "was duly approved." 26

In a special meeting called by the Stake Board of Education

Superintendent Cottam explained that he had had difficulty in getting rock; he had a bid on the red rock near Al Young's place, of 15¢ per running foot; he had [also] had a bid on the white rock at Washington of 9¢ per running foot. He thought the white rock could be procured cheaper than the red . . . . Superintendent Cottam was authorized to let a contract for this rock at a price not exceeding 9¢ per running foot.

26Stake Board Meeting, April 16, 1910.
As a result of this authorization, a previous contract made with the Webb brothers was annulled since they were unable to deliver the specified quality of rock at the agreed-upon price. The Board therefore decided to use the delicate pink Chinle sandstone from a quarry located just east of the Washington community. This color stone would lend variety to the red sandstone which had been utilized for the Tabernacle and the Woodward School already erected on the public square.

The heavy slabs of stone were brought to St. George over deeply rutted roads, on the running gears of farm and freight wagons. The material was chiseled into shape by local stonecutters under the careful and critical eyes of Thomas P. Cottam, and George Brooks dressed the stones that went into the beautiful arch and the entablature above it; the artistic carving that embellishes them is his work.

Credit should also be given to William B. Baker who hauled one-sixth of all the outside rock used in the construction, from Washington—a distance of six miles each trip, over and back. George T. Cottam also did considerable hauling and probably helped to haul much of the freight from Modena—nearly a million pounds. Charles S. Cottam likewise worked

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27 Stake Board Meeting, May 6, 1910.
28 Was Called to Dixie, p. 562.
29 Immortal Pioneers, p. 140.
30 St. George Stake Academy Annual, 1912-1913, p. 10.
untiringly to help supervise the work. Again, it is dangerous to list people who have been involved in events and who have given of their means and their time. However, the foregoing people were credited by numerous historians as giving generously to the building of the academy. To "name all who gave their full measure of assistance possibly would require naming all the people, not only of St. George, but of the entire St. George Stake." The St. George Stake at that time included "the stakes of Uvada, Zion Park, Moapa, Las Vegas (2), and St. George (2). Its boundaries from east to west extended about 150 miles and about the same distance from north to south."

When the Stake Board of Education met in November 1910, Superintendent Cottam reported on the progress of the building and explained that additional funds would be needed in the near future. D.H. Morris made the motion that the Presidency would draft a circular and send it out to the people who had subscribed their support. This circular was to ask these people to pay what they had promised.

In its meeting, December 2, 1910, the Church Board recorded that due to the devastating flood which had caused considerable damage, the St. George Stake Academy would not be ready for occupancy until September 1911.

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31 Immortal Pioneers, p. 140.
32 I Was Called to Dixie, p. 562.
33 Stake Board Meeting, November 19, 1910.
34 Church Board Meeting, December 2, 1910, p. 170.
The Church Board, in its February 1911 meeting, gave appropriations to twenty-three schools, and the $3000 given to the St. George Academy was the smallest amount listed.35

On February 25, 1911, the Stake Board was called to a special meeting to arrange for finances for completing the building and to discuss the matter of providing faculty for the coming season. David H. Cannon's motion (seconded by James G. Bleak) that the building be finished in time for the coming school year carried unanimously. After this matter had been attended to, several communications regarding hiring a principal for the academy were read. President Snow was authorized to write to Superintendent Cummings regarding the principal and a music teacher.36

In its next meeting, March 11, 1911, the Stake Board considered some letters it had received: 1) from President Brimhall and Hugh M. Woodward regarding Mr. Woodward's offering to come to St. George, as Principal, for $1200 and his wife as Domestic Science teacher for $600.00; 2) from William Staheli regarding the position as music teacher. He requested the Board to make him a proposition. President Snow was authorized to offer Hugh M. Woodward $1500 to serve as Principal and to include his wife's services as Domestic Science and Domestic Art teacher.37

35 Church Board Meeting, February 3, 1911, p. 181.
36 Stake Board Meeting, February 24, 1911, p. 10.
37 Ibid., March 11, 1911, p. 10.
At its March 31 Meeting, the Stake Board considered additional communications from President Brimhall, Mr. Woodward, and Mr. Staheli. The application of Mr. Elmer Miller to serve as Principal was also presented "and taken under advise-

ment." 38

Then, at the April 16 Meeting, President Snow reported that while he had been in the North, Brother Woodward had been hired as Principal of the Academy and his wife as teacher of Domestic Science and Domestic Art, the two of them for $1600 per year, $100.00 of which was to be donated to the Academy. President Snow further stated that Joseph W. McAllister had been employed as music teacher at a salary of $85.00 per month which would compensate him for service in the District Schools, in the Academy, and as Stake Choir Leader. In addition, the Presidency of the Stake was authorized to let the contract for furnishing doors and windows for the Academy, and President Snow reported he had applied to the Church Board for $1000 to furnish the building. Warren Cox was requested to "raise $500.00 among the boys . . . for putting a maple floor in the Amusement Hall" (Auditorium). 39

The Stake Board, at its April 22 meeting recorded it had employed Elmer Miller as a teacher at a salary of $900.00 per year, and Maude R. Snow at a salary of $800.00 per year. Mr. D.H. Morris reported that C.W. Seegmiller, Jr., and Duncan

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38 Stake Board Meeting, March 31, 1911, p. 11.
39 Ibid., April 16, 1911, p. 11.
McArthur had each promised $50.00 after the cattle sales, and John D. Pymn had paid $100.00 in cash for the Academy. Wallace Mathis was out on the drive for funds.  

In the May 6 meeting, President Snow read a letter from Superintendent Cummings stating the Church Board had appropriated $250.00 towards furnishing the building.

A special meeting, on May 7, was called to report that the building committee was "very much in need of carpenters." President Snow also reported the following donations had been made:

- Albert C. Foremaster $50
- Isaac C. Macfarlane $100
- Wallace B. Mathis $150
- D.H. Cannon $50
- Joseph T. Atkin $50
- Ephraim Foremaster $25

The Stake Board met again on May 17 and President Cannon said he had approached Thomas Judd and Joseph W. Webb; Brother Webb had paid $25.00 cash. Brother Cannon also said he had written to Benjamin Knell and Walter Knell; Benjamin Knell had paid $25.00 in cash, and Addie Price had promised $50.00. Brother Morris also reported that Benjamin Blake would make up his cash subscription to $100.00, and President Snow stated Wm. N. Gray had promised $25.00 on subscription. At this same meeting the Board also discussed the proposed curriculum.

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40 Stake Board Meeting, April 22, 1911, p. 12.
41 Ibid., May 6, 1911, p. 13.
42 Ibid., May 1, 1911, p. 13.

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The matter of securing an instrumental music teacher was deferred for the present. 43

When the Stake Board met on June 11, 1911, Brother Morris reported that Professor Otte could be secured as a music teacher for $800.00 per year; he would spend five hours in the school and one evening a week at parties. A professor Pack would likewise come for $800.00 per year.

The matter of a library and gymnasium was referred to Brother Whitehead and Brother Woodbury. It was also suggested that these two men take immediate steps to procure the 11th edition of the Encyclopedia Britannica.

Superintendent Cottam reported he could get hard finish instead of lime at a cost of $150.00 (in labor) extra. The board authorized him to order a car of hard finish. 44

At the June 18th meeting of the Board, William Staheli was present to discuss matters pertaining to teaching music at the Academy. D.H. Cannon made a motion that we offer Mr. Staheli $50.00 per month to teach Band and Orchestra (4 hours a day) and play one evening each week in the ballroom. Action on this motion was deferred. 45

Then, August 13, 1911, in the Stake Board meeting, President Snow said he had made a "proposition" to the city which

44 Ibid., June 11, 1911, p. 15.
45 Ibid., June 18, 1911, p. 15.
would allow it the use of a room for a public library and gymnasium. It was decided that the Public Library and Gymnasium would be open to the public on Monday, Wednesday, and Thursday evenings. The President also advised that he had purchased a Parlor Grand Steinway Piano which would be shipped in the near future.

The Board decided that Tuesday September 19, 1911, would be the opening date for the Academy; tuition was "fixed" at $15.00 per year, payable in two equal installments at the beginning of the first and the second semesters. The Board also ordered the printing of an announcement about the school's opening, to be distributed throughout the Stake:

"ANNOUNCEMENT

"The St. George Stake Academy will open for instruction Tuesday, September 19th, 1911.

"The new building will not be entirely finished by that date but the Auditorium and first floor will be, which will answer present necessities. The rest of the building will be pushed to completion at as early a date as possible.

"COURSE OF INSTRUCTION

"The 1st, 2nd and 3rd year High School Course of instruction will be given in the following branches:

Theology--1st, 2nd and 3rd year.
English--1st, 2nd and 3rd year.
Ancient and Modern History
Algebra--1st and 2nd year.
Plane Geometry.

46Stake Board Meeting, August, 13, 1911, p. 16.
Physiography.
Physics.
Domestic Art.
Domestic Science.
Economics or Physiology.
Violin, Piano, and Vocal Music.

"The following instructors have been employed:

Hugh M. Woodward, Principal,
Elmer Miller
Maude R. Snow
Mrs. H.M. Woodward
Joseph W. McAllister
Wm. C. Staheli
Lillian Higbee

"TUITION"

"A tuition fee of $15.00 per year will be charged each student, payable in two equal amounts at the beginning of each semester. For Violin and Piano lessons extra charges will be made.

"BOARD AND LODGING"

"Board and lodging for students can be obtained in good families for $3.50 to $4.00 per week. Students can reduce expenses by clubbing together, renting houses or rooms and boarding themselves. For information, apply to John T. Woodbury, Secy.

"The Auditorium will be finished with a hardwood floor and will be nicely equipped with gymnasium apparatus which will be open to students. A free public library will also be in the building.

"We solicit the patronage of St. George and adjoining Stakes. The future efficiency and influence of the school depends largely on your local support.

"Edward H. Snow, Chairman
Thos. P. Cottam)
George F. Whitehead)
Besides the list of teachers and the members of the Stake Board of Education, the following men were members of the Church Board of Education:

Horace H. Cummings, Superintendent
Joseph F. Smith
Willard Young
Anthon H. Lund

George H. Brimhall
Rudger Clawson
Orson F. Whitney
Charles W. Penrose
Francis M. Lyman

The members of the Board of Examiners for Church Schools included

Horace H. Cummings
George H. Brimhall

James H. Linford
Willard Young

Finally, the momentous day arrived—the culmination of fifty long years of hardships and struggle had delayed this moment. The day had been carefully chosen to follow the Dixie Homecoming, celebrating the fifty years since the first group of the "Cotton Missionaries" entered the Virgin River Valley. The celebration lasted from Wednesday September 13 through Friday September 15. This was followed by two days of Quarterly Conference which was conducted in the Tabernacle. Monday

47 Copy of announcement; obtained at Church Historian's Office.
48 Lists included in the St. George Stake Academy Announcement.
18th was devoted to registering students, with school to begin on Tuesday, September 19th.

Beginning on Monday night, September 11, a dance was given in the St. Lake Academy "as a mark of appreciation of the people for the help they had given in the construction of the beautiful academy building." A general invitation was issued to the public to attend the dances, free, Monday through Friday nights.

"The beautiful room in which the dance was held was splendidly lighted by electric arc lights; the Academy Orchestra furnished delightful music, and the well-laid hardwood floor made dancing a real pleasure." A good idea of the room's capacity can be deduced from the fact that 114 couples were counted dancing on the floor at one time. 49

Another news article called the Academy a "well seated and well lighted building" which was conducive to a favorable study environment and an "uplifting" and "scholastic" atmosphere. 50 Still another article referred to the opening of the Academy as "an auspicious beginning"; if the people would "stand as strong for its success as they did for its opening" surely it would continue to grow and expand. The article also stated that it believed "the people who donated so liberally of their means and labor to erect this Academy of learning


50 Ibid., September 28, 1911, p. 1.
[would ] look upon the effort made as the best things they had ever done in their lives."

Since the middle floor had not been complete, nor had all the windows and doors been installed prior to the opening of the Academy, students and teachers were greeted by the "sounds of hammers and saws" when they arrived on the campus. And those sounds created a cacophonous harmony, for some time, with the music of youth, excited with learning in a new building.

Sam Brooks (son of George Brooks, Sr.), sensing that history was being made, got up at 4 o'clock on the morning when the school opened its doors for registration, camped under the arch his father had built, and won the distinction of being the first student to enroll in the Academy.52

This large building was three stories high, with six rooms on the basement floor, six rooms on the middle or main floor, and an auditorium (amusement hall) with 200 seating capacity on the third floor—a far cry from the old schools where all the grades met together in one room.53

A reprinted article in the Washington County News extolled the people of Utah for their "loyal support of educational ideals." Perhaps no other state of the Union "spends so much

52 I Was Called to Dixie, p. 563.
53 Washington County News, August 3, 1911.
per capita for the education of its children." The article
went on to tell that the editor had had the opportunity to go
through the large, commodius St. George Stake Academy when it
commenced its first year of instruction.

The building certainly stands as a monument to
their love for education. It represents the
hard earnest savings of many people of that
section, who, though isolated from the world
by almost impassable roads, from the railroad,
yet they are just as progressive, modern, and
up-to-date as people more fortunately sit­
uated . . . .

According to the "Announcement" the curriculum was
designed to provide for four years of high school work. High
school courses were being offered in the following depart­
ments:

Algebra, 1st, 2nd year
Domestic Art
Domestic Science
Economics
English 1st, 2nd, and
3rd years
Plane Geometry

History Ancient and Modern
Physiography
Physics
Physiology
Theology
Violin, Piano, and
Vocal Music

The following letter would indicate that the Church
Board of Education was somewhat perturbed over this announce­
ment.

"St. George, Utah
May 20, 1912

"Superintendent H.H. Cummings
Salt Lake City, Utah

"Dear Brother:

"Your letter of recent date was duly received. Prior to that I received one from Brother Woodward in which he said yourself and he had gone over the matter of our school course with Willard Young and you had also visited the First Presidency; but the two letters reach an entirely different conclusion, which of course I understand. In your arrangement with Principal Woodward it was agreed, so he says, to eliminate the typewriters and at your suggestion I was to see Brother Foster and see if he would, in lieu of furnishing typewriters, furnish microscopes for a science room to better study botany, zoology, physiology, etc. I did so and arranged it all right and so reported to our Board Members. Since receiving your letter it puts us again in the air. I think I understand your position and for our Board I want to assure you that we don't want you to stand any censure on our account. We will stand in the gap and take the shot, if any there be. In the first place you never sent us the regulations of the General Board and our ignorance of the rule you refer to is principally due to, or more correctly speaking, entirely due to our ignorance of such a rule. What we had in mind, and the whole thing was that we must not ask for any more money. We therefore figured out our cost and expense and cut accordingly. We shall not ask you for a dollar more than was allotted us, neither this year nor next year, nor, I hope, as long as I am connected with the school .... It was not our intention to create departments here that would call for more money from the Trustee-in Trust .... We are willing to sign a quit-claim, an agreement, bond on any other .... paper .... to the effect that we will run our school on what you allowed us .... and make up locally enough to pay the bill; we will cut out until we can; .... we will bond ourselves, our heirs and assigns .... It will put our Board in a bad plight to be obliged to cut out our catalogue and put in a new one .... I wish, Brother Cummings, you would write me by return mail whether this is satisfactory or not.
"With kindest personal regards, I am very truly yours,

Edward H. Snow (s)\textsuperscript{56}

In the following board meeting Superintendent Cummings explained in more detail about the problem. In its Circular, he felt the St. George Academy was offering far too many courses and couldn't extend themselves along so many lines without exceeding their appropriation; likewise, the Circular showed far too many instructors, for the maximum allowed by the Board was six. In as much as the catalog had already been given out, Brother Lund moved that St. George be allowed to follow their catalog that year, but should be reminded of their willingness to cut courses which could not be sustained.\textsuperscript{57}

As can be seen, Church policies exerted considerable influence on the management of the emerging Dixie College, and also in all its schools. The Church had helped to establish many schools by 1911, some of them having to close due to lack of local support. Addy explained quite clearly regarding LDS Church involvement in civil affairs. In those early days in St. George the Church was the leading civil authority in all matters.\textsuperscript{58} Following are schools being supported by the Church up to 1911:

\textsuperscript{56} Letter from E. H. Snow to Superintendent Cummings, May 20, 1912; recorded May 29, 1912, p. 226.

\textsuperscript{57} Church Board Meeting, May 29, 1912.

\textsuperscript{58} Addy, p. 40.
Table 4
Early Church Supported Schools

<table>
<thead>
<tr>
<th>ACADEMY</th>
<th>LOCATION</th>
<th>OPENING DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigham Young Academy</td>
<td>Provo, Utah</td>
<td>1875</td>
</tr>
<tr>
<td>Brigham Young College</td>
<td>Logan, Utah</td>
<td>1877</td>
</tr>
<tr>
<td>Latter-Day Saints</td>
<td>Salt Lake City</td>
<td>1886</td>
</tr>
<tr>
<td>Fielding Academy</td>
<td>Paris, Idaho</td>
<td>1887</td>
</tr>
<tr>
<td>Ricks Academy</td>
<td>Rexburg, Idaho</td>
<td>1888</td>
</tr>
<tr>
<td>Snow Academy</td>
<td>Ephraim, Utah</td>
<td>1888</td>
</tr>
<tr>
<td>Oneida Academy</td>
<td>Preston, Idaho</td>
<td>1888</td>
</tr>
<tr>
<td>Snowflake Academy</td>
<td>Snowflake, Arizona</td>
<td>1888</td>
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<tr>
<td>St. Johns Academy</td>
<td>St. Johns, Arizona</td>
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<tr>
<td>Uintah Academy</td>
<td>Vernal, Utah</td>
<td>1888</td>
</tr>
<tr>
<td>Cassia Academy</td>
<td>Oakley, Idaho</td>
<td>1889</td>
</tr>
<tr>
<td>Weber Academy</td>
<td>Ogden, Utah</td>
<td>1889</td>
</tr>
<tr>
<td>Emery Academy</td>
<td>Castle Dale, Utah</td>
<td>1890</td>
</tr>
<tr>
<td>Gila Academy</td>
<td>Thatcher, Arizona</td>
<td>1891</td>
</tr>
<tr>
<td>Juarez Academy</td>
<td>Colonia Juarez, Mexico</td>
<td>1897</td>
</tr>
<tr>
<td>Murdock Academy</td>
<td>Beaver, Utah</td>
<td>1898</td>
</tr>
<tr>
<td>San Luis Academy</td>
<td>Sanford, Colorado</td>
<td>1905</td>
</tr>
<tr>
<td>Summit Academy</td>
<td>Coalville, Utah</td>
<td>1906</td>
</tr>
<tr>
<td>Big Horn Academy</td>
<td>Cowley, Wyoming</td>
<td>1909</td>
</tr>
<tr>
<td>Millard Academy</td>
<td>Hinckley, Utah</td>
<td>1910</td>
</tr>
<tr>
<td>Knight Academy</td>
<td>Raymond, Canada</td>
<td>1910</td>
</tr>
<tr>
<td>Dixie Academy</td>
<td>St. George, Utah</td>
<td>1911</td>
</tr>
</tbody>
</table>

Although the Academy was late in opening and some students had decided to go elsewhere to school, the enrollment far exceeded expectations. The first week showed about 121 students had registered, but later in the year over 135 students were enrolled.

59 Brigham Young University, Appendix 8.
60 Official list obtained from Church Historian's Office. See Appendix D.
Just as the Church appropriated money to help finance its schools, determined curriculum, sanctioned teachers and administrators and often dictated aims, it also helped to establish policies:

The St. George Academy has been established by the Church of Jesus Christ of Latter Day Saints to teach the art of living in accordance with the principles of the Gospel of Jesus Christ as interpreted by the living Apostles and Prophets of the Church. Accompanying the regular high school and college work offered in the State schools are courses in religious education. The object is to give perfect symmetrical blending to the moral, spiritual, and intellectual training.61

The Church likewise determined educational aims:

The high aim of the School is to offer instruction 1) in the principles and doctrine of the Church of Jesus Christ of Latter Day Saints; 2) in the building of character; 3) in the arts and sciences as given in primary and secondary schools; 4) in such general training as will fit young people for practical life. The aim, in short, is to promote man's complete development—physical, intellectual, and spiritual.62

Thus, on the southeast corner of the Public Square was added "another monument to the industry of the people, this time not by those heroic pioneers, but by the devotion and determination of their children and grandchildren" to enrich the lives of a culture-starved populace.63 Thus was also

63 Immortal Pioneers, p. 140
commenced an institution that was to become the greatest factor in making St. George the center of culture and learning for the entire region. It was a noble monument to the progressiveness and earnest desires of a people dedicated to educational pursuits and to the "good" things in life. The St. George Stake Academy was a credit to the people who built it and to all the people of the Dixie area.
Chapter IV
BUILDING A FIRM FOUNDATION
Another giant step had been taken in the evolution of Dixie College. The numerous sacrifices and unselfish giving were finally producing results; those sacrifices had not been made in vain. The people had faithfully believed that "sacrifice brings forth the blessing of heaven," and what a blessing—that new New Academy! Now St. George students would be able to enjoy equal opportunities with those youth in the settlements farther north.¹ Still, all the problems hadn't been solved. The building had to be completed; the Academy had to be carefully nurtured in order to establish it on an enduring foundation. Every day brought new challenges, new decisions to be made.

The members of the Church Board of Education and also of the Stake Board had made a wise beginning when they deliberated so carefully before selecting the teachers and the administrative people to guide the newest Church institution. In addition, education throughout the United States was experiencing innovations which were likewise being felt in Utah. No longer could St. George hide behind its isolation and remain oblivious to change. When the State Legislature, in 1909, enacted the law regarding certifying teachers, that

¹Excerpted from J.J. Miles, p. 8.
law had to be complied with within two years. From then on, in order to certify for teaching, teachers had to take prescribed courses and pass an examination which was given by the State Board of Education. In addition to required general classes in their teaching fields, teachers had to take Psychology and History of Education courses. Thus, the first teachers hired at the St. George Stake Academy had to be carefully chosen. The Church and Stake Boards of Education complied with the State law.

Every day new decisions had to be made. One of the first of these decisions concerned community use of the auditorium upstairs in the new academy. In its meeting on September 25, the Board discussed permitting the Mutuals, Sunday Schools, and the other organizations to use the room for dances and other activities. Finally, a motion was made and passed that the officers of these organizations would be asked to meet with the Board that same evening and work up some plan, possibly whereby the organizations would pay for the music and lights and divide the profits with the Academy.

President Snow informed the Board that in a meeting, on Sunday of the last Conference, a decision had been made to reduce the entrance fee to ten dollars "payable one half at the commencement and one half at the middle of the year."

The Board also decided to issue a "call for Bids" for the position of Janitor at the Academy, bids to be opened on

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Washington County News, May 11, 1911.
Saturday September 30, 1911. Opening a new school involved numerous problems to be solved and still more decisions to be made daily.

Some time was spent in discussing the heating plant. ³

The following bids were received for the janitorial position:

<table>
<thead>
<tr>
<th>Name</th>
<th>Bid per mo.</th>
<th>Donation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urie Macfarlane</td>
<td>$50</td>
<td>$5.00</td>
</tr>
<tr>
<td>A.M. Cannon</td>
<td>$47.50</td>
<td></td>
</tr>
<tr>
<td>George T. Thompson</td>
<td>$52.50</td>
<td></td>
</tr>
</tbody>
</table>

George F. Whitehead moved that Urie Macfarlane's bid of $50.00 with the $5.00 donation be accepted. The motion was approved.⁴ Again, a wise choice had been made, for Mr. Macfarlane gave many years of loyal service to the Academy. Furthermore, he was a friend to the students and demonstrated a good working rapport with the administration and faculty. Year after year, The Dixie extolled this affable man and published his picture. He was dubbed as being

Custodian of the Building. The hardest working man in the school. A graduate from the Land of Smiles. The only man of the Faculty that does not give monthly examinations. Always carries candy in his pockets, and the best of feelings in his heart.⁵

The most energetic man of the faculty. Distributes hot air to every person of the Academy. Always busy, but happily so. Generally

³Stake Board of Education, September 25, 1911, p. 17.
⁴Ibid., September 30, 1911, p. 27.
⁵The Dixie, 1913, p. 17.
found on the bottom floor near the Domestic Science door. His favorite motto is "One act of charity will teach us more of the love of God than a thousand sermons."\(^6\)

Other decisions made that morning authorized President Whitehead to contact Mr. Rice to be the "'physical director' and to have charge of the Gymnasium." President Snow was likewise authorized to purchase a Dall Piano at a cost of $185.00 f.o.b. Salt Lake City.\(^7\)

As the weather became cooler, the Stake Board had to plan for heating the building. Bids for furnishing twenty-five cords of wood were advertised, and the Board received the following:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>per cord</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacob L. Lamb</td>
<td>$8.00</td>
<td></td>
</tr>
<tr>
<td>Wilford Knight</td>
<td>$7.30</td>
<td></td>
</tr>
</tbody>
</table>

The Board approved Wilford Knight's bid, based on the following specifications:

.. the wood to be measured in the rick on the ground but no green pine to be received. All the wood must be good solid wood, cedar or dry pine.\(^8\)

Because funds for finishing the Academy and for necessary furnishings were so limited, the Board considered the names of the following people, and decided to ask them for the contributions indicated.

\(^6\)The Dixie, 1914, p. 16.
\(^7\)Stake Board Meeting, September 30, 1911, p. 17.
\(^8\)Ibid., October 30, 1911, p. 18.
Table 5
List of Proposed Donors

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
<th>Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert Anderson</td>
<td>-</td>
<td>Alex Macfarlane</td>
<td>$ 50</td>
</tr>
<tr>
<td>B.F. Anderson</td>
<td>-</td>
<td>John M. Macfarlane</td>
<td>-</td>
</tr>
<tr>
<td>Peter Anderson</td>
<td>-</td>
<td>J.M. Moody</td>
<td>50</td>
</tr>
<tr>
<td>Alex B. Andrus</td>
<td>-</td>
<td>Emma P. Morris</td>
<td>100</td>
</tr>
<tr>
<td>John Benson</td>
<td>$ 50</td>
<td>Israel Nielson</td>
<td>10</td>
</tr>
<tr>
<td>W.O. Bently</td>
<td>100</td>
<td>Ed Nelson</td>
<td>20</td>
</tr>
<tr>
<td>J.B. Bracken</td>
<td>20</td>
<td>J.M.S. Nixon</td>
<td>100</td>
</tr>
<tr>
<td>Wm. A. Bringhurst</td>
<td>50</td>
<td>John P. Pulsipher</td>
<td>300</td>
</tr>
<tr>
<td>Arthur Crawford</td>
<td>25</td>
<td>C.W. Seegmiller, Jr.</td>
<td>50</td>
</tr>
<tr>
<td>Eph. Foremaster</td>
<td>40</td>
<td>Hela Seegmiller</td>
<td>-</td>
</tr>
<tr>
<td>J.X. Gardner</td>
<td>30</td>
<td>Elida Snow</td>
<td>50</td>
</tr>
<tr>
<td>Harmon Gubler</td>
<td>100</td>
<td>M.M. Snow</td>
<td>100</td>
</tr>
<tr>
<td>S.C. Hardy</td>
<td>-</td>
<td>Willard Sorenson</td>
<td>50</td>
</tr>
<tr>
<td>Frank Hunt</td>
<td>25</td>
<td>Geo. M. Spilsbury</td>
<td>200</td>
</tr>
<tr>
<td>Samuel Judd</td>
<td>50</td>
<td>Chris Tschautz</td>
<td>25</td>
</tr>
<tr>
<td>Frank Knell</td>
<td>10</td>
<td>Joseph W. Webb</td>
<td>25</td>
</tr>
<tr>
<td>Walter Knell</td>
<td>50</td>
<td>J. Frank Winsor</td>
<td>25</td>
</tr>
<tr>
<td>Geo. H. Lytle</td>
<td>20</td>
<td>Angus Woodbury</td>
<td>50</td>
</tr>
<tr>
<td>Duncan MacArthur</td>
<td>50</td>
<td>Chas. R. Worthen</td>
<td>50</td>
</tr>
<tr>
<td>M.L. McCallister</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An interesting difference of opinion apparently existed regarding the early financial status of the St. George Stake Academy. Whereas, the Saint George Stake Academy Board of Education was concerned with soliciting the members of the Saint George Stake for more funds to operate on, Brother Cummings reported to the LDS Church Board of Education that he had "visited the Saint George Stake Academy, which was opened with an enrollment of 137, as in a prosperous condition." ¹⁰

In this same meeting, a list of 23 schools which had been awarded appropriations for operating expenses showed the St.

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⁹Stake Board Meeting, October 30, 1911, pp. 18-20.
¹⁰Church Board Meeting, December 27, 1911, p. 216.
George Stake Academy would receive $5500. The St. George school appropriation was eighteenth from the top school (Brigham Young Academy) which received $30,000.¹¹

Later, in the Church Board of Education meeting, Superintendent Cummings read a request from St. George Academy regarding an increased appropriation for maintenance since enrollments had "far exceeded anticipations." After discussing the request, the Board recommended that providing the funding were available, the Saint George Academy would be given "30.00 per pupil . . . for this year."¹² Still later, President Snow reported to the Stake Board of Education that he had been to Salt Lake City to the Church Board meeting and that board had appropriated $2500 (previously promised) on the building. The board had also appropriated $30.00 for each of the thirty-seven extra pupils—a total of $3610. President Snow further advised that the Academy would be limited to 200 pupils and $5000 appropriation the next year.¹³ In addition, according to President Snow, the liabilities of the Academy exceeded the available resources $1500 to $2000. A discussion ensued relative to obtaining the needed funds in order to liquidate the indebtedness. It was decided to approach Church members and solicit more donations.¹⁴

¹¹Church Board Meeting, December 27, 1911, p. 218.
¹²Ibid., February 16, 1912, p. 222.
¹³Stake Board Meeting, February 24, 1912, p. 20.
¹⁴Ibid., p. 21.
In the meantime, people of the area persisted in referring to the school as the Dixie Academy, and in time "the name 'Dixie' became official."  Even the 1913 Annual was named The Dixie, and various articles in that annual referred to the school as "the Dixie." Later, the school became known as the Dixie Normal School, Dixie Junior College, Dixie Community College, and finally Dixie College. An early school paper was named The Dixie News, and ultimately it became The Dixie Sun. The first large dormitory, for girls, was named the Dixianna. Other typical names reminiscent of the early southern settlers and of the Dixie Cotton Mission are the names Dixie Rebels, the men's basketball and football teams; Shiloh Hall, men's dorm; Shenandoah Hall, coed dorms. Numerous business places have also incorporated the term "Dixie" into their business names. And the nearby national forest is called Dixie National Forest. Furthermore, the local high school has become Dixie High School, and its athletic team has been dubbed The Dixie Flyers.

Another important decision was made the first fall. Acting on the suggestion of Principal Woodward and on the further suggestions of the faculty, the students, themselves, organized a school government and formulated a code of laws which has been credited with "saving many of the boys and girls from a worse fate than the one given by the judges of our court":

15I Was Called to Dixie, p. 563.
Our courtroom has been the scene of many tragedies. One sad day one of the girls, who had been arrested for loitering and had also been the judge's most loved friend, declared that her love had turned to hate; but still he judged, and still the wonder grew that after such trials he still meted out justice to all.\(^{(16)}\)

The unique form of student self-government, worked out and operated by the students at the Dixie Academy, permitted students there to enjoy possibly greater freedom than that "licensed" in any other high school in the State of Utah. The school was run by a "commission form of city government" which consisted of the Chief Commissioner, Commissioner of Amusements, Commissioner of Correspondence, Commissioner of Debating and Public Speaking, Commissioner of Discipline, Commissioner of Finance, and court officials--including a Chief Justice and a Prosecuting Attorney. These officers mainly constituted all the officers of the studentbody.\(^{(17)}\)

**STUDENTBODY OFFICERS - 1913**

Annie Atkin, Commissioner of Amusements  
Chester Whitehead, Commissioner of Athletics;  
Hazel Bentley, Commissioner of Correspondence;  
Randolph Atkin, Commissioner of Debating and Public Speaking;  
Sam Brooks, Commissioner of Discipline  
Walter Cottam, Commissioner of Finance  
LeRoy Hafen, Chief Justice  
Karl Snow, Prosecuting Attorney  
James Gregerson, Asst. Prosecuting Attorney  
and also Tennis Manager

\(^{(16)}\) *The Dixie*, 1913, p. 8.  
\(^{(17)}\) Ibid., p. 40.
Chauncey Sandberg, Yell Master
Eleanor Atkin, Court Clerk

The officers were delegated the responsibility for formulating the laws and regulations to run the school. These laws were, in turn, submitted to the student body for ratification before they were put into effect. And to see that these laws were enforced, a "diligent" police force was elected. They "soon convinced the students that their wings must grow . . . ." 19

Table 6
Police Force 1913 20

<table>
<thead>
<tr>
<th>William Alger</th>
<th>Donald Pymn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earl Black (Chief</td>
<td>Frank Reber</td>
</tr>
<tr>
<td>Sam Brooks</td>
<td>Chauncey Sandberg</td>
</tr>
<tr>
<td>Eugene Fordham</td>
<td>Mattie Woodbury</td>
</tr>
<tr>
<td>Bert Macfarlane</td>
<td>Wiley Woodward</td>
</tr>
</tbody>
</table>

This form of student self-government functioned well for several years; in fact, it functioned so well that many colleges and high schools in Utah, and others of the Western states, sent requests for pamphlets outlining the system used at the Dixie school. As a result, in 1917, the Dixie Normal School published a booklet which outlined the student government and also included the school's Constitution which was

19 The Dixie, 1913, pp. 9, 42.
20 Ibid.
ratified January 29, 1917. Some of the laws the police officers enforced reflected the religious backgrounds of the students; for example, the use of tobacco or intoxicating liquors "at any time or place" was prohibited; students found guilty of boisterous (ungentlemanly or unwomanly) conduct risked expulsion; visiting the local pool hall was prohibited; it was unlawful for a student to use profane or obscene language; and any student having a grade-point average of seventy-five percent or lower was not allowed "out" on week nights.

Infractions of any of the adopted rules or regulations resulted in the offenders' being summoned to the student court. Here they risked being fined, reprimanded, or expelled from school, or they could be found not guilty of the charge made against them. Guilty students could accept the punishment meted out to them, or they could request a jury trial or a hearing before the faculty. While not too many expulsions were imposed on students, many fines were made, mostly in the amounts of fifty cents or twenty-five cents. Considering the economy of the area and low operating budgets, this was

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23 One of these old booklets is available in the Archives at Dixie College Library. There are also revised, later copies of the School Constitution. See copy of publication in Appendix F.
possibly the best source for obtaining additional funds for student activities.\(^\text{24}\)

Principal Woodward, along with the faculty and the Stake Board of Education, was concerned with establishing policies that would assure the growth and stability of the new academy. Concerns recorded in the original hand-written minutes of the faculty meeting were continually considering policies which would assure the school's survival and its service to the community and the entire region. In its meeting held in August, the Stake Board appointed Arthur F. Miles to assume charge of the accounts and business books pertaining to the college. His salary was set at $50.00 per year. In order that all the school's business was conducted on a legal basis, the Board appointed David H. Morris and John T. Woodbury to audit the accounts for the past year. During this same meeting, President Snow was "authorized to procure the necessary supplies for fitting up the rooms and departments in the Academy for the coming year."\(^\text{25}\)

In its endeavor to serve the needs of the community, the school had a Preparatory School, in 1912, in which the work was adapted for young people below the high school grade yet somewhat advanced in years. Most of these students had had

\(^{24}\)The old handwritten accounts of the Studentbody Government Meetings and Court Sessions are extant and available in the Archives at Dixie College Library. These records are complete up to 1922.

\(^{25}\)Stake Board Meeting, August 3, 1912, p. 23.
limited opportunity to satisfy the requirements for the public school curriculum as far as eighth grade. This limitation was the result of lack of necessary finances or the need to work. For those students the only entrance requirements were a desire to work and the promise to conduct themselves in ladylike and gentlemanly manner. The curriculum was adjusted to meet students' needs and included the following courses:

- Arithmetic
- Reading
- Geography
- Science
- Grammar
- Spelling
- History
- Theology
- Penmanship

Students registered in the "Prep" school, if they satisfactorily completed the above-mentioned courses, were eligible to receive a graduation certificate which would, in turn, permit them to enroll in the Normal or High School Courses.26

Early in April, Principal Woodward and the Stake Board of Education had started to engage teachers for the ensuing school year. Mr. Woodward reported in the Stake Board meeting that the following teachers had already been engaged:27

- H.M. Woodward at $1300
- David Gourley at 1100
- Miss Maude Snow at 850
- Mrs. H.M. Woodbury at 500
- Wm. Staheli at 400
- J. Wm. McAllister at 250
- Lillian Higbee at 120

26St. George Stake Academy; "Circular and Announcements for the Second Academic Year," 1912-1913, p. 17.

27Stake Board Meeting, April 20, 1912, p. 23.
Other people who were hired on the faculty and staff were
Arthur K. Hafen, W.C. Cox, Emily T. Woodward, Joseph K. Nichols;
John T. Woodbury, Jr., and Ann Snow as assistants. Urie Mac-
farlane, Custodian and Mrs. Eva Webb, Matron.  

For a new school experiencing financing difficulties
the high school curriculum was quiet broad:

Table 7
Curriculum For 1912-1913

<table>
<thead>
<tr>
<th>Agriculture (1st, 2nd, 3rd yr.)</th>
<th>History and Social Science (4 levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra (3 levels)</td>
<td>Math</td>
</tr>
<tr>
<td>Art</td>
<td>Music</td>
</tr>
<tr>
<td>Band (beginners, advanced)</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Bookkeeping and Commercial</td>
<td>Physical Geography</td>
</tr>
<tr>
<td>Paper</td>
<td>Psychology</td>
</tr>
<tr>
<td>Botany</td>
<td>Sociology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Theology (Book of Mormon, Life of</td>
</tr>
<tr>
<td>Domestic Art</td>
<td>Christ, Old Testament, Church His-</td>
</tr>
<tr>
<td>Domestic Science</td>
<td>tory and Doctrines)</td>
</tr>
<tr>
<td>Dressmaking</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Education (A and B)</td>
<td></td>
</tr>
<tr>
<td>English (A-D)</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>Woodwork</td>
</tr>
</tbody>
</table>

By the second year the school's enrollment had doubled
and some student teachers were employed to relieve the teaching load. Their salaries ranged between eight and twenty dol-
lars per month. Even with this much growth, in the period of
one year, the school was still plagued with the problems

28 Academy Circular and Announcements, 1912-1913, p. 7.
29 Ibid., pp. 19-33.
common to small enrollments; in fact, the school's annual hinted that inadequate funding was a part of the school's growth.

Three years ago the Dixie Academy started with meagre equipment and with but 135 students. Its growth since then has been rapid and substantial. For this phenomenal progress, we are indebted to the splendid class of people who support the institution, and to the fact that from the beginning the board and administration have had in mind a definite purpose and policy. As fast as money and circumstances would permit this purpose has been realized.30

Still, the growth had exceeded earlier expectations.

Last year with the exception of Snow Academy, the St. George Stake Academy was the largest school south of Provo, and a much larger attendance is expected for the coming year.31

Realizing that the school had to show a continual growth in order to justify operating it every year, the Board sent out circulars and bulletins to advertise the school. Besides sending this information to all the nearby towns, many communities farther north also received the information about Dixie Academy and the many advantages it afforded youth to pursue their educations. In addition, men were selected to represent every community in St. George Stake and canvas every family, encouraging them to send their youth to the school. Besides cutting entrance fees back from $15.00 to $10.00, a "life

30The Dixie, 1914, p. 78.
31Washington County News, August 14, 1913.
membership" was offered in the Normal, the High School or the Industrial Department for the initial price of $16.00 and a yearly $5.00 payment--$21.00 for the first year, and $5.00 a year thereafter. People enrolling as "Special Students" were required to pay $1.00 for each one-hour subject, per semester. This fee would permit an individual to become a "perpetual student" and enroll in any class, anytime. In essence, this could be said to be the origin of continuing education in the St. George area. In addition, since the school had no dormitories available to accommodate students from outside the area, the local people provided board and room at a cost of $2.50-$3.50 per week. By boarding themselves, students could cut these expenses considerably. Further concern for student welfare prompted the Board to hire Mrs. Eva Webb (the matron) as a counselor for girls. Along with her teaching duties

the matron [had] special charge of all the girls of the school, and [gave] motherly care to them in looking after their needs. A course of lectures [were] given on special psychology for the girls. This course [enabled] the girl to understand her own body, the functions of every organ, and [enabled] her to understand and prepare for her life's mission.  

33 Ibid.
34 Ibid., p. 19.
The school even operated its own bookstore and sold books to students for a slight margin above costs, thus keeping down purchase expenses at other stores.

Lack of finances has been the biggest problem the school has had to solve, since the very beginning. Although the Church appropriated the initial $20,000 to begin the construction of the new academy building, the St. George Stake people raised the bulk of the money. And those same people were expected to provide equipment and a good percentage of the operational supplies. The school had to rely on the Church for maintenance and salary funding. However, sometimes even this help was inadequate, and Stake representatives had to solicit help from the people. Finally, in the fall of 1912, a resolution was approved which authorized President Snow to borrow from the East St. George Ward, $1540, and from the West St. George Ward, $1244, without interest, payable on the demand of the respective wards when they shall need the same for the erection of Ward Meeting Houses . . . .

Then, after the Dixie Academy became a college, Washington County paid a small building rental fee to the College for the high school students who were also taught in the college buildings and by the college teachers.

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35 Colvin, p. 28.
36 Stake Board Meeting, April 20, 1912, p. 24.
In the meantime, the Stake Board decided that the St. George City Council should take the initial step to procure a library building, with the help of the Carnegie Foundation.\textsuperscript{37} In a later meeting, the matter of support for the proposed public library was considered, and the following resolution pledging support was recorded:

"Whereas, the Carnegie Corporation of New York proposes to furnish the sum of $8000 for a Public Library Building in the City of St. George, provided the City Council of said city will guarantee an annual maintenance fund of $800.00 for said Library and

"Whereas, the tax payers of said City have authorized an annual levy of two mills on each dollar for the taxable property within the city for the purpose of establishing and maintaining said library and gymnasium, and whereas, the assessed valuation of the city is at present insufficient to raise the necessary $800.00 by a tax of two mills,

"Now, therefore,

"Be it resolved by the Board of Education of the St. George Stake of Zion that the said Board hereby guarantees to furnish the sum of $100.00 annually, to be used in the support of said Public Library, until such times as the levy of two mills shall be sufficient to raise the necessary $800.00 to maintain said Library."\textsuperscript{38}

An important milestone in the history of Dixie College occurred on September 14, 1913. At four o'clock that afternoon the Dixie Academy Building was dedicated. Important people attending the festive rites were President Joseph F. 

\textsuperscript{37}Stake Board Meeting, April 20, 1912, p. 24.

\textsuperscript{38}Ibid., December 5, 1913, p. 28.
Smith of the LDS Church, and President Anthon H. Lund, Counselor; Dr. George H. Brimhall representing the Church Board of Education; Bishop David A. Smith of the Presiding Bishopric; the following members of the Stake Board of Education: President Edward H. Snow, Thomas P. Cottam, George F. Whitehead, David H. Cannon, James G. Bleak, John T. Woodbury, David H. Morris, David Hirschi and Arthur F. Miles; the Dixie Academy faculty; the choir; and a large audience comprised of students and townspeople. 39

"Prayer was offered by Bro. David Hirschi. After singing by the choir, addresses were made by Pres. E.H. Snow, Dr. George W. Brimhall, Pres. Anton H. Lund, Pres. Joseph F. Smith, the addresses being interspersed with musical selections.

"The Dedicatory Prayer was offered by President Joseph F. Smith, after which the services were adjourned." 40

Principal Woodward deserves credit for his untiring efforts to establish the Dixie School on a firm foundation. Under his wise planning and governance the institution continued to grow and to mature. Justly, the students dedicated the 1913 Dixie to this great man. In the dedication they paralleled his leadership with that of another great American, President Abraham Lincoln, and stated of them:

39Stake Board Meeting, September 14, 1913, p. 27.
40Ibid., p. 28.
As Abraham Lincoln is to every true American, our Principal is to every loyal student; and as the ideals of the one are so in keeping with the life of the other, both will remain enshrined in our hearts till rememberance and love has passed our lives.

They dubbed Woodward "the father of our school"--a man who had the ability to inspire students to greater achievement, to live higher lives. He was a man who came to the school in its very infancy, its anonymity, and soon brought it "to front rank."41

Dixie students likewise deserve credit for the numerous contributions to the school. For instance, they approached the faculty and asked for permission to plant lawns around the building. Their request was referred to the committee in charge of studentbody affairs.42 Later, the students were given permission to do the planting and a day was set aside to carry out the work. Students also built the tennis courts, laid cement walks, built a race track, and helped to acquire furniture for the various departments. Accounts in the Washington County News, later the student newspapers and the annuals, tell of projects conducted by students in order to improve the school, or of fund-raising activities so an amount of money could be donated to the school. For example, the 1913 Class donated a strip of pavement; a drinking fountain was the gift of the 1914 graduating class. The 1915 Class

41 The Dixie, 1913, pp. 6-11.
42 Faculty Meeting, October 31, 1913.
donated another strip of pavement, and the 1916 Class donated $125.00. Students built the large block "D" on the Black Hill. They installed the flag pole. Students also insti­tuated annual clean-up days.43

The Church Board of Education watched the growth and progress of Dixie Academy. A member of the board made peri­od ic visits and reported favorably on the program, saying "the credits of the school would be accepted anywhere."44

The Class of 1913 was considered the most historically important of all those graduating from the Dixie Academy in the early years. It created another milestone for the school—the first graduates in the history of the school. It was written of them that "as the first graduating class of the 'Dixie,' we feel that we have just sailed from the harbor and must begin the long voyage in the educational life."45 Among those graduates were the following students:

Annie Atkin    George Seegmiller
Walter Cottam   Janet Seegmiller
Florence Foremaster  Joy Smith
Effie Frei      Dilworth Snow
LeRoy Hafen    Eldon Snow
Irvine Harmon   Karl Snow
Maude Miles     Persis Stratton
Gordon Riding  John T. Woodbury, Jr.
Henry Savage    Mattie Woodbury

43Washington County News; Clipping, no date. In 1980, students moved the old flag pole from the old campus and insta­lled it on the new one.

44Stake Board Meeting, February 13, 1914, p. 29.

45The Dixie, 1913, p. 19.
The file drawers at Dixie College Library Archives, yielded an article from an old school annual which had been written by Annie (Atkin) Tanner. In this article, Mrs. Tanner gave fleeting accounts of those first graduates. She commenced by saying "today I've been visiting the dear old school, our school whose halls hold the memories of a 'thousand yesterdays.'" She further stated that

things aren't just as they used to be but are improved as we expected our Alma Mater would. In place of the old hearse house which used to silence even me as I passed, there now stands the fine gymnasium, equipped with all modern apparatus, and best of all a wonderful swimming pool which makes school life even more worth while.

Mrs. Tanner was "elated" to see the picture of that first graduating class adorning the walls of the principal's office. Spying John T. Woodbury among those students, she recalled his being the first student body president and presently a respected teacher at Dixie Normal College. There was LeRoy Hafen who completed his Ph.D. at the University of California, later becoming a renowned historian and member of BYU faculty. Recalling Walter Cottam, she remembered his frightening the girls with toads and all the tricks he played on the students. He married his schooldays "love," Effie Frei, and became a Biology Professor at Provo. The avowed school "Benedict," Henry Savage, had married Mary Crosby and become a "successful" teacher in Price and Ogden before going to the University of Utah to study medicine. And Karl Snow married
that "sweet girl" Wanda, and became a successful teacher at "the Dixie." Florence Foremaster, a believer in "single blessedness," had the honor of being the only lady missionary from St. George; "she is [presently] teaching in the Training School" at Dixie. 46

An interesting sidelight on happenings at the Academy is the reference to some kind of fever which was afflicting the students. As a result, a student Accommodation and Sanitation Committee was formed among the faculty members, and the Faculty recommended that the Student body be urged to purchase and supply an emergency kit. Furthermore, the school should apply to the City Council for three hundred pounds of sulphur to fumigate the building between Friday and Monday. Also, the students who live where the fever is should likewise fumigate. 47

Then, the Church Board authorized the Academy to institute a missionary course. If this were done, the Church Board would increase the appropriation accordingly. In fact, a course had already been outlined for such work. There had to be at least twenty students enroll for the course. 48

In addition to requiring all the students to attend devotional services every morning in the Tabernacle, students were expected to attend Church services on Sunday. Teachers

46The Dixie, 1913, pp. 19-28.
47Faculty Meeting, November 14, 1913.
48Stake Board Meeting, February 13, 1914, p. 29. See Appendix G for early list of missionaries trained at Dixie.
were instructed to keep a record each week of the names of students who were complying with these requirements. In the devotional services there would be an opening prayer, and students would sing an opening song. Sometimes students would read passages from the Book of Mormon, the Bible, or the Doctrine and Covenants. Often a short, spiritually or morally uplifting talk would be given by some prominent person. In one faculty meeting Principal Woodward reminded the teachers about paying their tithing.

Another interesting sidelight occurred when Principal Woodward reported there had been some complaints made against the faculty for card playing. It was thought that card playing was hurting the school's image. For that reason, a decision was made that faculty members would not participate in such activities.

It was decided in a faculty meeting held November 2, 1914, that the Amusement Committee should "designate a number of days to be observed by the school." Later, this Committee provided for the following holidays each year: "Founder's Day," third Friday each November and "Dixie Day," second Friday each March. The faculty immediately moved that the first Founder's Day should be celebrated on Friday, November 20 of

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49 Faculty Meeting, November 15, 1912.
50 Interview with A. Karl Larson, at his home, March 20, 1981.
51 Faculty Meeting, January 9, 1914.
that year. Maude R. Snow, Ora Orton, and David Gourley were appointed as the Program Committee for the celebration. Next, a committee for making a studentbody flag was appointed; it was comprised of Mrs. Woodward, Miss Cussworth, and Miss Jones. Mr. Gourley was appointed to serve as "Marshall" of the day, and the Decoration Committee was comprised of Miss Evans, Mrs. White, Mabel Jarvis, Donald Forsythe, and Arnold Ashworth. 52

At a later meeting, the faculty discussed whether students should construct a large "D" on the Black Ridge west of town. 53 In its next meeting, the faculty was apprised that the school had been granted the privilege of placing the "D" on the Black Ridge. 54

A faculty committee was appointed to meet with the student committee and finalize plans for constructing the large "D" and celebrating the first "Dixie Day."

Early in the morning on February 19, 1915, the boys of the school commenced gathering on the Black Hill west of the town. They came laden with "picks, shovels, crowbars, brooms, and buckets." There were nearly a hundred young men rushing about like a colony of ants all over the site chosen for the large block "D." In less than three hours all the rocks had been laid in place and students rested while they awaited the arrival of the lime wagon to bring more lime and

52 Faculty Meeting, November 16, 1914.
53 Ibid., November 30, 1914.
54 Ibid., January 25, 1915.
water so the huge letter could be given its first white coat. Just about the time the first "coat" had been given, the girls arrived on the hill with the dinner they had prepared for the momentous occasion.

After enjoying the first "Dixie Day" luncheon under the "D" (a luncheon which became a tradition until in the 1970's), all the students--girls and boys--climbed the steep slope and stopped inside the "D" to have their pictures taken. The "fourth year boys" then gave the results of the students' labors a second coating of whitewash. Thus, their cherished emblem was emblazoned on the hill to commemorate their school which was destined to become the cultural center of Southern Utah and its peripheral areas and adjacent state boundaries. They were all proud of their accomplishment which was clearly visible for a distance of thirty miles. This would be their gift to the school they loved, the gift by which they hoped to be remembered when they had entered the stately portals, for the last time.55

A later account, in 1918, stated that Clarence (probably Clarence Abbott who was Commissioner of Discipline that year) was appointed to head a committee to paint the "D." He is reported to have used "6 1/2 bushels of lime; the lime wasn't very good." He also had 6 barrels of water hauled onto the hill where it was used to "slack" the lime. This mixture was then tooted in buckets up the steep hillside where students used brooms to apply two coats to the "D."

55The Dixie, 1915, p. 49.
The article went on to state that the school grounds also received a good cleaning and the track and tennis courts were also repaired. Thirty-five men were kept busy, but seventy wouldn't have been too many.56

Finally, in 1921, the first "D" Week Queen was elected by the studentbody to reign over the traditional festivities. That first lovely queen was a "comely young lady, Roma [Church] Esplin." A fitting climax to the selection of the first D-Queen occurred in April 1981 when Miss Koni Esplin, Roma Esplin's "blonde, vivacious granddaughter was selected to wear the same crown"—sixty years later. Koni Esplin, the newest Queen at Dixie, is more than a queen. She is also reigning this year as Miss Utah Teenager, is currently the head cheerleader at the College, and is also a member of the College High Honor Roll.57

56 The foregoing account was discovered in the back of an old notebook with the notations Jan. 15-April 2. There was no indication of the year these Minutes of Student Officers Meetings were penned; however, the list of student officers, found in the front of the book, coincides with the officers' names printed in the 1918 The Dixie. Furthermore, the entry made on January 29 showed that the officers had decided to send copies of the Annual to College Students who were serving in the Armed Forces.

57 Dixie Sun, April 24, 1981, p. 1. This article erroneously states that 1981 marked the sixtieth anniversary of "D" Day. See account of Faculty Minutes for 1915 and article cited from The Dixie, 1915, p. 49, for verification of correct date. Another account referred to the "D-Day Birthday" which was celebrated by painting the "D," cleaning the school grounds, painting the fence, and improving the tennis courts and track. The girls of the school served luncheon on the hill, and a toast was given "in honor of the D and the 'new Dixie'." Still another article in The Dixie News, May 8, 1924, stated that the first annual D-Day was held on April 25 of that
Perhaps the most memorable D-Day observance occurred in 1916 when, just at day break, cannons were fired and there was a great clamor of ringing bells and banging noises which jolted the town awake. As the Dixie sun sent its first rays above the hills rimming the eastern side of the valley, strains of jubilant music were wafted down to the awakening town snuggled down in the great, red bowl below. At precisely 7:00 a.m., President Nicholes--accompanied by a few of the teachers who had donned caps and gowns for the occasion, ambled across the street astride their donkeys, and took their positions at the head of the grand parade. Following them were some girls--all dressed alike--and riding a float which was drawn by two white horses. Then came groups of boys riding horseback. The parade broke up at the Tabernacle, and everyone entered the historic building to enjoy the program of speeches and music which had been prepared for that festive celebration. This year they were celebrating more than the Traditional D-Day. Following the program, the congregated people filed out of the building, into the bright sunshine, and dedicated the site and had the ground-breaking ceremony for their new gymnasium. The biggest reason for this special celebration, however, was that permission had been granted to add Normal College training to the existing curriculum at the Dixie Academy. Thus, another important educational milestone year. The article claimed that the idea for a D-Day celebration originated at the suggestion of President E.M. Jenson for the purpose of "selling the College and its products to the people."
had finally been realized in this remote corner of the State of Utah. This was the event which had been so long anticipated by the people of the Dixie Cotton Mission. "At long last they could [start to provide] a college education for their youth."\(^{58}\)

Prior to this banner day, Superintendent Cummings reported visits to several schools among which was one made to the Dixie Academy. He explained that a major reason for his visit to St. George was to investigate a charge which had been made (from several people) that "higher criticism" was being taught at the school by Principal Woodward and some of the other teachers. As a result of the visit, Superintendent Cummings had been unable to convince himself that such courses were being taught; furthermore, President Snow had stated that he didn't think such courses were being offered.\(^{59}\)

At a later meeting, Superintendent Cummings submitted a letter which he had received from the Dixie Academy. This letter had reference to the growth experienced by this institution and to the present enrollment and prospective future enrollment. Brother Cummings pointed out to the board that the school had "already exceeded the maximum limit which had been placed upon it, and it was a question . . . whether they ought to restrict them from going any further." A discussion


\(^{59}\)Church Board Meeting, April 28, 1915, p. 310.
ensued about the school's exceeding limits placed upon them; also, conditions had changed since the Church Board had made the enrollment restrictions. Therefore, Brother Brimhall moved that the Committee on appropriations look into adjusting enrollment schedules to be "more in harmony with existing conditions." This motion received unanimous approval. 60

In the meantime, at a meeting conducted in St. George, President Snow spoke regarding the advantages of establishing a Normal College in St. George. On a motion made by D.H. Morris, the Executive Council was authorized to make a written application to the Church for a Normal College. The Board pledged to support the Executive Committee in providing a necessary building for the Normal College. 61

At a later meeting, a letter from the Dixie Academy was read. This letter asked for permission to establish normal work the following year, and requested an additional $2000 appropriation to finance the program. Brother Lund voiced a hope that the Church Board would be in a position to honor the St. George request. 62

The following January the Stake Board decided to have a cost estimate prepared for constructing a building 50 feet by 70 feet, the upper floor to be used for a gymnasium, and the basement part "for a swimming pool, shop rooms, etc." The

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60 Church Board Meeting, December 8, 1916, p. 326.
61 Stake Board Meeting, December 26, 1915, p. 34.
62 Church Board Meeting, December 29, 1915, p. 328.
reasoning for the need for such a building was that the present auditorium could then be used for an assembly room and a dance hall. This building turned out to be 90 by 114 feet. It was "one of the best equipped in the state." It had a maple floor, and considerable up-to-date apparatus. A hanging balcony ran the length of the walls and accommodated seating for 900 people. On the basement level there was a swimming pool, two dressing rooms and eight showers. There was also an office located there. This building was used for "gymnastics, basketball, wrestling, indoor games, folk and social dancing, swimming, and weekly matinees. Above the pool a "large, well-lighted woodwork shop was built.\(^{64}\)

Then, on January 26, the report was made that the St. George Academy, besides being "favorably situated to offer Normal College work," had increased in enrollment, and would need an additional appropriation of $3900. It was recommended that this sum be added to the academy's 1916-1917 appropriation. In the event it wasn't feasible to offer Normal training in 1916-17, then only half this additional appropriation would be needed. Brother Brimhall suggested that since the Church was "taking College work to the doors of the people," that a substantial fee should be charged for such instruction: an entrance fee of $25.00 should be charged. His suggestion received unanimous approval.\(^{65}\)

\(^{63}\)Stake Board Meeting, January 5, 1916, p. 35.
\(^{64}\)College Catalogue, 1920-21, p. .
\(^{65}\)Church Board Meeting, January 26, 1916, p. 338.
President Snow advised the Board in its February meeting that a letter from Arthur Winter, Secretary of the Church Board of Education, told of an appropriation which had been made for the Academy for 1916-1917 amounting to $11,400, and $2000 additional if the training were established. In addition, a tuition fee of $15.00 per year for high schools and $25.00 per year for colleges had been set by the Church.\textsuperscript{66}

In an earlier board meeting, President Snow had reported that 90 classes were being taught at the Academy; there were 290 regular students enrolled and a total of 340 students. Professor Cowles of the University of Utah had inspected the Academy and stated it was in good condition.\textsuperscript{67} Thus it was that prospects were favorable for adding the Normal Training.

Finally, on March 22, 1916, the Church Board approved one year of college work for Weber Academy the next year, and the second year of college could be offered the following year. The St. George school was authorized to add two years of Normal college work the coming year. This welcome news prompted the previously mentioned memorable celebration which occurred the ensuing day in St. George, March 23, 1916 (see pp. 126-127).

In a board meeting in St. George on March 15, 1916, President Cummings reminded the teachers they must all be fully certified. He further stated that any proposed buildings had to first be approved by the Church General Board. In

\textsuperscript{66}Stake Board Meeting, February 17, 1916, p. 35.

\textsuperscript{67}Ibid., December 5, 1915, p. 34.
that same meeting, Brother Brimhall commented that Dixie Academy appeared "strong in good, clean work, and in high grade discipline." Brother Brimhall also outlined the requirements for a Normal School:

- 4 years of High School for entrance
- 60 hours of college work
- Training in Educational subjects.
- Practice in teaching and review of common school subjects.

Brother Brimhall likewise listed the requirements for a Training School:

- Teachers of standard college training
- A library of 5000 volumes.

The visiting authorities advised the Board that they "would recommend to the Church General Board that the school here be allowed to put in training for two years of Normal Work." They suggested that the Stake Board immediately seek to secure personnel for the Normal College. By adding extra programs and educational levels the school's enrollment would be increased accordingly. They would need teachers for high school classes, four years; for critic teachers in the training school, and for teaching college classes. As a result of adding to the program offerings at Dixie Academy, more teachers had to be hired:

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68 Stake Board Meeting, March 15, 1916, pp. 37-38,
Table 8

Dixie Academy Teachers
For 1916-1917

<table>
<thead>
<tr>
<th>NAME</th>
<th>SALARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.M. Woodward, Principal</td>
<td>$1600.00</td>
</tr>
<tr>
<td>Mrs. H.M. Woodward</td>
<td>600.00</td>
</tr>
<tr>
<td>David Gourley</td>
<td>1200.00</td>
</tr>
<tr>
<td>Joseph K. Nichols</td>
<td>1200.00</td>
</tr>
<tr>
<td>Erastus Romney (M.A.)</td>
<td>1200.00</td>
</tr>
<tr>
<td>Stanley Wanlass (M.A.)</td>
<td>1100.00</td>
</tr>
<tr>
<td>Vasco M. Tanner (M.A.)</td>
<td>1050.00</td>
</tr>
<tr>
<td>A.K. Hafen</td>
<td>1100.00</td>
</tr>
<tr>
<td>Louis Boyle or Knapp (M.A.)</td>
<td>1200.00</td>
</tr>
<tr>
<td>Maude R. Snow (M.A.)</td>
<td>1100.00</td>
</tr>
<tr>
<td>Mae Ward (M.A.)</td>
<td>800.00</td>
</tr>
<tr>
<td>J.W. McAllister</td>
<td>720.00</td>
</tr>
<tr>
<td>Earl Bleak</td>
<td>400.00</td>
</tr>
<tr>
<td>Belle Benson</td>
<td>80.00</td>
</tr>
</tbody>
</table>

The foregoing teachers were approved by the Board, and the names of the proposed teachers for the Normal College and Training School were given:

Table 9

Teachers for Training School

<table>
<thead>
<tr>
<th>NAME</th>
<th>SALARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.T. Woodbury, Jr.</td>
<td>$450.00</td>
</tr>
<tr>
<td>Pearl R. Chipman</td>
<td>400.00</td>
</tr>
<tr>
<td>Miss Evans</td>
<td>400.00</td>
</tr>
<tr>
<td>Guy Hafen</td>
<td>300.00</td>
</tr>
<tr>
<td>Karl Snow</td>
<td>240.00</td>
</tr>
<tr>
<td>Annie Atkin</td>
<td>40.00</td>
</tr>
<tr>
<td>Miahie Seegmiller</td>
<td>40.00</td>
</tr>
</tbody>
</table>

70Ibid.
The above teachers were likewise approved by the Stake Board of Education.

Some changes also had to be made in building space available. For example, the Woodward School was utilized as the Training School, and the Tabernacle was utilized for Devotional Services, some Theology classes, and special meetings or assemblies.

A later article discussed the plan which was formulated to guide the teacher training. The Academy built its Normal College Work around an anonymous statement:

> It has been wisely said that the heart of the school system is the teacher and that in the last analysis the success of the entire systems depends upon his/her efficiency.

Any artificial conditions were eliminated, and the trainees were placed in an actual teaching atmosphere at the school; furthermore, a unique aspect at Dixie Normal College was that it coordinated "the three great educational forces of the district--the Church, the Dixie Normal College and the Public School"--and combined their efforts into a harmonious and unified relationship.

Trainees were first introduced to the most important literature relating to their subject; they were made solely responsible for the classes which they taught. They were purposely confronted with problems they would probably find in the school districts where they would later teach. In addition, the training teachers (trainees) were given practical
work in the area of health, such as learning "to give physical examinations, to apply standard tests and measurements, to give mental tests, to supervise study periods, to help the backward pupil, etc."

The over-all aim was to subject trainees to "practical conditions of teaching" and to give them the ability to respond wisely to necessary changes in policy and in society.\(^71\)

In 1917, the Utah State Board of Education officially recognized one year of Normal Training for the Dixie Normal College,\(^72\) and one year later, the school was "accepted by the State Board as an official Normal College authorized to give two years of work leading to the Normal Diploma." By 1921, Dixie Normal College graduates were given equal recognition (by the State Board) along with the University of Utah Normal Department graduates. Also by 1921, 53.3 percent of all the Alumni members had, at some time, been involved in the teaching profession:

"Where The Dixie Normal College Graduates Are to be Found\(^73\)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.9</td>
<td>Teaching</td>
</tr>
<tr>
<td>27.2</td>
<td>In homes as Wives and Mothers</td>
</tr>
<tr>
<td>13.1</td>
<td>Studying in Higher Institutions</td>
</tr>
<tr>
<td>5.7</td>
<td>In the Mission Field</td>
</tr>
<tr>
<td>23.1</td>
<td>All others</td>
</tr>
<tr>
<td>100</td>
<td>Total</td>
</tr>
</tbody>
</table>


\(^72\)Name officially changed from The Dixie Academy (by the Church Board of Education) November 24, 1917.

53.3 percent of all Graduates have at some time been engaged in the teaching profession. 42.2 percent have attended institutions of learning. 8.7 percent have secured Degrees.

The foregoing figures should afford proof that the Dixie Normal College was indeed achieving its aims which were formulated that first year when it was officially added to the Academy. And the careful planning, untiring efforts and a strong "Dixie Spirit" had built a solid foundation which added to the enduring stability of the school and to students' "success whether at home or in competition with the graduates of other institutions."^^

^^The Dixie Owl, Ibid.

74. The Dixie Owl, Ibid.
Chapter V
THE ENATING YEARS
According to Colvin, "The philosophy of the St. George people enhanced the birth of the Academy, and when the LDS Church offered support, the local leaders seized the opportunity to establish the institution." He continued that, as a result, a fine new building was erected to provide high school education for this "remote" section of Utah. Thus, "the Academy was 'born,' experiencing common problems of new institutions, and grew." The community members rallied to the support of the new academy, and "combined with the backing of the LDS Church, 'welded' the institution into a 'Community school'."

"Lack of finances to maintain the institution has been one of the most difficult problems for the educators to overcome." As has been previously stated (see pp. 18, 113), St. George was an agricultural community subsisting in a desert environment, and having no substantial industries or mining activities to provide educational help on the local level. Hence, the necessity of relying on Stake and also Church support to build and maintain the schools. Often even this help proved inadequate, and the new academy was nearly $2000 in debt after its first year of operation. So the Stake School Board had to solicit among the people in order to obtain funds to liquidate the school's obligations.\footnote{Colvin, pp. 28-31.} Going to the people...
for donations, no matter how small, became a common practice—
a way of life—in the St. George area. Often there was no
other source for help in solving financial problems.²

In many aspects, the schools in the Dixie area (the Wood-
ward School and the St. George Stake Academy) were analogous
to those described by Ellwood Cubberley (1914).

When a school had once been decided upon,
it became, to a marked degree, a community
undertaking. The parents met and helped to
build the schoolhouse, and hew out and install
the furniture; they determined how long they
would maintain the school; they frequently
decided on whom they desired as teacher, and
... they all helped to provide the teacher
with board and lodging by means of the now
obsolete "boarding around" arrangements . . . .
Schools were essentially local affairs, directly
related to local needs and local conceptions.³

The St. George Academy was likewise a community under-
taking. Although the Church appropriated the initial $20,000,
the people of the area contributed money donations, food and
produce which they could spare, and donated nearly all the
labor involved in the construction of the building. It is
interesting to note that the tithing scales were used to weigh
any produce which was donated to the LDS Church. Karl Larson
(1961) wrote that even the wagons loaded with stones for the

²Statement made to this writer by Mathew M. Bentley,
summer 1961.

³Ellwood P. Cubberley, Rural Life and Education (Boston,
Massachusetts: Houghton Mifflin, 1914), pp. 5-6; quoted in
Jonathan P. Sher, Education in Rural America: A Reassessment
of Conventional Wisdom (Boulder, Colorado: Westview Press,
1977), p. 87; hereinafter referred to as Sher,
building were weighed on these same scales. Every church member was expected to give one-tenth of his "means" for tithing to the Church, and the proceeds from tithing also helped to build the Academy. Furthermore, teachers, when they were hired, promised to donate a portion of their salaries back to the school. For example, when Hugh M. Woodward and his wife were hired, in 1911, they were to be paid $1600 for the two of them, and of this amount they promised to donate $100.00 to the Academy. Even the custodian, Urie Macfarlane, agreed to work for $50.00 per month and donate $5.00 to the Academy.

People throughout the area gave according to their individual abilities. They donated amounts varying from $1.00 to several hundred dollars to help build and equip the new academy. Because of the "determined spirit of the Dixie people to have an up-to-date institution," it was possible to add all the industrial work to the curriculum. Although the beautiful new building was realized through the efforts of the entire population in the area, it was a few "public-spirited citizens" whose generosity made the departmental laboratories possible. In fact, people were so proud of their new academy that they

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4 I Was Called to Dixie, p. 562.
5 Stake Board Meeting, April 16, 1911, p. 11.
6 Ibid., September 30, 1911, p. 17.
7 "Library and Laboratories," The St. George Stake Academy: Circular and Announcements For The Second Academic Year, 1912-1913, p. 13.
boasted of how well it was equipped, with modern apparatus sufficient to accommodate "all of the courses offered in the natural and physical sciences, mechanical arts, domestic science, and physical education."\(^8\)

The Chemistry Department Laboratory was endowed by Dr. F.J. Woodbury who was interested in Chemistry.\(^9\) It was equipped with modern experimental desks containing individual lockers. Each desk [was] supplied with gas and water . . ., with chemicals, glassware, demonstration apparatus, and a good pair of analytical balances.\(^10\)

Mrs. Addie Bracken endowed the Domestic Science Department to the school. It was located in the northwest, lower-floor room of the Academy.

The kitchen [was] newly equipped with individual gas stoves, two large coal ranges for baking, combination lockers and work tables, containing student utensils for cooking, supply cupboards, a dinner set, a steam pressure cooker, and adequate utensils for all the Domestic Science work.\(^11\)

It was C.F. Foster who endowed the school with the Biological Science Department Laboratory. Occupying the southwest room of the basement floor, it "furnished equipment [to

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\(^8\)General Catalogue of the Dixie Normal College, 1920-1921, p. 12.

\(^9\)St. George Stake Academy, Circular, p. 13.


accommodate] experimental work in botany, physiography, physiology, and zoology." 12

It was equipped with a modern experimental desk supplied with gas, water, individual lockers and reagent shelves. There was a large aquarium [sic.], a fine collection of insects, snakes, and lizards of this region, a capacious herbarium case containing scopes, a klinostat, an auxonometer, apparatus cases, glassware, chemicals, etc. The nucleus of an agricultural and biological library was also placed here.13

President E.H. Snow, of the St. George Stake Board of Education made possible the Physics and General Science Department Laboratory with his "generous endowment." It was called the Snow Physics Laboratory and was located on the basement floor. It was equipped with individual lockers for students; cupboards, tables, chemicals and gas . . .; a static machine, wireless telegraph equipment; a telegraph, dynamos, motors; voltmeters, ameters, batteries, induction coils; apparatus for illustrating gravitation, falling bodies; hydostatics [sic.], and Boyles' law; Wheatstone's bridges, lever apparatus, force tables; exhaust pump, tuning forks, etc.14

Ex-Bishop James Andrus' gift to the Academy was a "valuable gift" to the school's course offerings. Believing that

12Academy Circular, p. 13.
13College Catalogue, 1920-21, pp. 12-13. "The Institution operates its own gas plant which has a capacity of 300 burners. This system supplies, adequately, the needs of all the science departments." Quoted from p. 12 of Catalogue.
14Ibid.
"thinking and working should go hand-in-hand," he contributed to the Andrus Woodwork Department. He supplied the shop with a splendid lot of bench tools, saws, planes, chisels, hammers, mallets, steel squares, etc. Electric power propels the motor, lathe and saw. Besides these, the department was supplied with benches, individual lockers and other apparatus necessary for a complete course in joinery and carpentry.

Charles W. Seegmiller donated the funding needed to equip the Agricultural Laboratory. He supplied it with two Babcock milk testers, balances, various kinds of pruning apparatus cases, soil tubes, etc., and samples of farm seeds. There were also microscopes, insect collections, and access to the herbarium of the weeds and plants of the Dixie area, located in the biological laboratory across the hall. Mr. Seegmiller was a successful farmer who was keenly interested in the development of his southern area, and The Dixie for 1918 called him "the foremost agriculturist in 'Dixie'."

The Bacteriological Laboratory was established in 1919 by the Misteltoe Class, and was supported, financially, by the Academy. They purchased complete individual desk equipment to accommodate ten students. These students also had access to an autoclave; eight microscopes; an electric incubator and an aquarium; water, electricity and gas.

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17 Ibid., p. 13.

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An intensive search of all the school catalogs and circulars dating from 1911 through 1937 failed to disclose to whom credit should be given for endowing the Domestic Art Department Laboratory. This "well-lighted" room on the main floor of the building was equally well-equipped with "sewing machines, large tables, students' lockers, a dress form, a large mirror, electric flat iron and other necessary equipment for sewing and dressmaking." However, a two-page typewritten note signed by Mathew M. Bentley (former president of Dixie College--teacher, registrar, and secretary of the St. George Stake Board of Education) was glued onto the cover of the Master Thesis by Lloyd W. Colvin. In this note, Mr. Bentley "commended" Mr. Colvin "for delineating the academic history of Dixie College, tracing the development of curriculum through the years, and also showing the struggle to obtain State finance for new buildings and the establishment of a new campus." Mr. Bentley further stated that numerous pertinent facts and events which were an inseparable part of Dixie College's history had been omitted by Mr. Colvin, hence resulting in an "incomplete" documentation of "important" and "interesting" history of the institution. One of these omissions was the generosity of "our public-spirited citizens who had previously contributed freely of their personal means in the erection of the building," and provided the much-needed

funding to equip the laboratories in the various departments. Mr. Bentley credited Addie and Bennet Bracken with endowing the Home Economics program. Thus, it is highly probable that they established both the Domestic Science and Domestic Art Departments.

Another important contribution, in 1927, was made by Mr. and Mrs. Joseph T. Atkin, Sr., who gave the land for the school farm to the college. This was a "sizeable" gift in those days, according to Mr. M.M. Bentley who appended some interesting financial data to the Stake Board of Education Minutes. This statement shows the value of the farm as being $931.52. Besides the financial lift this endowment brought to the school, it also enhanced the Agricultural Program which Mr. Seegmiller's gift had made possible.

The ensuing year (1927-28) resulted in an expanded curricular program for Dixie College. In cooperation with the Utah State Agricultural College (an early Land Grant College located at Logan, Utah), the Washington County School Board, and the Washington County Commissioners, Dixie College had completed an agricultural leadership survey in the county. Also, beginning on July 1, 1927, the Utah State Board of Education, Washington County Board of Education, and the Dixie

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21 Stake Board Meeting, July 26, 1932, p. 77 (Note: "Access was had to Presiding Bishop Cannon's letter of July 18, 1932, which contained figures on costs, additions, and depreciations, and insurance of our buildings; access was also had to a statement prepared by Dixie Junior College Oct. 27,
College--cooperating together--established a Smith-Hughes Club work program for boys and girls in Washington County.22

The recorded minutes of the Dixie College Executive Board told of a discussion regarding lifting water from a well. The members were of the opinion it would be best "to investigate the cost of pumping and its feasibility." At that time, President E.H. Snow of the Board voiced the opinion that the school should not "put another dollar on the farm." President Nicholes replied that "we had spent money on the farm which we could not have collected any other way." He did not elaborate on how this spending had been carried out; however, it could reasonably be concluded that some labor and even livestock, produce or seed could have been given in payment of some debts which were owed, or for some promised contributions. President Snow remained adamant regarding spending any more money on the farm. The members who were assembled in the meeting (President Snow, Walter Cannon, Joseph K. Nicholes, and W.O. Bentley) learned that the state held a mortgage on the farm, and it was not certain if the mortgage were still "in force" or had been released. President Snow finally suggested that the College rent the farm to President Nicholes for $1.00 per year, President Nicholes taking the farm as it was presently; he would pay for all future work (the "going price" at

1930, on the valuation of its property; this letter and statement were later filed with our insurance policies"); see statement in Appendix H.

that time was $6.00 per day for a man and his team), but he would pay nothing for past work or plowing.23

In a later meeting, "the main matter of business was to decide whether the College should retain the farm which it had been given by Joseph T. Atkin or whether the farm should be returned to Brother Atkin." Evidently, in a previous conversation, Brother Atkin had indicated that "he would like to have the farm returned to him." In the discussion which ensued, President Nicholes stated that a copy of the Joseph T. Atkin "Deed of Trust" had been taken to Orval Hafen for him to review, and it had been determined that the land "could only be returned by the joint consent of the presiding authorities of the Church and the Dixie College Board."24 A decision was made to allow Brother Atkin to rent the land for a given period, at $1.00 per year or even for life, at the same nominal fee.25 President Nicholes likewise reviewed the building program and also the school's attempt to "meet the economic needs of our students by preparing them for other fields of work than that of teaching." He further elaborated that, "as a future project, the school would like to build a creamery and operate it in connection with our farm--maintaining twelve

23 Minutes of Dixie Executive Board Meeting, September 14, 1929, pp. 59-60.

24 President Joseph K. Nicholes and Secretary Mathew M. Bentley in meeting with the St. George Stake Presidency, October 24, 1932, p. 79.

25 Ibid.
to thirty cows as a basis for the creamery." Whether the school ever realized the desire for a creamery or not is of little importance to this study. Nor is it important to trace what finally happened to the college farm which is presently being farmed by the Woodrow Staheli family, a son-in-law to A.K. Hafen. What is important is that the farm was at one time a part of the school's vocational training program. The farm training helped to prepare many young people to follow agricultural careers and assume worthwhile, adult roles in society.

It wasn't until "approximately 1930 that the first scholarship funds were contributed to the college. The first donors were Seth A. Pymn ($750.00) and William Gardner ($500.00)." The endowment fund given by Mr. and Mrs. Seth A. Pymn provided two $25.00 scholarships annually to the two students whom the college personnel deemed academically worthy of such award. The William and Jane Gardner endowment provided an annual $25.00 scholarship to "a worthy college student." In addition, Mr. and Mrs. P.D. Spillsbury awarded a scholarship annually to the "outstanding student in Vocational Agriculture and Mechanic Arts." The criteria for selecting this winner were based on his scholarship in "all high school subjects and on leadership activities in the [above-mentioned]

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26 College Executive Board Meeting, January 12, 1928, p. 55; also attending besides President Snow of the Board and President Nicholes (College) was Superintendent Adam S. Bennion of the Church Board of Education and Heber J. Meeks, Willard Jones and Walter Cannon of the Executive Board.
departments." The Joseph K. Nicholes award was presented annually to the "outstanding graduate in the Physical Sciences" (no indication was given whether this was a high school or a college graduate). The annual Mr. and Mrs. M.J. Miles Award was given to the "outstanding graduate in the Division of Biological Sciences" (again, there was no indication whether said graduate represented the high school or the college).²⁷

There were several other awards given annually for meritorious performance in different areas of endeavor. For example, Judge and Mrs. LeRoy H. Cox gave a medal to the "outstanding debating student . . . in both college and high school . . . for efficiency in debating."

From the beginning of the Dixie school to the present day (1981) the institution "has excelled in debate." Year after year the "Commencement Issue" of the Dixie Owl attests to the skills exhibited by Dixie students in both State and Regional Debate Competition. The College Annuals likewise show the winning capacity of Dixie students. In addition, the Debate Club boasted one of the largest, most active memberships of any organization in the school. Townspeople were equally interested in debate, and according to Elizabeth S. Beckstrom, they "filled the old social hall to overflowing to listen to the students as they debated."

Another medal was offered annually by Mr. and Mrs. John W. Woodbury to "the most proficient student in extemporaneous

speaking, and the D. Clark Watson Athletic Medal was awarded annually to the "most efficient graduating high school athlete." Apparently the isolation of the St. George area did not discourage the athletic program too greatly, for the school enjoyed its share of wins, 1914-1935.

Table 10
Dixie Athletic Record to 1935

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>YEAR</th>
<th>CATEGORY</th>
<th>WINS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dixie Academy</td>
<td>1914</td>
<td>Basketball</td>
<td>Champs, Southern Utah</td>
</tr>
<tr>
<td>Dixie Academy</td>
<td>1915</td>
<td>Basketball</td>
<td>Champs, Southern Division</td>
</tr>
<tr>
<td>Dixie Academy</td>
<td>1915</td>
<td>Track</td>
<td>Clinton Larson: broke State High Jump Record</td>
</tr>
<tr>
<td>Dixie Academy</td>
<td>1915</td>
<td>Track</td>
<td>Clinton Larson: First in Nation, High Jump</td>
</tr>
<tr>
<td>Dixie Normal College</td>
<td>1920-21</td>
<td>Basketball</td>
<td>Champs, Southern Division</td>
</tr>
<tr>
<td>Dixie Normal College</td>
<td>1923</td>
<td>Track</td>
<td>2nd State Track Meet</td>
</tr>
<tr>
<td>Dixie Normal College</td>
<td>1923</td>
<td>Basketball</td>
<td>Champs Southern Division</td>
</tr>
<tr>
<td>Dixie Normal College</td>
<td>1923</td>
<td>Honors</td>
<td>State &quot;Clean Sportsmanship&quot;</td>
</tr>
<tr>
<td>Dixie High School</td>
<td>1923-24</td>
<td>Basketball</td>
<td>Banner &quot;Champ Southern Division&quot;</td>
</tr>
<tr>
<td>Dixie High School</td>
<td>1926</td>
<td>Track</td>
<td>1st - BYU Invitational, Champs Track Meet</td>
</tr>
<tr>
<td>Dixie Normal College</td>
<td>1926</td>
<td>Basketball</td>
<td>Champs (tie) Southern Division</td>
</tr>
<tr>
<td>Dixie Normal College</td>
<td>1926</td>
<td>Basketball</td>
<td>2nd Junior College Tournament</td>
</tr>
<tr>
<td>Dixie High School</td>
<td>1927-28</td>
<td>Basketball</td>
<td>Southern Division*</td>
</tr>
<tr>
<td>Dixie High School</td>
<td>1932</td>
<td>Basketball</td>
<td>2nd Southern Division</td>
</tr>
<tr>
<td>Dixie Junior College</td>
<td>1935</td>
<td>Basketball</td>
<td>Utah Jr. College Division</td>
</tr>
</tbody>
</table>

*First time to play in final game of conference.

Earl J. and Stella Bleak awarded a medal annually to "the outstanding student in Band and Orchestra departmental work," and the Studentbody annually awarded the Washington

28 Information gleaned from Annual Catalogues for years indicated.
Oratorical Contest Medal to the winner of the Washington's Birthday Oratorical Contest. The Armistice Day Oratorical Medal was "presented annually by the Lester Keate Post No. 90, the American Legion, to the student winning the Armistice Day Oratorical Contest."

In addition to the foregoing scholarships and medals donated by loyal backers of Dixie Junior College, there are several others who provide pins annually as an incentive to greater proficiency among the students. For example, the St. George Chamber of Commerce presents a Social Service Pin to "the student who is most active in social service work in the community and in the school." Part of the requirement for being awarded this pin is high scholarship. In addition, the Studentbody awards two pins annually: the Dramatic Art Pin is given to the student who is named (by the department) as being "the most efficient student in that department." The other pin, the music pin, is presented to a student who exhibits excellence in music. Pins are also awarded annually, by the school, to the college graduate having the highest scholastic record.

29D, Lester Keate made the supreme sacrifice in WWI, at the Battle of Champagne, on October 4, 1918. Another Dixieite, Sterling Russell, gave his life on November 7, 1918. Information taken from The Dixie Owl, January 20, 1919, p. 3. Other Dixie students who were killed in the war were David L. McNiel, Moroni Kleinman, Wallace Gray, Heber Langston, Cleon J. Reber, and George Felter. Alton Hiatt was missing in action, and the seriously wounded included Moroni Bigelow, George Dodge, John T. Miles, Haven Paxman, Arthur Slack, Ralph Westover and Leon Winsor. Foregoing names were copied from Annie J. Miles, "Modern Heroes," The Dixie Owl, February 20, 1919, p. 9. See Appendix I for List of Dixie Service Men.
A few other scholarships were also provided: the annual Music Scholarship given by Job Hall and the Mr. and Mrs. D. Elden Beck Scholarship, awarded annually to the outstanding graduate student in the Department of Biology. The Dixie College Board of Trustees also funded up to fifteen scholarships annually to deserving students, and the Bank of St. George Award was presented to the "student in Vocational Agriculture displaying the greatest efficiency in agricultural project work."

Every year the Dixie Chapter of F.F.A. provided two awards to outstanding members: 1) for the outstanding article published in the *Dixie Future Farmers* (the Chapter's News Bulletin); 2) to the student winning the Chapter's Public Speaking Contest and representing the Dixie Chapter in the Southern Utah State Finals Contest.

Intercollegiate Awards Sweaters were presented to students "who represented the school in intercollegiate athletic contests, and Block "D" pins were awarded to intercollegiate debaters." Moreover, in the High School, appropriate awards such as medals, rings and pins were presented to students representing the school in inter-school activities such as debate, public speaking, and various athletic events.\(^{30}\)

Of interest to the reader was the school's stipulation that awards were given "only to those who [upheld] the moral and scholastic standards of the school," and these standards

\(^{30}\)College Catalogue, 1935-36, pp. 16-18.
were rigidly enforced by the Student Government. Of course, academic standards were equally important and enforced.

The following quote is a fitting tribute to all those loyal backers of the Dixie School.

Somewhere back in yesterday's world of strife, in the history of years gone by, lived the hosts of brave men and women who made possible Dixie—this Dixie of today. With loving hearts they fashioned a dream—a dream of a school that was to be Dixie. In that dream God granted them wisdom; He inspired with His spirit, and made possible the realization of their hopes.31

Following the Stake Board of Education Meeting on March 15, 1916 (when Superintendent Cummings of the Church Board of Education and President Brimhall of BYU met with them and advised the board members that after inspecting the Dixie Academy they felt the school was making good progress and was in good financial shape, therefore, they would recommend that the Academy be allowed to add a training program and two years of normal work), the people of St. George were filled with renewed hope and vigor. This was the very news they had waited so long to hear, had planned for, and had been working toward.

The next several board meetings were devoted to discussing, at length, the devising of some means to erect the gymnasium and swimming pool. It was decided to set up a subscription list at the bank where people could make donations.

31Quoted from The Dixie, 1929, p. 51.
In the meantime, ward teachers and members of the priesthood visited homes throughout the area, soliciting donations and labor. Even the loyal alumni was not overlooked. The Dixie College Student body turned their party money over to the "worthy" cause. In the meantime, in its April 17 meeting, the Stake Board decided to employ David Gourley to supervise the constructing of the building, at a salary of $90.00 per month—provided that he donated one-third of the amount back to the building fund. 

Urie and Hubert MacFarlane were likewise to be hired, for $50.00 per month, provided "each one donated fifty dollars to the building."

At a later meeting, the Board gave permission to increase the height of the gymnasium—in accordance with the suggestion made by the architect, Mr. Fetzer—and to change its intended location to a site due north of the present Academy Building, "facing east on Main Street." At that time "it was impossible to obtain structural steel for the roof" such as had been used in the Academy building; hence wooden trusses had to be used. Miller (1946, p. 142) said this work was "directed by Robert G. McQuarrie who was an apprentice of that master builder of the Tabernacle, Miles Romney." Still later, the board members were informed that the Church had approved

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32 Meeting, April 17, 1916, p. 40; September 4, 1917, p. 47.
33 Ibid., May 4, 1916, p. 41.
34 Ibid., May 7, 1916, p. 42.

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"$7000 to assist in completing the Gymnasium Building.\textsuperscript{35}\textsuperscript{35} Such good news was like receiving "manna from Heaven." The Gymnasium was completed by 1917; by 1927, under the supervision of David O. Woodbury, Science Department head, the first story of the Science Building had been erected. In the meantime, at a meeting which had been called for the purpose of talking to Church Superintendent of Instruction, Brother Bennion, President Nicholes stated the cost for adding the second story on the Science Building would be approximately $10,000, plus an additional $2000 would be needed to equip the building. In answer to Superintendent Bennion's question, President Nicholes stated "that the school would find a way of equipping the building if the Church would furnish the $10,000 for erection costs."

After the next year's proposed budget had been presented, Brother Bennion told the board that "this was the opportune time to add the second story . . . and that we ought to purchase a roadway on the north side of the building.\textsuperscript{36}\textsuperscript{36} The second story was completed approximately a year later. It was erected on the east side of Main Street, due east of the Gymnasium. Its outside dimensions were 80 x 100 feet and it contained sixteen rooms besides offices and laboratories. This building was later torn down to make room for the new Dixie State Bank, completed in 1980.

\textsuperscript{35}Meeting, March 15, 1917, pp. 44-45.
\textsuperscript{36}Stake Board Meeting, January 12, 1928, p. 55.
On the first floor, south half, [were] three rooms housing the departments of Biology and Agriculture. On the north half of the first floor [was] housed the department of Mechanical Arts. On the south half of the second floor [was] the department of Home Economics, consisting of four rooms, one for sewing, one for serving, the kitchen, and the lunchroom. On the second floor, north half [was] housed the department of Physical Sciences and Mathematics. The Chemistry Department [had] a supplementary suite of rooms for balances, store room and office-laboratory. The physics room contain[ed] a dark room. Everything [was] modern in basic plans and equipment.37

Between 1927 and 1933, through the aid of the Federal Government, WPA, and under the direction of Chester A. Kemp, the Shops Building was erected east of the Science Building. In the meantime, students had built a playing field and bleachers, and a not too satisfactory place was provided to house the athletes. This place was dubbed "Termite Terrace" by the students. There was also an open-air pavilion and dance hall constructed. This was a welcome addition to the entire community for dancing had always been one of the favorite forms of recreation for those hard-working people. After all, hadn't the Pioneers been celebrating Christmas Day by dancing there on the hard, baked campground (in 1861) when the disastrous rains commenced to pour down?

An Institute-Seminary building was erected on the corner across the road east from the original academy building. Later,

a quonset-shaped building, reminiscent of the old WW II army barracks, was erected. It was located on the east end of the lot, between and back of the Science and Institute Buildings. There all the English, literature, and philosophy courses were taught. This building contained five classrooms and an office, and accommodated the bookstore, restrooms, and a lunchroom which was filled with long tables. The food had to be trucked in from the public school every day.

Additional land, a block east of the original campus, was finally purchased and the Dixianna Dorm for girls was later built on it. It was also the center of a later controversy between the school and the State of Utah, but this was many years later--long after the Church's operation of the school had ended. Today, the future of this dorm is questionable.

A large recreational hall (the "Rec Hall") was built back in the lot between the Gymnasium, Tabernacle, and County Library. There all the school dances and parties were held. This building became a "community center" as well. The annual Christmas Tree Lane, Christmas Ideas Show and Bazaar, held there prior to Christmas every year, enjoyed a long tradition. Huge crowds flocked to view the displays and purchase ready-made Christmas gifts--everything from crotcheted, knit, and embroidered articles, to clothing, quilts, hand-crafted artwork and decorations of all kinds. There folk dancers of the area enjoyed their special evenings, and the Southern Utah, Utah State, and Western Folk Dancers held their conventions in
the spacious hall. There, too, weekly community dances were held and drew people from all the peripheral St. George communities and from as far north as Beaver and Minersville and extending southwesterly to Mesquite, Nevada, and Littlefield, Arizona. This building also became a recreational center for Washington County Senior Citizens.

Suddenly, all this recreational enjoyment was brought to a halt, in 1980, when the battering machine moved in early one morning and started to raze the building. A few alarmed citizens hurriedly obtained a restraining order and went to court in order to save the Rec Hall. At the hearing, Attorney Paul Graff was able to prevent all but one of the assembled citizens from testifying because they were not represented by legal counsel; therefore, the judge ruled the restraining order null and void. Immediately, the walls were battered down while citizens were in the process of obtaining another attorney to represent their cause. Now, in 1981, a new, modern county library is rapidly being built to replace the razed Gymnasium and Rec Hall. When it is completed, the old County Library will probably be battered down also, to provide needed parking space. This fall the old Woodward School/Training Building will close its doors. New schools which have been constructed in Washington County have lessened the need for the old school. Will this old building also be razed? The

38 The attorney who had been engaged by this group had suddenly resigned from handling the case.
old Shops Building, the Quonset Building, and the Institute Building, along with the Outdoor Pavillion have given way to the Dixie State Bank. What about the Academy Building, the Tabernacle? Will they also have to give way to more modern buildings? Such is the price demanded by progress!

In some respects, Dixie Normal College was operated much the same as other rural district schools having a "subsistence operation, depending very little on money." True, the school's budget constituted the bulk of the town's expenditures; still, rural budgets reflected expenditures far below "the per pupil costs of the urban districts." Because of tight monies, some of the differences were compensated by donated services from the community: "the teacher's salary was supplemented with room and board, and the wood for the stove was cut and stacked by local men." But in the St. George area, the teachers were not given their room and board. From their low salaries they were expected to donate back a portion to the school, and all the teachers were expected to pay tithing and were reminded of this duty regularly in the faculty meetings. In 1921, in America, "the median wage for rural teachers was $861; in city schools it was $1,542." In 1917, teachers at Dixie Normal College received the following salaries:

39 Sher, p. 88.

Table 11

Dixie Normal College Salaries, 1917-1918

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>Name</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.M. Woodward, Principal</td>
<td>$1600</td>
<td>Vasco M. Tanner</td>
<td>$1150</td>
</tr>
<tr>
<td>David Gourley</td>
<td>1300</td>
<td>Stanley Wanlass</td>
<td>1150</td>
</tr>
<tr>
<td>J.K. Nicholes</td>
<td>1300</td>
<td>May Ward</td>
<td>1100</td>
</tr>
<tr>
<td>Erastus S. Romney</td>
<td>1300</td>
<td>Lyle Lindsay</td>
<td>800</td>
</tr>
<tr>
<td>Louis F. Boyle</td>
<td>1300</td>
<td>J. Wm. McAllister</td>
<td>720</td>
</tr>
<tr>
<td>Kimball Young</td>
<td>1225</td>
<td>Emily Woodward</td>
<td>600</td>
</tr>
<tr>
<td>Ernest Hall and wife</td>
<td>1200</td>
<td>Earl Bleak</td>
<td>600</td>
</tr>
<tr>
<td>Maude R. Snow</td>
<td>1150</td>
<td>Philip Barkdull</td>
<td>500</td>
</tr>
<tr>
<td>John T. Woodbury, Jr.</td>
<td>1150</td>
<td>Guy Hafen</td>
<td>370</td>
</tr>
<tr>
<td>Karl N. Snow</td>
<td>320</td>
<td>Camilla Woodbury</td>
<td>120 and fees</td>
</tr>
<tr>
<td>Nettie Whitehead</td>
<td>60</td>
<td>Annie Atkin</td>
<td>60 and fees</td>
</tr>
</tbody>
</table>

Total $18,715.00

Of interest is the fact that Lewis' statement was based on rural public school figures, whereas, the Dixie salaries were based on college-level salaries. In addition, over half the salaries at Dixie were based on administrative figures as well as on teaching. Lewis continued that the higher salaries and better materials and working conditions in urban areas drew the "most highly trained teachers" and the rural school accepted what was left. Betts (1913) said "the average schooling of the men teaching in rural schools in the entire country is less than two years above the elementary school, and of women, slightly more than two years." This situation was

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41Stake Board Meeting, April 27, 1917, p. 46.
42Ibid.
43George Herbert Betts, New Ideals in Rural Schools (Boston: Houghton Mifflin, 1913), pp. 5-6.
somewhat different in 1911 when teachers were first hired for the St. George Stake Academy. The state law regarding teacher certification was then in effect, and the Church Board of Education insisted the state law had to be complied with. As teacher certification requirements became more specified, more demanding, the Church Board required its schools to keep abreast of the changing standards. By May 1930 all the teachers at Dixie Junior College, except one, had met the requirement of obtaining their Master's Degrees. This teacher was notified that the requirement had to be met if she intended to remain with the college. Thus, we discern that Utah, specifically the Dixie area, was actually advancing in training teachers more rapidly than Betts credited the nation, at large, of doing.

The Teacher Training Program at Dixie Normal College also differed from the way other training programs have been described nationally. Whereas, Rogers and Svenning (1972) stated that "teacher training programs have paid equally little attention to the needs of teachers in small rural schools" and although considerable literature bewails the "poor quality of rural teachers," there has been little effort expended to recruit better teachers for rural school or to train them properly. Furthermore, "The Utah Study" found

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44 Stake Board Meeting, May 1, 1930, p. 62. See also President Nicholes' Report, 1921-22, p. 2.

45 E. Rogers and L. Svennings, "The Dilemma of Small Schools" (mimeographed), 1972, pp. 2-3; in Sher, p. 100.
Furthermore, "most rural teachers . . . enter their classrooms with little or no special preparation for meeting the needs of country children."\(^{47}\) At Dixie Normal College, however, normal training was founded on the belief that the success of the entire school system was dependent on the efficiency of the teacher. "The training work in the Dixie Normal College was unique, inasmuch as it was conducted in the District Woodward School."\(^{48}\) Therefore, "stereotyped and theoretical" methods classes were avoided and training became more practical because students were afforded an opportunity to practice teach under actual classroom situations.\(^{49}\) In addition, study [was] made of the results in the foremost teacher-training schools of the country, and with this information a course of study and methods particularly adapted to the schools of this district [were] constructed.\(^{50}\)

\(^{46}\) Ivan D. Muse, Robert J. Parsons, and Edward M. Hoppe, "A Study of Rural Teachers and Rural Schools as Perceived by School Administrators, Teachers, Parents and Students" (Salt Lake City, Utah: Brigham Young University, 1975), p. 31.

\(^{47}\) Ibid., p. 3.

\(^{48}\) "Normal Training," The Dixie, May 1922, p. 12.

\(^{49}\) "Dixie As An Ideal School Center," The Dixie Owl, May 1921, p. 7.

\(^{50}\) The Dixie, May 1922, p. 12.
Even then, according to The Dixie, due precaution was exercised to insure that these classes did not become "imitative" of other training schools. Imitative procedures were avoided by the Training Department's placing a premium on "initiative, resourcefulness, and individual qualities of the trainers." Trainers were introduced to the most helpful and reliable literature pertaining to their particular subjects. Their teachers offered assistance, encouragement, stimulation; but the key to the success of the program lay in the fact that the trainers were solely responsible for the classes they taught. Very subtly, trainers were confronted with actual problems they could expect to solve in their own classrooms. 51

On Friday, October 27, 1916, Dixie College participated in the "Good Roads Day." The purpose for this special day was "to construct a link in the great 'Ocean to Ocean Highway'." Posters containing the following message were printed in advance and distributed throughout St. George and the neighboring towns:

Good Roads Day  
Friday, October 27  
Ocean to Ocean Highway  
Redlands--Dixie--New York  

The boys of the Dixie Normal College agree to load all the teams that the citizens of St. George, Washington, and Santa Clara will furnish.

The turnout for this "red letter day" was great. Before daybreak, on the designated morning, two hundred and fifty-six men equipped with picks and shovels were being transported with about fifty teams and wagons and twenty automobiles to the area between Santa Clara and the Indian Reservation in order to establish another link in the famous Arrowhead Route which would become a part of the great Transcontinental Highway.

Dixie College had declared a holiday and closed school. So did the town of St. George; every business place in town followed the College's example. "Every loyal citizen, who could, 'turned out' to help 'put Dixie on the map'."

The cooperative effort of students and communities resulted in several miles of newly constructed road which cut out the old route along the Santa Clara Creek Bottoms and shortened the distance to the Indian Reservation by at least half. This time the College wanted to help the community which had been so loyal to its needs, on numerous occasions.52

A 1921 article stated that "few schools in the State have had a more rapid growth." This article continued with the progress of the institution, from the opening of the Academy in 1911, its first graduates in 1915, and the authorization, by the Church, in 1916, to offer two years of Normal College work. By 1917 the Normal College training had been

officially recognized by the Utah State Board of Education, and by 1918 the State Board of Education accepted the Dixie Normal College as being officially authorized to give two years of Normal College work leading to the Normal Diploma. By 1921 the students at the Dixie Normal College were given the same recognition by the State Board of Education as were the graduates of the Normal Department at the University of Utah.53

Such rapid progress bespeaks well for the thoroughness of the training at the Dixie institution. It also reflects the qualifications of the gentleman who was the director of the Teacher Training Department. Annie Miles (1922) called E.M. Jensen "a strong, motivating character who possesses the power to stimulate the trainers to a successful life."54

The best summary to the success of the Normal College was contained in another article:

True, Dixie is remote from the big centers of the state, and is about ninety miles from the railroad; but her very isolation pays a tribute to the progress she has made. Likewise, it is the best argument for the existence of a normal college here. The road to Dixie is rough, but the reward at the end of the journey pays for the trip.55

53 "D.N.C. Graduates Make Enviable Record," The Dixie Owl, May 1921, p. 1. See p. 134 this paper; Also see Appendix J for list of graduates to 1936.

54 Annie J. Miles, "Normal Training," The Dixie (Commencement Issue), 1922, p. 10.

55 "Dixie As An Ideal School Center," The Dixie Owl, May 1921, p. 7.
In a Church Board Meeting it was reported that the St. George Academy with its $50,000 building and a large, new gymnasium in course of construction, although the youngest school in the Church Education System, probably had experienced the greatest growth of any of the new schools.

Its student body has increased from 135 [in 1911-12] to 338, and its faculty from 5 to 12 teachers, all of whom now have degrees and half of them M.A.'s. They have been granted the privilege of offering two years of college work in education, and expect an enrollment of 450 next year, 100 of whom will take this work.56

Also, at a later meeting, a letter from the appropriation committee to President Joseph F. Smith, head of the Church, and members of the General Church Board of Education was read relative to appropriations to twenty-six schools for the 1916-18 school years. Of interest are the following excerpted figures:

Table 12

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>1916-1917</th>
<th>1917-1918</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. George Academy</td>
<td>$13,400</td>
<td>$16,000</td>
</tr>
<tr>
<td>Snow Academy</td>
<td>14,000</td>
<td>14,000</td>
</tr>
<tr>
<td>Murdock Academy</td>
<td>8,500</td>
<td>8,500</td>
</tr>
<tr>
<td>Weber Academy</td>
<td>21,000</td>
<td>23,000</td>
</tr>
</tbody>
</table>

57 January 24, 1917, p. 364.
In a still later meeting, the following statistics were read:

Table 13
Updated Church Appropriations
1916-1919

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>AMOUNT GRANTED 1917-1918</th>
<th>AMOUNTED ASKED 1918-1919</th>
<th>RECOMMENDED 1918-1919</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murdock Academy</td>
<td>$8,500</td>
<td>$9,750</td>
<td>$9,750</td>
</tr>
<tr>
<td>Snow Academy</td>
<td>14,000</td>
<td>16,000</td>
<td>16,000</td>
</tr>
<tr>
<td>St. George Academy</td>
<td>16,000</td>
<td>21,200</td>
<td>20,000</td>
</tr>
<tr>
<td>Weber Academy</td>
<td>23,000</td>
<td>30,967</td>
<td>28,000</td>
</tr>
</tbody>
</table>

The difference in amount appropriated—as reflected in the two tables—could be attributed to the more steady growth being experienced at Dixie Normal College.

While the enrollment growth at Dixie was not a rapid one, it was, for the most part, a consistent one. True, there were some years when the school registered a drop in enrollment, but these fluctuations were readily explainable. For example, the peak enrollment during the first Academy year was 135 students, and it had jumped to 340 students by 1915,59 a jump of 205 students in spite of "meager equipment" and very little money on which to operate.60 Then, in 1916, there was a decided enrollment increase, due to adding Normal College work. That year sixty-three students enrolled in this advanced

58Church Board Meeting, February 14, 1918, p. 379.
59Stake Board Meeting, December 15, 1915, p. 34.
program. But because of the war, there were only thirty students graduated that year from the Normal College. The following year, 1917-1918, both the World War and the influenza epidemic took their toll, and by 1918-1920 no students graduated from the college program. However, by 1923, enrollment had grown from forty-one to fifty students.

The following table evinces some interesting fluctuations in the College Enrollments, 1915-1933:

Table 14
Summary of Annual Fall Enrollments

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLLMENT</th>
<th>YEAR</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915-16</td>
<td>29</td>
<td>1924-25</td>
<td>60</td>
</tr>
<tr>
<td>1916-17</td>
<td>51</td>
<td>1925-26</td>
<td>94</td>
</tr>
<tr>
<td>1917-18</td>
<td>15</td>
<td>1926-27</td>
<td>80</td>
</tr>
<tr>
<td>1918-19</td>
<td>16</td>
<td>1927-28</td>
<td>81</td>
</tr>
<tr>
<td>1919-20</td>
<td>20</td>
<td>1928-29</td>
<td>75</td>
</tr>
<tr>
<td>1920-21</td>
<td>21</td>
<td>1929-30</td>
<td>75</td>
</tr>
<tr>
<td>1921-22</td>
<td>54</td>
<td>1930-31</td>
<td>83</td>
</tr>
<tr>
<td>1922-23</td>
<td>50</td>
<td>1931-32</td>
<td>88</td>
</tr>
<tr>
<td>1923-24</td>
<td>70</td>
<td>1932-33</td>
<td>130</td>
</tr>
</tbody>
</table>

*Only full-time day students in college, for years 1915-1933.

Other important sources of enrollment growth at the Dixie institution were indicated in the Presidents' reports 1921-26.

---

61 Registrar's Files, 1916-1917.

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Table 15
Presidents' Reports to Church
Board: 1920-1926

<table>
<thead>
<tr>
<th>PRESIDENT</th>
<th>YEAR</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.K. Nichols</td>
<td>1920-21</td>
<td>431</td>
</tr>
<tr>
<td>J.K. Nichols</td>
<td>1921-22</td>
<td>360</td>
</tr>
<tr>
<td>J.K. Nichols</td>
<td>1922-23</td>
<td>436</td>
</tr>
<tr>
<td>E.M. Jensen</td>
<td>1923-24</td>
<td>489</td>
</tr>
<tr>
<td>E.M. Jensen</td>
<td>1924-25</td>
<td>380</td>
</tr>
<tr>
<td>E.M. Jensen</td>
<td>1925-26</td>
<td>483</td>
</tr>
</tbody>
</table>

Although the growth of Dixie College cannot be considered phenomenal, it has, nevertheless, shown a consistent increase except for the war and influenza years and the worst depression years. Then, in 1924-25, both Hurricane and Toquerville opened new high schools and took students who would normally have come to St. George to school. The remoteness of the area from larger population areas, the condition of the roads—for many years—and the fact there were no dorms available for outside students were likewise factors not conducive to more rapid growth.

For many years the school offered prizes—$25.00, first place; $10.00 second place; $5.00, third place for the best school songs written each year. The winning songs were sung at all school functions until they were replaced by better and newer songs. In this manner, Dixie College finally came

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Copies of Presidents' Reports: 1920-26; obtained from LDS Church Historian's Office. See also, The Dixie News, Commencement Issue, May 14, 1926, p. 3. Enrollment figures include both high school and college students.
up with a pep song, a marching song, and the official school song which was written by Mr. A.K. Hafen of the faculty:

"We Love You Dixie School"  

We love you Dixie School
With your colors of white and blue
For you ever stand for the right
For the noble, the good and the true.
Whenever we're put to the test
We'll remember your spirit grand
Instructing, pursuading and guiding,
Throughout our Dixie Land.

Chorus
Hail, all hail to thee
Oh, Dixie College dear old school;
We know your worth, the best on earth
We'll cheer for you and stand by every rule--RAH! RAH!
Oh may we never do
Aught that would bring dishonor to thy name,
But may we be e'er True to thee
Adding honor and glory to thy fame--FIGHT!

II
Though far away we may be
We'll remember our Dixie School.
The spirit of our pioneers,
For they're men of the great golden rule;
Our "D" on the hillside so bold,
Cherished emblem of them all.
Remember and never forgetting,
We'll answer to the call.

The Dixie Marching Song

We are cheering for you dear Dixie;
We are wearing your colors today.
We are loyal and true dear Dixie to you
And we're going to help you win out, Dixie.

---

66 Ibid., p. 7.
We're for you through and through, old Dixie
For the white and the blue of old Dixie
And we'll sing as we play for victory today
V-i-c-t-o-r-y for Dixie!

Then march, march, marching along,
Cheer, cheer, singing this song.
Here's to old Dixie who does things you know
Then nine Rah's for Dixie, for Dixie go!
Cheer, cheer, cheer with your might
Wave, wave, blue and the white,
And beneath those colors fair
Everywhere to do and dare;
All for Dixie, Dixie go!

Other popular Dixie songs which have been sung throughout the
years include "The Spirit of Old Dixie," "Dixie, Oh Dixie,"
and "Let's Go Down to Dixie."

Each year the new songs were supposed to be sung all
during the first semester. Those which were considered best,
and sung the most frequently after the first semester, were
awarded the prizes for that year. In this manner, Dixie
College acquired many beautiful songs which have been sung
throughout the years, on numerous occasions.

Two important historic milestones occurred which exerted
changes in institutional organization and curriculum as well
as on the administrative policies. The first event was
announced on January 18, 1922, when Commissioner Richards met
with the Stake Board of Education and advised them that
the Church School Commission has been laboring
to formulate a definite school policy, and to

this end it had been decided that the Church would maintain a number of Junior Colleges, in locations thought to be suitable; [sic.] but to leave the High School work mostly to the State. In places where large high schools are maintained the Church plans to maintain seminaries in which only Theological subjects will be taught.

He further advised the Board that St. George was deemed a suitable place because 1) its climate was favorable, 2) the buildings were already available, 3) it was a Temple city. Moreover,

The idea is to eliminate the high school work from the Dixie College, gradually dropping one year of high school each year, for a period of three years; and at the end of that time to do only Junior College work.

This total separation was not made until 1963, however.

In their meeting the following day, the Stake Board, after some discussion, voted unanimously to accept Commissioner Richard's proposal and "make the adjustment to Junior College work, by the end of the three years . . . ." In the meantime, some way had to be devised to phase out high school work without jeopardizing the secondary education system in the entire area. Complicating the issue was the fact that some instructors would be out of a job unless the Washington County School District could hire them.

Commissioner Richards further advised the Board it would be well to change the name from Dixie Normal College to Dixie Junior College. This recommendation was entirely agreeable with the St. George people.
Phasing out the secondary work meant that many courses would be dropped from the curriculum while other new ones would naturally have to be added. This change would further complicate the staffing decisions. In addition, dropping the high school students would decrease the enrollment and mean less money on which to operate. True, there would be less money required to teach fewer students, but the state, county, and the community would have to find some way to assume the full financial load for the high school students. And what about buildings in which to teach all those students? Understandably, all of them couldn't be accommodated in the Woodward School. Elated as the people were to have their school recognized as a full-fledged, post-secondary institution, still, they had struggled for sixty-one years to provide the present buildings and educational opportunities for their youth.

A. Karl Larson, in an interview conducted at his home, in April 1981, stated that the people were "stunned" with this new "turn of events." But as they had done in other times of crisis, "the people rallied to solve their problems, for 'they were the stuff of which heroes were made'."

The second event of historical moment occurred on Tuesday, April 23, 1923, when the Stake Board of Education met with Commissioner Richards of the Church Board. As stated in the minutes of that meeting,

the Dixie College was formally transferred from the Stake Board of Education to a new Board of
Trustees made up as follows: President E.H. Snow, as President of the Board; Thomas F. Cottam, Vice President; Edgar M. Jensen as Secretary; George F. Whitehead and Wm. O. Bentley; Dr. Joseph McGregor of Beaver, W.J. Henderson of Panguitch, Wm. Seegmiller of Kanab (the last three men were presidents of their individual Stakes).

According to an article in the *Washington County News*, on April 26, 1923, the "reorganization was effected because the Church established the college for the benefit of the Panguitch, Beaver, Parowan, Kane and St. George Stakes." Hence the reason for including those men on the Board of Trustees. This Board of Trustees was to function as the Dixie College Executive Board.

From 1911 (beginning of the Academy era) to 1933 (beginning of the "orphan years"), the school was supported mainly by LDS Church appropriations; however, local donations constituted a considerable share of the needed finance, and the annual building rental paid to the College by Washington County also helped to alleviate the constant financial problems. The following two tables indicate where the support came from.
Table 16
Financial Support: Dixie Normal College
1915-1923

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LOCAL RECEIPTS*</th>
<th>CHURCH APPROPRIATIONS</th>
<th>TOTAL RECEIPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915-16</td>
<td>$ 4,100</td>
<td>$ 9,500</td>
<td>$13,600</td>
</tr>
<tr>
<td>1916-17</td>
<td>4,300</td>
<td>12,400</td>
<td>16,700</td>
</tr>
<tr>
<td>1917-18</td>
<td>5,900</td>
<td>16,500</td>
<td>22,400</td>
</tr>
<tr>
<td>1918-19</td>
<td>8,330</td>
<td>20,575</td>
<td>28,905</td>
</tr>
<tr>
<td>1919-20</td>
<td>7,631</td>
<td>23,335</td>
<td>30,966</td>
</tr>
<tr>
<td>1920-21</td>
<td>10,136</td>
<td>27,520</td>
<td>37,656</td>
</tr>
<tr>
<td>1921-22+</td>
<td>14,000</td>
<td>28,000</td>
<td>52,000</td>
</tr>
<tr>
<td>1922-23</td>
<td>11,357</td>
<td>26,000</td>
<td>37,357</td>
</tr>
</tbody>
</table>

*includes tuition and fees, scholarship donations from individuals, student and citizen donations.

+$668.00 given by Washington County for building rental for high school students.

Table 17
Income Sources: Dixie Junior College
1923-33

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LOCAL RECEIPTS</th>
<th>CHURCH APPROPRIATIONS</th>
<th>COUNTY SCHOOL DISTRICT</th>
<th>TOTAL RECEIPTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1923-24</td>
<td>$ 9,760</td>
<td>$27,100</td>
<td>$ 3,235</td>
<td>$40,095</td>
</tr>
<tr>
<td>1924-25</td>
<td>3,812</td>
<td>31,000</td>
<td>2,500</td>
<td>37,312</td>
</tr>
<tr>
<td>1925-26</td>
<td>6,448</td>
<td>33,850</td>
<td>1,627</td>
<td>41,925</td>
</tr>
<tr>
<td>1926-27</td>
<td>7,789</td>
<td>34,000</td>
<td>1,991</td>
<td>43,780</td>
</tr>
<tr>
<td>1927-28</td>
<td>15,383</td>
<td>42,785</td>
<td>3,291</td>
<td>61,459</td>
</tr>
<tr>
<td>1928-29</td>
<td>13,000</td>
<td>46,135</td>
<td>3,000</td>
<td>62,135</td>
</tr>
<tr>
<td>1929-30</td>
<td>7,000</td>
<td>41,200</td>
<td>3,000</td>
<td>51,200</td>
</tr>
<tr>
<td>1930-31</td>
<td>6,000</td>
<td>32,420</td>
<td>6,000</td>
<td>44,420</td>
</tr>
<tr>
<td>1931-32</td>
<td>6,250</td>
<td>31,420</td>
<td>6,000</td>
<td>43,670</td>
</tr>
<tr>
<td>1932-33</td>
<td>8,788</td>
<td>25,987</td>
<td>5,000</td>
<td>39,775</td>
</tr>
</tbody>
</table>

69 Ibid., 1923-1933.
The foregoing tables do not reflect additional Federal and State grants which were made for Agricultural and Home Economics program. For instance, in 1928-29 the following distributions were made:

Table 18

Distribution of State and Federal Funds For Agriculture

<table>
<thead>
<tr>
<th>SCHOOLS*</th>
<th>STATE</th>
<th>FEDERAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moroni</td>
<td>$600</td>
<td>$600</td>
<td>$600</td>
</tr>
<tr>
<td>North Sanpete</td>
<td>600</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>Manti</td>
<td>$100</td>
<td>500</td>
<td>600</td>
</tr>
<tr>
<td>Gunnison</td>
<td>100</td>
<td>500</td>
<td>600</td>
</tr>
<tr>
<td>Richfield</td>
<td>600</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>Circleville</td>
<td>100</td>
<td>500</td>
<td>600</td>
</tr>
<tr>
<td>Parowan</td>
<td>700</td>
<td>700</td>
<td>700</td>
</tr>
<tr>
<td>St. George</td>
<td>400</td>
<td>300</td>
<td>700</td>
</tr>
</tbody>
</table>

*This is not the complete list. Only schools located in Sanpete County and on south were selected.

Other distributions (1930-31) included

Table 19

Distribution of State and Federal Funds For Salaries of Teachers of Home Economics

<table>
<thead>
<tr>
<th>DISTRICT OR SCHOOL*</th>
<th>ALL-DAY SCHOOL</th>
<th>FEDERAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LOCAL</td>
<td>SMITH-GEORGE-</td>
</tr>
<tr>
<td></td>
<td>STATE</td>
<td>HUGHES</td>
</tr>
<tr>
<td>North Sanpete</td>
<td>$660.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>South Sanpete</td>
<td>686.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>Millard</td>
<td>1973.75</td>
<td>164.74</td>
</tr>
<tr>
<td>Washington</td>
<td>424.00</td>
<td>300.00</td>
</tr>
</tbody>
</table>

*Only Southern portion of Utah Districts listed.

70State Board Meeting, June 27, 1929, p. 465. Although Table 18 shows the Dixie area received the largest appropriation, the subsequent four tables show the area received generally lower funding.

71Ibid., June 27, 1931, p. 15.
Table 20

Distribution of State and Federal Funds For Agriculture

<table>
<thead>
<tr>
<th>HIGH SCHOOL*</th>
<th>TOTAL</th>
<th>STATE</th>
<th>FEDERAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moroni</td>
<td>$650.00</td>
<td>$650.00</td>
<td></td>
</tr>
<tr>
<td>Mt. Pleasant</td>
<td>700.00</td>
<td>700.00</td>
<td></td>
</tr>
<tr>
<td>Mt. Pleasant (evening)</td>
<td>50.00</td>
<td>$25.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Manti</td>
<td>697.69</td>
<td>100.00</td>
<td>579.69</td>
</tr>
<tr>
<td>Gunnison</td>
<td>625.04</td>
<td>100.00</td>
<td>525.04</td>
</tr>
<tr>
<td>Richfield</td>
<td>700.00</td>
<td>200.00</td>
<td>500.00</td>
</tr>
<tr>
<td>Circleville</td>
<td>600.00</td>
<td>200.00</td>
<td>400.00</td>
</tr>
<tr>
<td>Delta</td>
<td>100.00</td>
<td></td>
<td>100.00</td>
</tr>
<tr>
<td>Parowan</td>
<td>700.00</td>
<td>100.00</td>
<td>600.00</td>
</tr>
<tr>
<td>Dixie</td>
<td>700.00</td>
<td>200.00</td>
<td>500.00</td>
</tr>
</tbody>
</table>

*Only schools from Sanpete County and South.

Statistics for the 1931-1932 School year became more complex--adding more categories and more schools in the general apportionment. The following two tables show the distribution for the southern portion of the state:

Table 21

Distribution of Funds for Home Economics Teachers

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>HIGH SCHOOL</th>
<th>TOTALS</th>
<th>LOCAL</th>
<th>STATE</th>
<th>FEDERAL (SMITH-HUGHES)</th>
<th>FEDERAL GEORGE REID</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Sanpete</td>
<td>Moroni</td>
<td>$958.35</td>
<td>$708.35</td>
<td>$108.65</td>
<td>$141.35</td>
<td></td>
</tr>
<tr>
<td>North Sanpete</td>
<td>N.Sanpete</td>
<td>1000.00</td>
<td>750.00</td>
<td>108.64</td>
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72State Board Meeting, June 27, 1931, p. 17.
Table 22

Distribution For Agricultural Funding

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The total State distribution for 1928-1929 was $17,145.69--$3,500, State and $13,645.69, Federal (see Table 18). For 1930-31 the Total for Agriculture was $19,014.73--$3,500, State and $15,514.73, Federal; for Home Economics, the total was $14,333.85--$11,633.84 - Local (Smith-Hughes), $135.26 - State, $300.00-Federal (Smith-Hughes), and $2,264.74-Federal (George-Reid); see Tables 19, 20 for Washington allocations.

The big increase in the Utah State Totals came in 1931-32. The State total for Agricultural Funding amounted to $72,819.44--$52,670.04-Local, $4,000-State, $13,316.11-Federal (Smith-Hughes), and $2833.29-Federal (George-Reid); the distribution total for Home Economics was $25,120.39--$18,356.18-Local, $1,611.50-State, $1,800.00-Federal (Smith-Hughes), and

73 State Board Meeting, June 17, 1932, pp. 31-32.
$3,352.71-Federal (George-Reid); for Washington District allocations see Tables 21 and 22.

Decreases in enrollment during the war, along with the influenza epidemic, made funds so tight that tuition fees had to be raised from $18.00 to $20.00 for high school students, and from $25.00 to $28.00 for college students. Furthermore, it was proposed that the County School District be assessed a $3000 rental fee for the 1927-28 school year and furnish five high school teachers, and the board voted (by majority) to support President Jensen's proposal to assess the County School District $2500 per year for the past two years.

In a later meeting, the Executive Committee introduced three propositions regarding teachers on leave of absences:

1. Teachers away for one year get one-half pay.
2. Teachers away for two quarters get one-half pay while away.
3. Teachers away for the summer and one quarter (spring or fall) receive their regular salary for the year (half pay for the six months while away). 75

Still later, the $20.00 tuition fee for high school students was adopted, and "the College was requested to register the county high school students at the county's risk. Notes to be permitted." 76

74 Executive Council Meeting, June 30, 1927, p. 52.
75 Ibid., July 22, 1927, p. 53.
76 Ibid., August 27, 1927.
Financial conditions didn't improve as the affects of the depression, following the war, made "inroads" into operating budgets. In order to entice more students into the school, not only notes were accepted; produce was also acceptable. This situation brought back memories of the early Academy years, even pre-Academy years, when produce was accepted in lieu of entrance fees. The following letter is typical of depression year policies:

September 21, 1932

I.H. Langston
Springdale, Utah

Dear Brother Langston:

The O.K. Market called me this morning and notified me that they would be pleased to handle the pig which you arranged to bring on tuition. They would like to know when you could bring it, so I suggest you let me know by card or letter the day you could bring it down, so I can inform the O.K. Market.

With very best wishes, I beg to remain.

Sincerely your brother,

sg. Joseph K. Nicholes

In another meeting, President Nicholes read a letter he had received from the Church Board of Education, "stating that our tuition fees for 1930-31 would be raised to $60.00 for Junior College, other Junior Colleges having a fee of $70.00."

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77Letter obtained from File Drawer 2, Dixie College Library Archives Room.
When the Executive Board Members met in a later meeting, they were advised of the budget for the 1928-29 school year "which had been approved by the LDS Commission on Education." The budget provided for a $12,435.17 appropriation, but "for $1000 less maintenance than was received for the present year."

Another disappointment was the announcement that "it appeared no raises [in salary] could be made, and that possibly a cut would have to be made in our members."78

Later that year, the Executive Board decided to make the paying of tithing a condition for employment.

This decision is considered to be in harmony with the past efforts of the Board and in harmony with the request of the present General Church Board of Education.79

The effects of the world depression continued to cause concern among the Stake Board Members (the Governing body for Dixie Junior College); and the Church, with its numerous schools to support, had to cut its yearly appropriations more and more. Finally the Board, in a unanimous vote, decided that

1. the County should pay for the 1930-31 year a rental of $7000;
2. that this amount pay for all high school tuition for all Washington County students under 18 years of age;

78 Executive Board Meeting, May 26, 1928, p. 57.
79 Ibid., December 30, 1928, p. 58.
3. that the College receive the tuition paid by the students over 18 years of age and by students not residing in Washington County;

4. that the College be privileged to collect a student body laboratory fee from all students. 

At a later date, members of the County School District met with the College Executive Board. Dr. McGregor advised the members at the meeting that the County Board would welcome any suggestions showing how the $7000 rental fee could be obtained. He further explained that $39,872.24 could be raised from the County's assessed valuation, at 12 mills on the dollar. This would amount to $16.79 per school child, throughout the county.

President Nicholes explained that the College budget had been sliced by $3510 for the year. It was pointed out to the County Board that "the College had no means of raising money to meet its deficit . . . as the County did through taxation."

Dr. McGregor and Leo A. Snow pointed out that "only $15,000 was spent for maintenance for the balance of the students in the county." They added that this would be "2300 students, less the 160 at Dixie . . .; the $7000 asked by the College was approximately one half of that amount." Based on these figures, the rest of the county could be unhappy because the per capita cost for students at Hurricane High School was 

80Stake Board Meeting, May 1, 1930, p. 63.
stated to be $53.00 per capita, whereas, the cost of county students at the College was stated to be $60.34 per capita.

As the discussion continued, it was found that the foregoing figures were somewhat high since "Mr. H.V. Hafen and Mr. Arthur Paxman's entire salaries had been charged to the county students at the Dixie College."

Although the county representatives stated that tax collections were less that year than in previous ones, President Nicholes pressed the fact that for the past 19 years the Dixie High School and Dixie College had been funded by the Church. Later in the discussion, it was revealed that the current county budget was based on a 10.8 mill levy so the levy could still be increased to 12 mills. Finally, President E.H. Snow suggested the County had three alternatives from which to choose: "1) raise assessed valuations, 2) petition for a raise in the levy, 3) reduce its present program." All the members of both boards, who were in attendance, agreed that if only one high school could be maintained in the county, there was no question where it should be.81

Generally speaking, the Washington County School District and the Dixie College had a good, workable rapport and were mainly interested in serving the best interests of the people in the area. President Nicholes stated that

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The policy of the Institution is to serve the people, primarily, by keeping in its sacred archives the rich heritage of the past, by maintaining and evolving a higher moral order, and by adding to our physical and intellectual blessings . . . .

He further stated "the viability of the Institution is conditioned on its effective existence among the people. It must not be apart from but of the people."\textsuperscript{82}

President E.M. Jensen shared President Nicholes' philosophy regarding the role of the College:

"No other agency in the social order is so vital to the Church as its school system. Its schools are the arteries through which circulate the very life blood that nourishes the mind and the conscience of the people. Our schools are the disseminators of our church ideals and our philosophy of life, and the efficiency and goodness of our people will depend on an increasingly greater degree, as the time goes on, on the efficiency and goodness of our schools.

"With our people, it is not enough to have understanding and good education among the few. We must have it \textit{en masse} for the "glory of God is intelligence."

President Jensen continued that "we have extended our field of action until the problems of Southern Utah--both material and spiritual--have become our problems, and we have rendered valuable assistance in the solution of many of them."\textsuperscript{83}

\textsuperscript{82}President Nicholes' Report for the School Year 1921-22, p. 2.

\textsuperscript{83}President Jensen's Report for the School Year 1923-24, pp. 1-2.
Still, such cooperation and friendly relationships could be "strained." For instance,

when the College asked for additional finances [in order] to carry on an adequate program. In the later twenties and the early thirties when legal tender was at a premium and the College was confronting retrenchments from the Church, this relationship reached a point of crisis. They were able to work cooperatively and compromise to satisfy the issue.84

After a lengthy discussion, it was decided to accept the County's offer of $6000 (instead of the $7000 which had been requested) providing the County would include the funding to procure the services of Marian Ahlstrom, for two hours per day to teach shorthand.85

Financial conditions at the College became more acute as the Church, confronted with the results of the worsening "depression years" and with its limited resources, became concerned with the decision of whether it could afford to continue to offer support to its numerous institutions. "The problem was serious enough that between 1921 and 1924 the Church closed twelve of its academies."86 Likewise, "many other schools across the country were in financial trouble, and by April 1934, 20,000 schools in the United States

84Colvin, p. 74.

85Executive Board Meeting, July 19, 1930, p. 69.

86Brigham Young University, p. 249.
had already closed for lack of funds." Part of this educational dilemma must have been hastened by events associated with that infamous day known as "Black Thursday" when "the Dow Jones Industrial Average dropped 120 points in a single day," and the stock market "came down with a crash."

Factories began to shut down and as unemployment skyrocketed, breadlines and soup kitchens appeared in the major cities. No part of the country was immune.

Since church retrenchments were an inevitable consequence of this economic havoc, Dixie College faced a limited program, reduced appropriations, and each department was required to adhere to a strict budget, and the money available was conversely proportionate to the effects of the depression. Each faculty member was instructed to ask for money for his respective department, since the school based budget requests upon the teacher's varied requisitions.

We can formulate a much clearer concept of Dixie College's financial straits from the following letter:

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88 Brigham Young University, p. 288.

89 Faculty Meeting, October 11, 1926; quoted from Colvin, p. 75.

90 Letter can be obtained from the J.K. Nichles' correspondence file at the Church Historian's Office in Salt Lake City.
"May 31, 1923

"Commission of Education
47 East South Temple St.
Salt Lake City, Utah

"Dear Brethren:

"Inclosed herewith are financial reports of Dixie College for the school year which has just closed. From these reports and from previous statements to you, both written and verbal (especially in our letter to you dated March 7, this year), you will know that we have been forced into a deficit of about $2000. As the enclosed reports show, it has been impossible for us to carry on the work of a 26% increased enrollment, with an unfinished heating plant which had to be installed, and with a depleted library which had to be brought up to standard in order to save the institution before the State and University inspections, it was, as said, impossible to meet these conditions with a decreased appropriation from the Church.

"For the school year of 1920-21 we received from the Trustee in Trust for salaries of the teachers and Custodian $27,520.00. During the school year of 1921-22, we received $28,000.00 for salaries $4,450.00 for improvements. While for the present school year of 1922-23 we received $24,800.00 for salaries, a reduction over the past year of $3,200.00, and $1,200.00 for improvements, a total for this year of $26,000.00, yet at the same time, we had an increased registration this year over last of 75 students of more than 26%.

"During these three years we have received $5,650.00 for improvements and have expended $10,557.35, together with $3,487.61 more for salaries than received from the Trustee in Trust for that purpose. The differences came from fees and donations. During the present closing year our salaries have cost us $27,323.15 or $2,523.15 more than we have received for the same and our permanent improvements in the institution have amounted to $5,019.91 or $3,819.91 more than the church appropriation for that purpose. In every expenditure we have been guided by the strictest [sic.] economy and the barest needs for the accomplishment of the educational demands placed upon
our institution. We have passed, with credit, a searching examination by a State and University of Utah educational committee and have been visited twice by Commissioner Stephen L. Richards. The school year has been successful but has not been attended by any expenditure of money whatsoever beyond the dire necessities placed upon us by your worthy Commission, the State Board of Education and the Scholarship Standards of our Church and state higher institutions.

"We therefore very kindly ask you to grant us this additional $2,000.00 that we might close the 1922-23 school year so that it shall not be a financial burden upon the future of our wonderful institution. We sincerely appreciate the many kindnesses of the Trustee in Trust, the General Church Board of Education, the Commission of Education, and all other general authorities of our worthy Church in making possible the existence of our Dixie College. To our best ability we are striving to justify your confidence. The future of Dixie College is bright.

"Sincerely your brother,

Joseph K. Nicholes sg.

JKN:nb
Incs.

Appropriations from the Church became even smaller as the national economy continued to plummet. Finally, in 1932,

President Nicholes (after excusing the County teachers) reported our financial condition, especially the number of notes we had, and encouraged the teachers to take any student produce they possibly could...91

Teachers taught some years without receiving any salary raises--suffered cuts in their salaries as budget appropriations

91 Faculty Meeting, October 24, 1932.
became more stringent; they even faced cuts in the numbers of teachers who could be hired. Finally President Nicholes reported that "never before had the Church appropriation been lower than the salaries for our faculty." Regardless of the whittled budgets, Dixie people remained grateful to the Church for making their school possible. President Jensen stated that

the Church has been very liberal with us for the coming year. The appropriation which it has made, together with the funds already at our disposal for repairs and improvements, will make it possible for us to do considerable improvement work this summer: to place a ceiling and a stage in our auditorium, to remodel the balcony into an art department, and to do considerable other improvement work.

President Nicholes also extolled the Church for its numerous contributions to education in Utah's Dixie—particularly to higher/post-secondary education:

The Dixie College buildings have cost the Church, through special appropriations, a total of $64,635.17, while the local people have contributed $74,436.96. The local people have contributed $4,300 for the open-air pavillion; $3,650 to establish laboratories $1,250 for endowment funds. During the twenty-two years of Dixie College history the Church has contributed for maintenance, buildings and permanent equipment approximately one-half

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92 Executive Board Meeting, March 26, 1928, p. 57.
93 Ibid., May 12, 1932, p. 69.
94 President's Report, 1924-1925, p. 2.
million dollars. The appraised evaluation of permanent equipment, grounds and buildings is $200,000.95

Not only the Stake Board, the Administration, and the Faculty were experiencing the results of less money on which to operate. Minutes of studentbody officers meetings for the entire decade, following the war, recount their struggles to stay within their tight budgets. They voted to forego publishing a yearbook in 1919, ruled the 1920 yearbook would have to be self-sustaining, and dispensed with publishing one in 1922 and again in 1927. In their January 20, 1920, meeting they ruled that no more than $5.00 could be spent on any honor pins or medals for any student. They also discussed the issue of awarding honor sweaters to the basketball players and the fact the boys were opposed to paying for their own sweaters. The officers decided to postpone any decisions until the end of the school year, and if they had any money left, they'd buy the sweaters. That same year (March 23, 1920) they had to make cuts in issues of the school paper and publish only one more. The same month, they decided that no high school debates would be held, and only one college debate with BYU could be participated in. By 1925 they were still questioning the debate problem and decided to finance only the college league ones. Again (January 19, 1926), the student officers questioned joining the debating league because of the

95Report of the School Year: May 1933, p. 4,
$5.00 fee. They finally decided to join but stated that should they be winners they would not travel to Salt Lake City to participate in the tournament unless they could be assured that "expenses would be pooled." For several years students were unable to make needed repairs or to paint the student-body room. Year after year student officers were in a quandary over continuing the customary honors and whether students would have to pay for their own awards. In one of their meetings, student officers considered dispensing with movies because they "were too costly."

Even though there had been necessary cutbacks in church appropriations, the people in the St. George area still remained grateful to the Church for making their College possible. Many of the yearbooks and the student paper extolled the Church for its generosity to the school. President Nicholes wrote that

the Church is contributing $167.72 per student, each year, to the Dixie College. This generous amount, together with the fees, which the student pays, makes possible a high class of teaching at Dixie College.96

Because the Church continued to appropriate money to the school, President Nicholes suggested that the students ought to dedicate one of the yearbooks to the Church, and the students readily acted on his suggestion, especially since 1930 marked the Centennial year of the beginning of the LDS Church.

96Letter to "The Dixie College Graduating Class of 1930."
The Church of Jesus Christ of Latter-Day Saints has exercised a potent influence in a Century of Progress. A prominent feature of this service is the education of her youth; and although this may appear as but a small accomplishment in the grand scheme of achievement, we recognize its greatness and grandeur. The Church has established and maintained Our School and is preparing us for the greater school of Life. With grateful thanks and appreciation we dedicate this annual to OUR CHURCH.97

An important part of Dixie College's growing up years has been the pride which the people, especially the students and faculty, have felt for their school. Dixie Academy's first president, Hugh M. Woodward, extolled the virtues of the school, in an effusive manner.

"DIXIE"--it is merely a name, but oh, what a name! It is not a combination of mere sounds; it is not empty symbols, but it is the embodiment of all that is progressive, all that is good, all that is noble--a name the very sound of which sends the blood tingling in the veins of every loyal student. Dixie! where we live; Dixie! the home of true worth; Dixie! the school of all schools; Dixie! we love her.98

A Dixie student expressed her praise with this poetic apostrophe to the "D,"

Oh you "D" up there near the sky,
Flaunting your courage and glory on high;
Little you dream of the prestige you hold,

97The Dixie, 1930, p. 4.
Of the heart strings you tune, of the conquests so bold,  
Inspired by the standards you nobly Proclaim.  
Oh, we shout it, revere it, exalt it— Your name—  
The name of Old Dixie . . . . 99

Another student elected to explain the intangible quality, the "Dixie Spirit":

The Dixie Spirit is one of loyalty to home, to school, to nation . . . . In the Dixie we feel that spirit . . . . the brotherhood of man. We are here as one family, made to sense more keenly, to appreciate more fully that elbow relationship that makes our school an undivided unit of joyousness, friendship and patriotism.100

Dixie's Yearbook Manager was elated with the growth and success which the new Normal College was experiencing, and he even boasted about continued achievement.

The "Dixie Normal College" is on the map! In comparison with other schools we have the best enrollment in the state. Of our Washington County boys who are now wearing uniforms, forty-two out of sixty-four are students of Dixie. Being in the lead as we always are, we intend to continue, and will, therefore, put out a better year-book than any other institution in the state.101

99 LaRue Leavitt, "Tribute to the 'D'," The Dixie, 1930, p. 78.

100 Bessie McArthur, "Dixie Spirit," The Dixie, 1924, p. 22.

101 R.A. Morris, Jr., The Dixie Owl, November 15, 1917, p. 6. The 1918 Yearbook, dedicated to these boys, has pictures of the 50 Dixie Service Men, all in their uniforms; Annie Miles, The Dixie Owl, February 20, 1919, p. 9, stated that "Washington County furnished 321 men--about 5 percent of the population."
That loyalty to nation was evident even at an earlier date. According to the minutes of a faculty meeting held on October 22, 1917, the teachers were advised that October 24 had been set aside as Liberty Day. In keeping with this announcement, the teachers decided that in lieu of the usual Devotional Program a patriotic program should be held. Furthermore, the suggestion was made that the faculty members should purchase a Liberty Bond, and encourage all classes to do likewise. A motion which was made proposing the faculty (as a unit) purchase a liberty bond failed. Then a motion was made and approved that a bond should be purchased by the school and faculty as an endowment for the school. An amendment to the foregoing motion was proposed and approved that one half the cost of a $1000 bond be paid by the faculty and the other half by the student body. A proposed amendment to eliminate the phrase stating the bond was to be an endowment was voted down. Finally, another proposed amendment providing for the faculty to purchase a $500.00 bond, and assess each teacher in accordance with the individual salary, was approved. But the following day, a special faculty meeting was called to give further consideration to the Liberty Bond issue. The following suggestions were discussed: 1) the faculty as individuals take out bonds and the students, as classes, take out bonds; 2) the faculty, as individuals purchase bonds, that they be tabulated as a whole to present the results to the student body. Each faculty member was requested to indicate the amount he had or would subscribe on the
second proposal. A tabulation showed a total of $1500. Then a proposal was made, but not approved, that each class be encouraged to purchase not less than a $50.00 bond, with the studentbody assuming responsibility to purchase a $500.00 bond. This motion was amended, and approved, to read "that the classes be encouraged to take out as much as possible in bonds and the studentbody take out the remainder.

Class reports in 1918 The Dixie add some interesting information to the foregoing amendment. The College Class was proud of the $100.00 Liberty Bond it had purchased. The second-year class ("The Onaways") stated "there [was] not a more patriotic, straightforward, up-to-date class in school." It based the statement on the fact the class had purchased a $50.00 Liberty Bond, and nearly all the members had bought Thrift Stamps. The First Year's class was equally proud for having purchased a $100.00 Liberty Loan Bond and $75.00 in Thrift Stamps.

The war exerted another impact other than loyalty on Dixie Normal College. President E.H. Snow, on August 29, 1918, wrote to the Honorable Reed Smoot, in Washington D.C. regarding military training (copy of letter available in Dixie College Archives).

Dear Senator:

Inasmuch as a national educational movement has been launched, with the aim of furthering the educational interests of the county, and by so doing assist in winning the war, we, the Board of Education of the Dixie Normal College, located at St. George, Utah, desire to present to you, the many advantages we have in the Dixie Country, which makes it a desirable place for the establishment of a Students' Military Training Corps."
President Snow wrote further that the St. George climate would permit out-of-doors training since a five-year study showed an average of two hundred and sixty-five cloudless days per year. Furthermore, the Dixie school consisted of four years of high school and two years of Normal College. Therefore, the Normal College was able to "offer training in the following departments":

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<td>Physical Sciences</td>
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<tr>
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<td>Social Science</td>
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The letter continued to advise that the College presently had a man enrolled in a six-weeks military training course in the Presidio, California.

In addition, the departments were all well-equipped and capable of handling all the students in the southern portion of the state. Besides these well-equipped departments, the school had five buildings on its campus which it utilized for instruction purpose. One of these buildings, of course, was the well-equipped gymnasium with its large swimming pool.

President Snow based his main reason for establishing a Military Training Corps at Dixie Normal College on the fact it was the "largest college within a radius of three hundred miles." In addition, he emphasized the remoteness of the area, the struggles to develop area resources, and the low economy which prohibited sending the southern area youth to
institutions farther north. Thus, these youth would not have an equal opportunity to participate in military training. A search for Senator Smoot's answer proved fruitless. Nevertheless, Mrs. Elizabeth Snow Beckstrom, early Dixie student (in a telephone conversation, August 24, 1981), said the military training program never materialized. The request for the program came too near the cessation of the world conflict.

Still, the service men from Dixie Normal College, the patriotism displayed by students and faculty, and the interest in establishing military training as part of the curricular offerings showed people were very much a part of the war effort even though they were, more or less, part of an isolated community.

The 1918 Yearbook (source unimpaginated) best summarizes the war's impact on Dixie College.

Their going was a noble thought, nobly expressed. In fancy we can see them in their uniforms as they marched proudly away under flaunting flags, keeping time to the dear old tune of "Dixie," marching on to victory—to death, if necessary, for the sake of humanity, for the sake of future generations. We go with them, one and all alike. We are with them when they go, with them in the battle; and ever our prayers are full of supplication to Almighty God that He will be with them.

The development of curriculum at Dixie College was as varied as was the history of the struggling institution. Curriculum grew as the school grew—always seeking to improve cultural offerings for the youth and the entire college community. That college community was made up of all the people
in the southern part of Utah and in the peripheral areas of surrounding states. Beginning, in 1911, with a program designed to satisfy the needs of a Four-year High School, by 1913 the St. George Stake Academy, endeavoring to satisfy community needs, had established a Preparatory Course. Consequently, the first adjustment was made to meet the needs of those "special" students who had not had an opportunity to complete the first eight grades of elementary education. Thus, for a school just beginning its operation, and plagued with inadequate funding, the curriculum was actually quite broad (see p. 112). And, according to Sher this was a national rural problem, for "unless oil is discovered under the pastures and corn fields, few rural schools can escape the pinch of poverty." 102

In 1914, under the approval of the Church Board of Education, a missionary training course was instituted. This new program necessitated an expanded Theology offering to accommodate the trainees (p. 121) by adding the new classes to the existing curriculum.

In the meantime, the Church Board authorized the Dixie school to add two years of normal training to its curriculum. These advanced courses were designed to prepare teachers. Besides the courses offering instruction in the principles and practices of teaching, future teachers had to take courses in Psychology and could enroll in English, Sociology, Mathematics, and the Natural Sciences. Perhaps the best part of that new trainee program was the actual classroom experience trainees

102 Sher, p. 113.
received through teaching at the Woodward Elementary School. The courses became quite popular, and the added programs contributed immeasurably to the growth of the Academy. This program came at a time when the entire state was faced with a deficiency in qualified teachers. The following excerpts of a report corroborate this dilemma:

"Permit me to call attention to the serious lack of qualified teachers in our state . . . , particularly in the elementary schools . . . .

"During . . . 1917-18 five hundred and fifty new teachers were employed in the schools. Of this number, four hundred and sixty-one were either uncertificated or were granted emergency certificates . . . , largely in the rural districts.

"The normal schools have now in preparation only one hundred and ninety-six first and second year normal graduates . . . , however there [will be] fully six hundred positions to fill . . . ."103

The writer continued to express his concern over how these teachers were to be supplied, and suggested that the only way to alleviate this dilemma was to "increase materially" the present normal school offerings in the state.

Another report was presented at the same meeting by Chairman Mosiah Hall and members of his committee--E.J. Norton, Elbert Thomas, F.S. Harris, and C.W. Whitaker. This committee had been charged to inspect the work of the Dixie

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Normal College in accordance with the standards of the State Board of Education. They wrote:

"The Dixie Normal College gives four years of high school grade and two years of normal work above the high school . . ., enrollment for 1918-19 shows 183 students in the high school department and 22 in the normal school department. War conditions have seriously affected the total enrollment, . . . for records show for 1916-17 an enrollment of 302 in high school and 53 in normal school.

". . . There are 23 teachers in all, constituting a faculty which impressed your committee as being competent and vigorous, and doing commendable team work.

". . . Class recitations were well conducted and journals of laboratory and other special work showed good preparation and satisfactory methods.

"The normal course outlined by the school is based upon the requirements of the State Board of Education, and . . . the various subjects [were] found to conform . . . to the Board's recommendations.

". . . Your committee was impressed with the attitude of the institution . . . in its desire to maintain proper standards . . . and to help meet the urgent need for more teachers in . . . Southern Utah. Your committee recommends . . . that graduates . . . of the Dixie Normal College be rated as standard and granted certificates accordingly." 104

The foregoing reports were favorable to the importance of the normal work being carried on at Dixie Normal College, and assuredly were instrumental in establishing the perpetuity of the institution. As a result, the following departments were established at the Normal College:

104 Mosiah Hall, Ibid.
In addition, a Department of Social Science was also added, and in 1919 the Department of Dramatic Art. That same year the Commercial Department was re-established. 105

Another important curricular modification occurred in 1920 when the Dixie Normal College established four main divisions separate from the high school work:

1. the Normal School (designed expressly for training and certifying teachers)

2. the Junior College of Arts and Sciences (built around liberal offerings on a college level)

3. the Night Classes (beginning in November 1917 and including courses in bookkeeping, farm problems, foods and nutrition, history, literature, science, social dance, and typing)

4. the Extension Division (included a limited number of correspondence courses in agriculture and home economics, offered to serve potential students who were unable to attend regular classes in St. George). 106

These divisions could feasibly have been patterned after those initiated at B.Y. Academy by President Cluff (in 1903) which foreshadowed his plan to "establish Brigham Young

106 Washington County News, November 1, 1917, p. 1; see also the annual Catalogue, 1925-26, p. 11.
Academy [located at Logan, Utah] as a university." 107 These divisions also paralleled some of those at BYU in Provo, Utah.

Other important changes occurring in 1920 which exerted some influence on curriculum planning at Dixie Normal College were the dividing of the Department of Biology into two departments: "1) the Department of Bacteriology, Physiology, and Hygiene; 2) the Department of Economic Biology and Agriculture." At that time a consolidation of subjects in the Department of Fine Arts was effected, and the Department of Home Economics was divided into two separate departments--the Department of Domestic Science and the Department of Domestic Art. Finally, a Department of Business Education was established.108 Then, in 1921, the college reestablished the Department of Woodwork.

The move to establish the Department of Economic Biology and Agriculture, in 1920, undoubtedly exerted some influence on President Nicholes' suggestion to innitiate a "poultry movement." As a result, the school and a few interested townspeople effected the organizing of a very important Poultry Association, with the intent of promoting the poultry industry in the Dixie area.109

Although the decision to eliminate the first-year's high school program and turn it over to the Woodward School

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107 Brigham Young University, p. 179.
109 Stake Board Meeting, April 12, 1916.
brought some cuts in programs, other programs were strengthened as a result.

The Agricultural Program was boosted in 1927 with Joseph T. Atkins' generous gift of a farm; The Agricultural program was expanded as sheep, pigs, cattle and horses were placed on the College Farm. Other important contributors to the growing program were C.W. Seegmiller's contributing the equipment for the Agricultural Department Laboratory; this was the reason for his being dubbed "Father of the Agriculture Department," And in 1928 the first Federal Grants under the Smith-Hughes and George-Reid acts added impetus to the program in Washington County. These same monies partially funded the school's farm from 1927 to 1929.

In 1923, the college, in accordance with the growing philosophy of the Church to turn all high school education over to the State, severed the first two years of high school from its program. The name was officially changed to Dixie Junior College, and the school also came under a new Board of Trustees. As a result of the two years of school being ceded to the state, three new College divisions emerged: 1) the Senior High School, 2) the Junior College, 3) the Extension Division. They were patterned after the 6-4-4 system of California. That same year the following departments composed the curriculum:

- Agriculture and Mathematics
- Biology and Geology
- Education
- History and Social Science
- Business Education
- Domestic Science
- English
- Modern Languages
Music, Choir and Voice  
Culture  
Physical Education  
Physics and Chemistry

The Extension Division offered both night and correspondence courses as a service to the community. A few of these classes had been sanctioned by the Brigham Young University and were, in part, funded by the University. Hence, townspeople who were not enrolled students could take such classes as Band and Chorus for credit or as audit classes. Other courses offered at night for college credit included Business Law, General Literature, Organic Chemistry, and Nutrition.

By 1925 the Department of Biology and Geology was separated to become the Department of Biology and the Department of Exact Sciences (which included the Physical Sciences). The year of 1926 brought additional changes so that the Department of Agriculture and Department of Fine Arts were again established, and there was a change in the Domestic Science Department. That same year found the establishing of the Department of Religious Education and the Department of Mechanical Arts.

Names of degrees were also changed from One Year Normal Certificate and Two Year Normal Degree to Associate in Education and Associate in Science Degrees. The following year

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110 Self Evaluation Report, p. 11.
111 Faculty Meeting, September 6, 1932.
the Associate in Arts Degree was established and the Agricultural Program was extended.

In 1927, a revision was made in the existing divisions. At that time the Division of Arts and Sciences was approved as "fulfilling the requirements for senior college entrance." Training in Efficient Citizenship and Liberal Education were also offered. Under these divisions were the following departments:

- Band and Orchestra (winds and strings)
- Biology
- Choir and Voice Culture
- English
- History and Social Science
- Mathematics
- Modern Languages
- Music
- Piano
- Physical Education
- Religious Education

A two-year curricula program for teacher training was offered in the Education Division, and graduates in this division were eligible for employment in any Utah school and even in other states. No examination (as heretofore required) was necessary; approval by the State Board of Education was sufficient.

Under the Division of Applied Science, classes related to the "scientific principles and technical operations of the farm, home, professions, the shop, and trades and industries were included." This division was also responsible for administering the correspondence courses in Domestic Art, Domestic Science, and Farm Mechanics. 114

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113 Self-Evaluation Report, p. 11.
114 Ibid.
The *Annual Catalogue* for 1931-32 outlined the Division of Fine Arts (established in 1930). It was planned to accommodate students specializing in Senior High School and Junior College Music, Fine Arts, Public Speaking and Drama which led to Associate Degrees in Arts and Sciences.

Shortly after the Division of Fine Arts was added, Arthur K. Hafen, Director of the division, was instrumental in organizing a Fine Arts Association. This group organized numerous fine arts programs and festivals throughout the ensuing years—a real service to both the community and the college.  

Religious Education received considerable emphasis at the Dixie College. This was manifested in an annual catalogue wherein the aims and purposes were told.

"Religion should encompass and motivate for good the whole life of man.

"The work of this department [Religion Department] shall aim to make people feel at home and at peace in the world; sure of the eternity of man; confident in the moral nature of God's character; true to an ideal of disinterested service; sympathetic with God and good men in the unsolved problems of Nature and society; hopeful of a slow growth of a 'Kingdom of God' among the children of men; and to make people feel they should consciously and purposefully set about cooperating with God and inspired men in bringing these things to pass on earth.

"Also, this department aims to make students doers as well as hearers of the word. We entertain the modest hope that the students will become better citizens as well as more diligent Church workers by reason of this work."

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115 Faculty Meeting, December 15, 1930.
But the major emphasis was on morality and its importance:

Morality is the major part of religion; righteousness is expected of men. Hence some emphasis will be placed upon Ethics, the Gospel of love, good will and duty as taught by Jesus Christ and the prophets . . . .

The annual catalogue also explained religion's place in the school's curriculum:

Notwithstanding a tendency of the times to relegate religion to a place of third-rate importance in the life of man, her proper rating is that of the paramount and dominant. As a regal character well authenticated and bidden to her station, even though belated, she is due to arrive and lift man from the "slough of despond" to the heights of Abraham. She will arrive—nay, she has arrived—she is at the door now. 116

Worsening economic conditions eventually caused the College to dispense with some of the departments and programs. In 1928 the Department of Correspondence Study was dropped, and in 1929 the Department of Normal Training was likewise discontinued. 117

Another side of Dixie College's growing into maturity evolved around its teachers. From the Academy Years, through the Normal College Years, and eventually through the Junior College Years and until the State of Utah assumed control of

the institution, teachers occupied a special place in the hearts of the people in the community and captured the esteem of the students with whom they worked. In fact, the 1929 *The Dixie* was dedicated to the "pioneer educators and teachers . . . whose ideals fashioned the souls of Dixie's youth . . . ."

Henry Van Dyke stated very forcefully the importance of a teacher in students' lives.

I sing the praise of the Unknown Teacher . . . . Famous educators plan new systems of pedagogy, but it is the Unknown Teacher who delivers and guides the young. He lives in obscurity and contends with hardship . . . . He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are enemies of youth. He awakens sleeping spirits, encourages the eager, and steadies the unstable. He communicates his one joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.118

Those first seven teachers--those seven historic teachers--made their debut in September 1911 at the St. George Academy. Great care was exercised in choosing those instructors for they molded the firm foundation on which the growing-up years were dependent. Those teachers were

118Henry Van Dyke, "To the Unknown Teacher," Quoted in *The Dixie*, 1930, p. 16.
Hugh M. Woodward, the first principal

Elmer Miller  Maude R. Snow
Joseph W. McAllister  Mrs. H.M. Woodward
Wm. C. Staheli  Lillian Higbee

By the following year the enrollment had increased enough so 14 teachers were needed to instruct the students. Among those 14 teachers were some student teachers.

Salaries of those first teachers were extremely low, and their contracts specified that a certain portion of their salaries had to be turned back to the school. However, the low salaries apparently didn't dampen the teachers' enthusiasm for their jobs, for teacher turnovers at the school were never great. In fact, many of the teachers, beginning as young instructors, remained with the school until their retirement.

Many of the early teachers had traveled and studied in foreign countries, while many others had received some of their training at schools located in various sections of the United States. Generally speaking, the members of the faculty possessed the same "predominant religious and cultural backgrounds." Although accrediting agencies today would question such a lack of background diversity, still, at that early period it seemed to promote harmony among the members of the faculty and the community at large, and their basic

\[119\] List of first teachers for the St. George Stake Academy, 1911, were copied from the "Announcement" regarding the school's opening. For complete list of teachers to 1935, see Appendix K.
commonalities resulted in a healthy unity of philosophies and ideas regarding education.

When the Dixie Normal College commenced in September 1916, twenty-one teachers had been employed by the Stake Board of Education, although not all of them taught college courses. Among the teachers hired to serve during that important milestone in education were the following:

Hugh M. Woodward, President

Annie Atkin  Earl Bleak
Belle Benson  Louis Boyle
Pearl R. Chipman  Mishie Seegmiller
Miss Evans  Karl Snow
David Gourley  Maude R. Snow
A.K. Hafen  Vasco M. Tanner
Guy Hafen  Stanley Wanlass
J.W. McAllister  Mae Ward
Joseph K. Nicholes  Mrs. H.M. Woodward
Erastus Romney  J.T. Woodbury, Jr.

As was the case in the early Academy years, there existed a commonality in cultural and religious backgrounds, and the teachers were united in their efforts to further the purposes of the institution. And teachers were not only busy with their instructional duties, they were also busy with extra-curricular school/community duties. These extra-curricular duties required from 30 minutes to five hours a week. But such duties as these welded a bond between the school and the community and strengthened the ties which sometimes saved the school from complete oblivion.

Teachers were expected to belong to a national or state organization which was devoted to their own specific
fields of instruction. They were often encouraged to engage in research and in publishing their findings; and they were expected to be in attendance at the daily devotional exercises and to pay their tithing regularly to the Church.

Teachers during the 1923-24 school year when Dixie Normal School became a Junior College were

Edgar M. Jensen, President*

Nina Blazzard  Edna J. Brink
E.J. Bleak  Ruby Bryner
Elda Dorius  Lucy A. Phillips
Gertrude Fawcett  Ellis J. Pickett
Vivian Frei  H.L. Reid
Arthur K. Hafen  Roxie S. Romney
Leland Hafen  B. Glen Smith
Emily Harmon  Karl N. Snow
Leo K. Homer  Olive Snow
Mae Ward Hunt  Vasco M. Tanner
Jos. W. McAllister  Letha Taylor
Bessie McArthur  Chester Whitehead
Henry Miles  Tillie Winsor
Arthur A. Paxman  David O. Woodbury
Alice Pendleton

*President J.K. Nicholes was on leave of absence.120

Most of the foregoing teachers had been with the Dixie school for a number of years, one of them from its very inception. They had watched with a feeling of pride and satisfaction as the school evolved from an Academy to a Normal College and emerged as a full-fledged, State-owned Junior College, in 1933. During the interval, 1923-1933, the number

120,"Faculty," The Dixie, 1924, pp. 7-12.
of faculty members remained fairly constant. The fact that teacher turnovers were not a problem at Dixie speaks well for the institution.

By 1923, all of the teachers but one had obtained a Master Degree, and some were working toward Doctoral Degrees according to President Nicholes' report to the Stake Board of Education.

Since teachers were expected to join professional organizations, they enrolled, as a unit, with the Utah Educational Association, belonged to the Washington County Teachers Association, and some teachers were members of the National Education Association.\textsuperscript{121}

At the local Board Meeting (July 22, 1927) a teachers' leave of absence policy was formulated.

Although teachers' salaries increased approximately ten percent during this period, they were still consistently low when compared with those of teachers in schools farther north. Furthermore, their contracts didn't include the "fringe benefits" which teachers today enjoy. In addition, they were apprised in their faculty meeting (September 11, 1928) that they could not expect "year round" salaries unless they were employed for twelve full months by the Church School System. Likewise, they were informed in their faculty meeting held December 30, 1928, that individuals who were not

\textsuperscript{121} Faculty Meeting, September 16, 1926, also December 19, 1927.
paying their tithing would not be employed by a Church
tithing-supported institution.

In 1931, at the request of the Church, teachers were
given the unique assignment of preparing adequate teachers to
teach in the Sunday Schools of the Church. 122

By March 29, 1929, the local Parent-Teacher Association
had been organized and commenced to function. The new asso­
ciation was discussed in the faculty meeting held on March
11, 1929.

Then, in their faculty meeting on March 9, 1932, Presi­
dent Nichles read a letter from the Church Board of Edu­
cation which stated a "10 percent cut" would be made in sal­
aries in 1933. There was also a possibility that the Church
could give up its funding of third and fourth years in high
school by June 1932, and the church operated schools could
close by June 1933. Rumors spread throughout the Dixie area
and teachers were experiencing considerable insecurity in
their jobs.

In summary, Henry Van Dyke made a fitting comment about
the worth of a teacher:

Knowledge may be gained from books; but
the love of knowledge is transmitted only by
personal contact. No one has deserved better
of the Republic than the Unknown Teacher. No
one is more worthy to be enrolled in a Demo­
cratic Aristocracy, "King of himself and ser­
vant of mankind." 123

122 Executive Committee Meeting, October 27, 1931.
123 Henry Van Dyke, p. 16.
The Mormon Church exerted "great influence" on the administrative affairs of the early Stake Academy located at St. George, Utah, on the later Dixie Normal College, and on the still later Dixie Junior College. This influence, of course, was the result of the general administrative body—the Mormon Church—which for a number of years practically controlled all education in Utah. The Church founded the educational institutions when Utah was first settled by Mormon converts to the Church and who emigrated to the Rocky Mountain haven in search of safety from persecution. They had been "completely dispossessed" on three occasions, and their President "martyred" in the Carthage Jail.\textsuperscript{124}

The same Mormon pioneers initiated and funded Utah's first educational endeavors and consequently controlled all organizational and operating policies. The general directing board was the LDS Church Board of Education, many of whose members were also prominent among the General Authorities of the Church. The General Authorities consisted of the (head) Church President and his Twelve Apostles (the Church Presidency) who were responsible for the ultimate decision making power in all Church matters. Under them came the heads of the various Church Organizations (General Boards such as the

\textsuperscript{124}Brigham Young University, pp. 20, 7. They were "socially" ostracized from New York, driven from Ohio in 1837, from Missouri in 1839, and from Illinois in 1847."
Areas throughout the Church Territory were organized into Stakes with their own presidencies, and these were comprised of individual Wards headed by a Bishopric. Because of their important contributions these early administrative boards have been listed.

When the St. George Stake Academy had its inception, in 1911, the members of the Church Board of Education were

Horace H. Cummings, Superintendent
George H. Brimhall Charles W. Penrose
Rudger Clawson Joseph F. Smith
Anthon H. Lund Orson F. Whitney
Francis M. Lyman Willard Young

The Church Board of Examiners for Church Schools included the following members:

George H. Brimhall James H. Linford
Horace H. Cummings Willard Young

The St. George Stake Board of Education consisted of the following "Pioneers in Education":

Edward H. Snow, Chairman
James G. Bleak David H. Morris
David H. Cannon George F. Whitehead
Thomas P. Cottam John T. Woodbury

Horace H. Cummings was serving as the Church Commissioner of Education when the St. George Stake Academy officially opened in September 1911. While Commissioner Cummings

125 Annual Catalogue, 1912-13, p. 4.
126 Copied from the 1911 "Announcement."
127 Ibid.
was still acting in that capacity, in 1916, the Stake Academy was given permission to offer Normal School Training. David O. McKay followed Mr. Cummings (April 3, 1919) as the new Commissioner of Education. His assistants were Stephen L. Richards and Richard R. Lyman. Then, in 1920, Adam S. Bennion was named Church Superintendent of Instruction and served in that capacity until 1928. In the meantime, John A. Widstoe was named Commissioner of Education 1921-24. These two men exerted some influence on the decision to approve Dixie Normal College to become a Junior College (1923).

Finally, Joseph F. Merrill became Commissioner (1928-1933) and John A. Widstoe again in 1934-36. These last two men spanned the most crucial time experienced by the College in its battle to survive. Likewise, they spanned the period of time known as the "Orphan Years" when the Church had given the College to the State of Utah, but the State was unable to supply any appropriation until 1936. The fact that Dixie College received $10,000 from the Church during that period was probably due to the influence of those two men.

Some changes likewise occurred in the St. George Stake Board of Education. The Dixie showed that Samuel Isom, Edward R. Frei and Arthur K. Hafen were members of the Board, and James G. Bleak was no longer listed.128 In The Dixie, Arthur F. Miles was shown as being the Treasurer of the Stake

128 The Dixie, 1928, p. 10. See also Brigham Young University. For complete list of Commissioners to 1971, see Appendix L.
Board of Education. Still, changes such as these are sometimes necessary. Such changes contribute to progress.

After Dixie Normal College was changed to Dixie Junior College, a new Board of Trustees was appointed in 1923. This board was comprised of the following educational boosters:

- E.H. Snow, President
- Thomas P. Cottam, Vice-President
- George F. Whitehead, Vice-President
- E.M. Jensen, Secretary
- Wm. O. Bentley
- W.H. Henderson, Panguitch
- Dr. Jos. F. McGregor, (Beaver)
- Wm. W. Seegmiller, (Kanab)

Dr. McGregor represented Beaver Stake; Mr. Henderson, Panguitch Stake; Mr. Seegmiller, Kanab Stake. These men were all serving as Presidents of their individual Stakes. The Presidency of St. George Stake included President Snow and his assistants, Thomas P. Cottam and George F. Whitehead. The President of the Parowan Stake was also appointed to the new Board of Trustees, but his name was not shown in the Minutes of the Meeting. The men from the St. George area were named the Executive Committee of the new Board of Trustees. The former Stake Board (according to minutes) would still function as head of Religion Class Work, the Training Work, and Church Seminaries.

Beginning in 1911, the first year of the St. George Stake Academy, LDS Church Presidents included Wilford Woodruff,

129 Final Stake Board Meeting, January 21, 1923, p. 51.
Lorenzo Snow, Joseph F. Smith, and Heber J. Grant who was "at the helm" in 1930. His First Counselor was Anthony W. Ivins, his Second Counselor, Charles W. Nibley, Joseph F. Merrill, of course, was the Church Superintendent of Schools.\textsuperscript{130}

On October 14, 1932, the Founders' Day Program honored the Pioneers who helped to found the Dixie Junior College--the people who had served on the Church and Stake Boards of Education, the Board of Trustees and the Executive Committee, the earliest teachers in the area (teachers from 1911-1933) the studentbody officers, staff people, educational boosters in the community--and more important, those pioneer presidents of the institution, for they had built the enduring foundations, had helped to formulate the policies which enabled Dixie College to endure the many struggles which have become an important legend in the history of Utah education. Juanita Pulsipher, in her address that day, honored the four members of the first Stake Board of Education who had already left this mortal life. She stated:

\begin{quote}
The first to leave was James G. Bleak
So Cultured and refined
A genuine aristocrat
Such as you'd rarely find.\textsuperscript{131}
\end{quote}

\begin{flushleft}
\textsuperscript{130}The Dixie, 1930, p. 8.
\end{flushleft}

\begin{flushleft}
\textsuperscript{131}Juanita Pulsipher, "Founders Day Address," October 14, 1932. The Dixie, 1929, p. 7, also called him "a typical self-educated pioneer; a teacher, board member, historian and educational booster."
\end{flushleft}
Mrs. Pulsipher continued that David H. Cannon was the "next to leave us."

A man devout  
Whose deep religious zeal and honesty of purpose  
Caused everyone to feel  
Whatever he supported was just and right.

Then Thomas Cottam,  
How well he typified  
The skilled, efficient workman  
Whose common sense  
Defied doubt and discouragement  
But set about to do  
Whatever needed doing.

Finally Mrs. Pulsipher spoke of President Snow:

Dear President Snow,  
How we do miss his face  
His quiet manner, his sound advice  
In every doubtful case.

He was also referred to as being a "powerful force in progressive education, as a board member, a legislator, a stake president," Builder of buildings and men, "he was a Pioneer in consolidation."  

Inez Larson, in her "Tribute To The Founders" stated "we pause . . . to extend to the noble men and women who have . . . promoted the growth of the Dixie College, our sincere gratitude, respect and reverence." She continued: "For such efficient characters in Dixie's history we give thanks to our

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Pulsipher, Ibid.

The Dixie, 1929, p. 7.
Father." Another of the students wrote: "Our hearts swell with respect and admiration for those brave men and women who so nobly and so heroically . . . gave birth to this learning center--to this Dixie College." Still another student wrote that those founders 'visualized a great institution in the midst of the desert, a "school with a soul'; a center of art and knowledge." Still another source said of those early founders,

Ye Pioneers, Titans, Earth giants, men of steel
Who toiled and fought and wrought with unabated zeal!
Ye have built in Zion not only a city terrestrial
But a city ever building, a spiritual city celestial.

and a 1918 graduate said of them:

Our Pioneers! Earth's noblest
tributes grand to them belong.
Their children, heirs of all their
hard-fought past,
Breathe now the sacred name in
reverent song.
Through days of dark'ning hope
and weary toil
Days that called forth the utmost
might of men,
Soothed and sustained by an
unfaltering trust,
They looked to God, and faith
led on again.

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134 Minnie Lund, "Tributes To The Founders," October 1933.
135 Maxine Hafen, October 1933.
137 "Tribute To The Pioneers," Ibid., p. 5.
Finally,

Reviewing the pages of Dixie's history, the names of our Founders stand out distinctly and foremost as did the names of Washington, Lincoln, etc., in our nation's history. As it were they laid the foundations on which we may build. 138

As is often the practice in any institution—the practice of having the president assume responsibility for the ultimate success of any undertaking or organization—so did this condition prevail at the Dixie school. And Hugh M. Woodward was the original pioneer during those formative years which were so crucial to the very survival of the school. He "broke the trail" and led the way for others to follow in his footsteps—to fashion the firm foundation on which others could build. He was always "master of any situation"—a "thinker and philosopher" yet "a strong executive." He manifested sincere confidence in his faculty and in the Dixie students, and he early gained the respect and cooperation of the entire community. 139 Largely through his efforts the Dixie Normal College became a reality, for "he was a strong believer in Dixie's future."

President Woodward left Dixie Normal School in 1918 in order to obtain additional education, and Erastus Snow Romney

138 Inez Larson, "Tribute to the Founders," a speech delivered at Founder's Day Celebration, October 14, 1932.

139 The Dixie, 1918, p. 16.
"a jolly combination of common sense, broad views, serious thinking, and hilarious fun"...140 a "big man physically and mentally," became the interregnum president until the following year when he was appointed president. A "natural leader among men" he "loved his fellow teachers and the students."

President Romney was a "zealous teacher of the Gospel," and "possessed an unflagging faith in God." He was also a "great believer in democracy and a champion of world peace."

All too soon after he had assumed his role as Dixie Normal College's second president, he succumbed on February 12, 1920, to the ravages of the influenza epidemic which was "sweeping the country." His going "cast a gloom over the school and the community." 141

Following President Romney (1920) was the respected scholar and Dixie teacher, Joseph K. Nicholes, who became Dixie's third president. He was a most "efficient instructor and a lasting friend" to everyone. He soon became a "mighty force" at Dixie.

President Nicholes inherited the Normal College Training Program which had been initiated by President Woodward, and under his expert supervision it experienced remarkable success and achievement. He was blessed with "a keen foresight" and planned his goals and achievements well ahead of

140 The Dixie Owl, February 15, 1918, p. 11.
141 The Dixie, 1920, pp. 8-10; and Under Dixie Sun, p. 302.
others. Through his excellent manipulation and avowed concentration on achieving goals, Dixie Normal College became a Junior College, in 1923; President Nicholes, also in 1923, was granted a leave of absence in order to pursue additional graduate credits. He, in his work, brought to the school a fellowship and love unsurpassed by any other principal or teacher. When he left, Edgar M. Jensen became the Fourth president of the growing institution. At that time, Mr. Jensen was the principal of the Normal Training Work at the Woodward School.

President Jensen "loved life and lived it gloriously." He exercised "masterful control over himself and his thinking." When President Jensen asked for a leave of absence (in 1926) to further his studies in California, President Nicholes returned and assumed his previous position at the helm of Dixie College. Because of his highly scientific mind, the College made soil surveys in the entire county and studied and experimented with various fertilizers to feed the impoverished soils. The College Farm (Experimental Farm) was stocked with purebred lambs and cattle, and with pigs and poultry. Under President Nicholes' direction special clubs were organized, and the members were people interested in raising the various animals and plants.

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142 Immortal Pioneers, p. 140.
143 The Dixie, 1923, p. 6.
He greatly expanded the agricultural program at the College, and did more, perhaps, "than any other individual to improve agricultural conditions throughout the entire southwestern area of the United States." According to an article in Under Dixie Sun, it was "with regret the people saw him leave Dixie in 1933 to accept a position at BYU."144

Mr. B. Glen Smith became the president in 1933 and guided the College through its two hardest years (1933-1935), the "orphan years." He resigned in 1938 to devote more time to his teaching and to serve as the Registrar until he retired in 1961. President Smith was succeeded by Glen E. Snow, a respected and esteemed teacher, a state legislator, and Executive Secretary of the N.E.A.

Each of these presidents and the members of each faculty, advanced the work of the school as one year follows another, so was built a better, more efficient educational system, with greater facilities and equipment for higher education.145

Reports made by Dixie Presidents 1923-31 offer some erudition regarding the institutional growth of Dixie College. President Nicholes (1923) was of the opinion the school was entering a new era of importance paralleling world movements:

A sympathetic appreciation of Southern Utah's great and varied natural resources, her people, her history, and the national

144 Immortal Pioneers, p. 140.
145 Ibid., p. 142.
interest now taken in her development
justify the conclusion that our country
is beginning a new epoch of vast impor-
tance . . . . Times have changed us
nationally, locally. A new service
has come upon us and our generous Church
in the reconstruction following the World
War. 146

In retrospect, beginning with the big tent and wagon
box schools, the willow and home schools, the ward schools
and the classes conducted in the old social hall, the Taber-
nacle basement and the top floor of the old County Court-
house, education in the Dixie area took a giant step up when
the Woodward school was erected. Another upward step ensued
with the opening of the St. George Stake Academy which
ensured four years of high school education. The penultimate
upward step occurred when the Dixie Normal College was estab-
lished in 1916 and added two additional years of training to
the high school offerings. Finally, the long-awaited broad
stride was realized when the Junior College was approved (in
1923) and the Dixie Junior College was accepted as a charter
member of the American Junior College Association and became
fully accredited under the Northwestern Junior College Accred-
itizing Association. Now the institution enjoyed a new
"brotherhood . . . in harmony with world movements" and was
entering a "broader mission." 147

President Nicholes continued,

146 This report is available in Dixie College Archives
files.

147 Ibid.
From the beginning of our noble institution there has been an optimism, even a subconscious testimony of a greater future sufficient to characterize every act and plan.

An interesting parallel to that optimism, that faith in a greater future and planning for its realization was the fact that with each upward step which the institution achieved, the name of the school was not inscribed on the arch plate until the words DIXIE COLLEGE could be placed there.

President Nicholes concluded his ideas for future growth by saying

it seems true to believe, therefore, that the Dixie College, an institution so finely interwoven with all the forward movements of the land and so hopeful in its leadership for the future, should close its first and enter upon its second and more influential growth period in its Twelfth Historic Year.

He elucidated further some interesting statistical facts relating to the growth of the school.

1492 young men and women have trained from a fraction of a year to 6 years each. Of these 1492, 375 have graduated from high school
283 have pursued college courses at the Dixie College
139 have pursued college courses at higher institutions in the state
37 have trained in college out-of-state
30 have received A.B. degrees
3 have received M.A. degrees
2 have received DDS degrees
1 has received Bachelor of Law degree
1 will receive his Ph.D. degree this spring
Of the 375 high school graduates 175 have married of which
122 (70%) are temple marriages
35 (20%) are non-temple marriages
18 (10%) are unclassified
73 have taught school
69 others are now teaching a total of 142 (38%)
36 are pursuing agriculture
39 are in commerce
27 are in the professions and unclassified labor
21 have filled missions for the Church

President Nicholes further stated there were 436 students enrolled that year (1923)--the largest registration in the school's history.

50 students were training in Educational subjects
389 in English and Literature
220 in History
70 in Domestic Science
69 in Woodwork
42 in Agriculture
149 in Domestic Art
7 in Modern Language
176 in Physical Education
285 in Music
238 in Religious Education
33 in Dramatic Art
260 in Business
82 in Physical Science and Mathematics
140 in Biology
42 in Fine Arts

In addition, there had been "increased scholarship and experience" on the part of the Faculty and "more evident objectives" in Institutional Policies. The school had also made a "continued effort for added culture through our daily devotional exercises." The new motion picture equipment had afforded an opportunity to offer 32 of the best film productions to students and patrons. A new laboratory had been

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148 President Nicholes, Ibid.

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installed in the Department of Psychology, and 1500 volumes had been added to the library collection. Finally, the school had won fame throughout the state in Debating and Athletics.

President Jensen (1925) told of the school's winning First and one Second place in the American Prize Essay Contest (the only school to win two awards). The school had taken the Judd Medal in Debating, and the male quartette earned First Place in the Mutual Improvement Association's Jubilee Contest. The basketball team had won both "state and national renown," and the school had achieved a "wide reputation in music, drama, and social and religious service."

President Jensen concluded that "the school is in a good, healthy condition, both financially and otherwise--successfully meeting both Church and State requirements."

Of the 458 students in 1928, President Nicholes said

82 entered Debating and Public Speaking--22 awards
156 boys enrolled in P.E.; 98 tried for honors, in six major events--31 awards
116 students in Typewriting; 4 made the Intermountain Type Contest; 4 placed--75 awards
114 students took part in 2 operas; 87 in 7 concerts
21 have produced 2 dramas
73 girls and 77 boys exhibited handicraft work
159 awards have been won in open competition

In addition, "all the communities in Southern Utah and Clark County, Nevada, and two in Arizona have had lectures and musicals [brought] free of cost to them." He added that

149 President Nicholes, Commencement Address, 1928. Copy available in Dixie College Archives.
the outstanding contribution made by the college had been its Leadership Week in which approximately 1000 participated, "under the inspiration of men and women of State, National and International reputation."

Besides enumerating the usual numbers of students enrolled in the various subject areas and the competitive participation and awards, President Nicholes (1931) stressed the school's emphasis on sowing "seeds of knowledge, virtue, and faith"; stimulating "ideals of character"; luring youth into "intellectual achievements through discovery, combat, competition games and social contacts." He also told of 43 different agricultural projects which were "under way," and of 254 students entering nine essay, story, and poem contests. Thirty music students had entered 9 leadership contests, and over 200 students had presented 1 operetta, 1 cantata, 1 opera, 1 vocal concert, 4 piano recitals, and 4 band concerts.

The Faculty gave the best evaluation of accomplishments during the enacting years of Dixie College:

"... we have no time to spend in idle regrets for the past; the present is upon us and the future will be here tomorrow. We should use the past as a guide for further improvement, a block to build upon: live in the present and possess an objective for the future. "Our todays and yesterdays are the blocks on which to build." Each day "must possess some victory, some achievement, that is greater than its successor."" 150

150 The Faculty, "Commencement Thoughts," The Dixie (Commencement Issue), 1922, p. 1.
Chapter VI

TIME OF CRISIS
Throughout America, the years which followed World War I "were difficult ones" as people in Utah soon found out; especially were they difficult for the people scattered in more remote sections of the state.

The dislocation of the economy after its acceleration during the war resulted in the collapse of farm prices, a sharp cutback in wages, and a rapid increase in unemployment. Across the nation there were crippling strikes, foreclosures on farms, bankruptcies in business, bombings by radicals, and political agitation for many kinds of reform.1

As a consequence, the LDS Church also experienced economic difficulties. The new Commissioner of Church Education, David O. McKay, and his counselors, Stephen L. Richards and Richard R. Lyman, "took a hard look at the realities of the situation and immediately realized the postwar depression was threatening the existence of the entire Church school system." They recommended that the following stake academies be discontinued:

- Emery Academy
- Murdock Academy
- St. John's Academy
- Cassia Academy
- Millard Academy
- Uintah Academy
- Gila Academy
- Snowflake Academy
- Fielding Academy
- Oneida Academy (probably)

1Brigham Young University, p. 231.
Possibly the thing that prompted the recommendation to close the foregoing academies was the deluge of appropriation requests from the school administrators, in the various stakes, to be allowed additional teachers, buildings, and increased budgets. The Church Commissioners also recommended there should be one institution in the entire church system where a complete college course which would lead to a degree could be offered. They stated that this school should be BYU, and "for this school, all the other normal colleges should be feeders."\(^2\)

Such encouraging recommendations couldn't help influencing the "dynamic new president" of BYU, Franklin Harris. Immediately he commenced a campaign to make BYU "the great Church university." He started to involve prominent LDS scholars in his planning, one of whom was Dr. John A. Widstoe, who had served as president of both the Utah State Agricultural College and the University of Utah. Dr. Widstoe, in turn, referred President Harris to the scholarly writings of Roger W. Babson, president of Babson Statistical Organization who had written that

> We must teach in the schools a simple religion of the fatherhood of God and the brotherhood of man, and the scientific basis of overcoming evil with good. For teaching this the best characters should be employed, irrespective of Church or creed, men and women whom the entire

\(^2\)Minutes of the Church Commission of Education, March 3, 1920, 2727R. LDS Church Historical Department; in Brigham Young University, p. 233.
community love and respect. Moreover, not until persons of such character are in demand and are paid highly for their services, will such teaching be respected. This has been the history of art, music and literature.  

President Harris must have been influenced by Roger Babson's admonitions, for from that time President Harris sought to bring the "best minds" to BYU. Soon he claimed the school's classrooms were filled "almost to the point of bursting" and he called for an extensive building program in fireproof buildings including experimental laboratories, a well-equipped gymnasium, a well-stocked library, and adequate student housing under the supervision of the University.  

In the meantime, the President of the LDS Church, Heber J. Grant, "accepted an invitation to speak to the Knife and Fork Club of Kansas City, Missouri. In his speech, President Grant stated that "only four states had a higher literacy rate than Utah," . . . and "the high level of public education had been achieved . . . without receiving one single, solitary dollar from the sale of public lands from the United States." He started inviting "prominent American educators to address the April General Conference of the Church in 1921

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Brigham Young University, p. 244.

Ibid., p. 245.
and 1922." Among those eminent educationalists were Walter Ernest Clarke, President of the University of Nevada and Professor Perry G. Holden of Iowa State College. Professor Holden had "heard reports from those who had visited Utah earlier" and said,

One of the things that impressed so much those eastern people . . . was when you open your meetings with prayer, and ask that the people might have open hearts and willing souls to gather from what the speaker may say something to take home; and then they closed with prayer that we shall take home some of these things and put them into our lives and into our practices. I hope you will never give up those little customs, because they are wonderful.  

Anthony W. Ivins, counselor to President Grant, commented on the "new cultural climate into which the Church seemed to be moving."

After separating ourselves from the world, the world has come to us, bringing with it much that is good, much which is bad. One thing this changed condition has taught us: We are an integral part of the great world, and whether we desire it or not, we must be influenced, to a greater or less extent, by its environment with which we are surrounded.  

Some time during President Harris' first five years as President of BYU, concern arose relative to the spiralling

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6Perry G. Holden in Conference Report of the Church of Jesus Christ of Latter-Day Saints, April 1921, p. 151; in Brigham Young University, p. 245; hereinafter cited as Conference Report.

7Anthony W. Ivins, Conference Report, April 1922, p. 41; in Brigham Young University, p. 246.
cost of operating the church schools, and a debate ensued over the Church's being able to continue to offer the secular training "which was being provided by state institutions."

The postwar depression, coupled with the Church's limited resources, became serious enough, 1921-24, that the Church had closed twelve of its academies. By 1925, financial conditions were such that Adam S. Bennion, Superintendent of Church Schools, was called on to "reassess the needs of the entire educational system." This dilemma worsened when President Harris apprised Superintendent Bennion that BYU required "an improved faculty, more adequate scientific equipment, and more books in the library." Furthermore, he emphasized that a $200,000 budget would no longer be adequate and it would need to be increased to $300,000 annually. Not only was BYU requiring additional funding, BYU College in Logan and Ricks College in Idaho were also requiring additional support, and Ricks was pressuring to become a four-year college. In addition, BYU had plans for new buildings involving expenditures of over a million dollars.  

By 1926, financial conditions had become so acute that the Church Board of Education had, for the third straight year, carefully scrutinized the cost of educating its youth. The following tables give the results of their findings:

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8 Brigham Young University, pp. 251-252.

9 Copied from Brigham Young University, p. 251.
<table>
<thead>
<tr>
<th>Items</th>
<th>Expenditures</th>
<th>Cost Per Capita</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$486,918.50</td>
<td>$121.94</td>
</tr>
<tr>
<td>Maintenance</td>
<td>215,726.42</td>
<td>54.03</td>
</tr>
<tr>
<td>Building and Equipment</td>
<td>108,500.00</td>
<td>27.17</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$811,145.02</td>
<td>$203.14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Items</th>
<th>Expenditures</th>
<th>Cost Per Capita</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$121,987.58</td>
<td>$14.65</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12,415.48</td>
<td>1.49</td>
</tr>
<tr>
<td>Building and Equipment</td>
<td>63,099.53</td>
<td>7.58</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$197,502.29</td>
<td>23.72</td>
</tr>
</tbody>
</table>

Their findings showed that the approximately 9000 seminary students "were receiving religious education at a little more than one-eighth the per capita cost of operating the church schools." Hence, these two separate educational programs seemed to be competing for available funding.

In another meeting, March 3, 1926, the Church General Board discussed the issue of whether the Church was duplicating the education being done by the State of Utah. It was also felt that the Church was competing with the state and perhaps the Church should "step out" of the secular education field and "attend strictly to religious education."
Counselor, Charles W. Nibley admonished that they should keep in mind the fact that "the whole school situation in the country has changed very materially in the last ten or fifteen years and the Church has got to face it." Stephen L. Richards concurred that the Church should gradually phase out of the secular education field.

Even the outcome of Brigham Young University was debated in the Board's March 18, 1926, meeting, and Superintendent Bennion reiterated: 1) that the Church should continue to "establish seminaries where the need was keenly felt," 2) that the Church make plans to withdraw support of Junior Colleges and encourage the State to take them over. He further specified that BYU should be organized into a senior and a junior college and steps initiated to have the junior college taken over by Provo City. In addition, he stated arrangements should be made to have Provo City assume the expense of operating the Teacher Training School. He even discouraged the idea of making BYU a great Church University because this would require an "elaborate" building program.10

In still a later meeting, March 23, 1926, the Board indulged in a "pronounced" debate regarding the support of church schools. David O. McKay pointed out that he hesitated "eliminating the schools now because of the growing tendency

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10 Brigham Young University, p. 252.
all over the world to sneer at religion." He recalled how President Woodruff had written that "we must have our children trained in the principles of the gospel."

One of the early moves against teaching religion in Utah's schools was in 1914 when the Attorney General ruled that Utah's Constitution prohibited using public monies for religious education. This ruling could have had some effect on the Church's change of policy in discontinuing its funding of high school education and building seminaries where students, who desired, could be granted released time from the high school and receive one unit of credit for Bible study. The first seminary (at Granite High School in September 1912) began "with the unanimous permission of the local school authorities." By 1930, these seminaries were serving fifty-two Utah high schools outside of Salt Lake City. Moreover, the seminary system of Utah was sanctioned by the Utah State Board of Education on January 5, 1916, when it authorized giving credit for Bible study. From time to time some individuals or groups have challenged the seminary system in Utah, avowing the system violates the Attorney General's 1914 ruling. One of the most recent of these challenges came from an individual in Cache County who claimed such a practice discriminated against students who elected not to attend the seminary classes. The court cases which ensued failed to show any discrimination, and the seminaries are still functioning (1981) in Utah.
In 1963, the United States Supreme Court banned religious devotions from the classrooms and specified "it didn't want to prevent public schools from teaching about religion, but to encourage it." Cornell continued that there had been "little public outcry" for teaching religion but "considerable pressure for what the court ruled illegal--officially sponsored prayers or devotional readings." \(^{11}\)

In 1929 there was a protest in the state government regarding the Church seminary system; consequently, the State High School Inspector, after conducting a study, made his report to the State Board of Education, January 8, 1930, on the "Existing Relationship Between Religious Seminaries and Public High Schools in the State of Utah." He stated that "the problem [was] purely a constitutional, educational, and financial one." Regarding the constitutional pertinence he stated,

that the spirit, and perhaps the letter, of the Constitution [1914 ruling] is violated by the practice of giving credit in the public schools for something which the Constitution prohibits being taught there, and of making religious education an indirect burden on the public taxpayer, is only the opinion of a layman . . . . It is sufficient to raise the question and suggest the ease with which the point might be settled by the State Judiciary.

In considering the significance of the educational aspect he stated:

Utah is known throughout the nation for its firm belief in education. Her educational system is recognized as having many points of superiority in organization and general policy. Any factor which affects her scholarship, therefore, constitutes a serious problem.

He then brought in the financial and economic aspects which he stated were

significant because of the splendid efforts put forth and the tremendous hardships endured by the taxpayers in order to support public education. Anything which increases this burden without an adequate return in terms of public education becomes at once a matter of vital importance.

Thus, his report raised the three questions, and he concluded that "the religious seminary was a scholastic handicap to the student, a financial burden to the school district, and a violator of law." Then the Inspector delineated what he termed as "statement of Facts."

"... In one respect, the seminaries are costing the taxpayers of Utah thousands of dollars ... Student 'A' is enrolled for English, algebra, biology, history, and theology, devoting one hour per day of school time besides his home preparation to each subject. For each of the public school courses he receives one unit of credit, and for the theology course one-half unit. This makes an apparent load of four and one-half units, but an actual load of five units. In an attempt to carry a similar load for three years, Student 'A' fails in part of his work and spends an extra year in high school in order to graduate. The cost to the taxpayer ... is increased twenty-five percent, due to his presence in school for five instead of four years ... Student 'B' is enrolled
in the same course . . ., but instead of failing he graduates in four years with very low marks . . . he enters the State University and due to his low marks . . . is unable to carry university work. His failure in the University adds a tremendous load to the taxpayer.

"Students 'A' and 'B' are not hypothetical cases. Record cards by the hundreds can be found in high school and university files to represent students 'A' and 'B.' Twenty-two percent of the entering class of freshmen at the University in the fall of 1929 were required to take a make-up course in English because their preparation was inadequate to meet the standards of freshman-year work . . . . There is no implication that all the failures and poor scholarships in high school and university are due to the seminary. Included among the failures . . . are many students who . . . scattered their energies over fifteen units of public school work and three units of theology, making eighteen units . . . instead of concentrating on sixteen units . . . . Thus, the quality and amount of work required of all pupils must be adjusted to meet the pace set by . . . attempting to take eighteen units." 12

The preceding report was referred to a special committee of the State Board, and the Committee made its "majority report" to the Board March 24, 1930.

Your committee has carefully examined the files of the State High School Inspector, and have found . . . from students' report cards, students' answers to the questionnaire sent out, school annuals, reports from principals and teachers, and from printed matter published by

the seminary officials, evidence sufficient to satisfy us that the statements made by the High School Inspector, with one exception, on which there was no documentary evidence, true and correct . . . 13

On May 3, 1930, Joseph F. Merrill, Commissioner of Education for the LDS Church, submitted a report to the State Board of Education in which he refuted Inspector Williamson's report and stated that poor high school grades were the result of too little study and not the seminary. He likewise claimed that seminaries were not costing the Utah taxpayer thousands of dollars; instead, they were actually saving the taxpayers thousands of dollars. He likewise pointed out that "when the State Board voted to permit credit for Bible study in 1916 the same Constitution was in effect as now." Furthermore, "seminaries were in existence in 1921 when the legislature enacted into law Chapter 95 which prohibited the teaching of 'atheistic, infidelic, or political doctrine'." He also said there was probably no university in America which didn't offer political courses. Were such universities, then, violating the laws? He also stated that the "Constitution and legal provisions of Utah relative to the division of Church and State, of the freedom of the public school from sectarian control and religious teaching are similar to those of other states . . . ."

13 Comments by "Special Committee" to State Board of Education regarding report made by State High School Inspector. Both reports can be found in "Education, Church," in the Dixie College Archives files.
Commissioner Merrill quoted from the 1928 book entitled *Religious Education and the State*, wherein "Professors Jackson and Malmberg, working under the direction of Professor Coe of Columbia University" had conducted a survey of public schools in the United States in order to determine how many offered religious education:

Table 25
High School Credit For Bible Study--1927

<table>
<thead>
<tr>
<th>Alabama</th>
<th>Maryland</th>
<th>Oklahoma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas</td>
<td>Michigan*</td>
<td>Oregon*</td>
</tr>
<tr>
<td>Colorado*</td>
<td>Mississippi*</td>
<td>South Dakota*</td>
</tr>
<tr>
<td>Idaho</td>
<td>Missouri</td>
<td>Tennessee</td>
</tr>
<tr>
<td>Illinois</td>
<td>Montana</td>
<td>Texas*</td>
</tr>
<tr>
<td>Indiana*</td>
<td>Nebraska</td>
<td>Utah</td>
</tr>
<tr>
<td>Iowa</td>
<td>New York</td>
<td>Virginia</td>
</tr>
<tr>
<td>Kansas</td>
<td>North Carolina</td>
<td>West Virginia</td>
</tr>
<tr>
<td>Maine*</td>
<td>North Dakota*</td>
<td>*&quot;In each of these states an official syllabus of Bible study is, as a rule, the basis.&quot;</td>
</tr>
</tbody>
</table>

Table 26
States Not Giving Credit For Bible Study--1927

<table>
<thead>
<tr>
<th>Arizona</th>
<th>Massachusetts</th>
<th>Rhode Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>Minnesota</td>
<td>South Carolina</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Nevada</td>
<td>Vermont</td>
</tr>
<tr>
<td>Delaware</td>
<td>New Hampshire</td>
<td>Washington*</td>
</tr>
<tr>
<td>Florida</td>
<td>New Jersey</td>
<td>Wisconsin</td>
</tr>
<tr>
<td>Georgia</td>
<td>New Mexico</td>
<td>Wyoming</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Ohio</td>
<td>*&quot;Court decision against giving such credit.&quot;</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Pennsylvania</td>
<td></td>
</tr>
</tbody>
</table>
Table 27
Public School Time Used For
Religious Education—1927

<table>
<thead>
<tr>
<th>Specifically Permitted By Statute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iowa</td>
</tr>
<tr>
<td>Oregon</td>
</tr>
<tr>
<td>Minnesota</td>
</tr>
<tr>
<td>South Dakota</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Permitted by State Department of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine</td>
</tr>
<tr>
<td>New Jersey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Permitted by Attorney General's Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Permitted by Usage Without Specific Statute, Decision, or Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
</tr>
<tr>
<td>Arkansas</td>
</tr>
<tr>
<td>Colorado</td>
</tr>
<tr>
<td>Connecticut</td>
</tr>
<tr>
<td>Illinois</td>
</tr>
<tr>
<td>Indiana</td>
</tr>
</tbody>
</table>

*Usage, Though Attorney General's Decision Adverse

<table>
<thead>
<tr>
<th>Kansas</th>
<th>Pennsylvania</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Dakota</td>
<td>West Virginia</td>
</tr>
</tbody>
</table>

Of interest were the following three quotes of nine which were made by Commissioner Merrill:

"Dayton"

"This city of nearly 200,000 population, largely 'American' in character enjoys a unique reputation for weekday church school work. It
has about 6,500 boys and girls under Protestant religious instruction within the city proper and 3,500 children in weekday schools in the surrounding country. In addition, there are classes provided for high school boys and girls. Every public school in Dayton is served by a weekday church school.

"Kansas City"

"Today practically 95% of the boys and girls of the public schools of Kansas City are under religious instruction. The total number is about 12,000, more than are enrolled in any other city in the country.

"Toledo"

"The 'Toledo Plan' goes back to 1916 for its beginning, two years after the 'Gary Plan' started. It is the oldest weekday system in Ohio, a state in which weekday schools flourish like the proverbial green bay trees."14

Commissioner Merrill stated that the State Board of Education Committee had quoted the Utah Constitution which specifies that "No public money or property shall be appropriated for or applied to any religious worship, exercise or instruction," yet the "Utah Legislature appropriates money for the salary of its chaplains. The State Senate opens daily by prayer--a religious exercise." He then posed the question, "Does this violate the Constitution?" He continued: "Does the support of and praying of chaplains in Congress, in the army and navy of the United States, violate the Constitution of our Country?"

In considering the financial aspect of the issue, Commissioner Merrill mentioned Salt Lake City School Board and said it had been receiving $20,000-$25,000 annually from the State for the education of students they didn't even educate—students who attended the LDS College (a private school). In addition, because the city did not have to educate these students, the City Board had been saved one hundred thousand dollars or more annually.

Mr. Merrill also stated that the reason the Church had maintained the Dixie College was because the district wasn't financially able to maintain a 4-year high school. And President Nicholes pointed out to the County people, when they were discussing building rent with the Stake Board, how the Church had appropriated the money to support the high school for so many years.

Also quoted by Commissioner Merrill was a letter from Mr. F.W. Kirkham, Director of the National Child Welfare Association who had written relative to Mr. Williamson's Report:

> It is unfair . . . casting reflection upon the ability, integrity and even honesty of the school superintendents of Utah, of whom I have been a member . . . . No school superintendent in the State . . . would knowingly decrease the deficiency of his school in a single unit of credit with any plan of cooperation with the seminary . . . . No superintendent would knowingly increase the taxes of the State of Utah for the benefit of a religious organization . . . .

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15 Mr. Kirkham who wrote from his office in New York City to Commissioner Merrill had been, for many years, Superintendent of the Granite School District.
Commissioner Merrill told of a visit which the United States Commissioner, Honorable J.J. Tigert, had made to Utah and of his telling Mr. Robert D. Young, member of the State Board of Education of a study he had made. This study was of the LDS Seminary System in cooperation with the public high schools. He thought this was "one of the finest arrangements in the land, and he believed "this method of religious/character training would, in the near future, be adopted by the whole United States."

A particularly enlightening study relating to the controversy of schools and religion was conducted by Dr. H.L. Searles. He covered "all the tax supported universities in the United States (forty-two) and gave a brief outline of the historical development of religious studies in those universities. He stated that

a survey of the present curricula of state universities will show that there has been a significant beginning in the study of religion in a large majority of the state universities of the United States.

Dr. Searles offered the fact that America had entered a "period of cooperation between the church and state universities," as substantiated by the "movement known as the school of religion movement." 16

Another interesting and scholarly work was that of Professor Clifford S. Griffin (University of Kansas) which "explores various ideas about the purposes and practices of higher education," specifically at the University of Kansas. Griffin wrote a lengthy judgment of the philosophy and contributions of Chancellor Frank Strong, a devout Baptist and a pious man who proclaimed "that the University should inculcate the Christian virtues." A man of firm convictions, Strong, was "obsessed with democracy, committed to Christianity . . . and intent on developing the University to the maximum."

In his inaugural address, in October 1902, Strong voiced his concern about the University.

"Men and Women of Kansas," he concluded, "do you love this state? Do you love its broad prairies where in the springtime the wandering breath of God stirs the perfume in a million flowers? Do you love the memory of the pioneers, their struggles, their hardships, their tears? Do you love your children? Then do not allow the University of Kansas to miss its destiny." 17

During Chancellor Strong's tenure many new buildings were added, many policies changed. "In 1901 the Women's Board of Missions of the Christian Church had established a 'Bible Chair,' entirely outside the University, to offer

courses in religious history and the Bible . . ." The Women's Board of Missions, however, were unable to provide the needed money for the building to accommodate the Chair. Strong (who considered the Bible Chair a "nearly ideal solution to the question of religion in connection with a state educational institutions") along with the other regents, solicited funds from private donors. A Mrs. Mary Myers of Philadelphia donated $10,000 to the cause--the largest individual gift. As a result, Myers Hall was completed in 1906. Strong's first decade in office brought "an increased amount of state-service work [which] gave the institution a new dimension."

Chancellor Strong's avowed commitment to make Kansas State University a great one was much like President Franklin Harris' obsession with making BYU a great university; both of these administrators evinced a singleness of purpose and a forceful drive in order to achieve their purposes. Moreover, Strong's deep-rooted regard for Kansas and his recalling the pioneers and their struggles is particularly reminiscent of the Dixie Cotton Mission Pioneers of 1861; their struggles to conquer the harsh desert wilderness and to eke out an existence while they contrived to give their children the cultural enlightenment/refinement which rightfully should be a part of their heritage parallels Strong's concern for the children of Kansas. And his emotional regard for the Kansas University echoed the Dixie peoples' earnest attachment to their own college and to that intangible "Dixie Spirit"
which had crept into their conscious existence and gave them
the fortitude to endure any adversity. They had the moral
strength and the patient courage to fight on for their con-
victions. Strong, on the other hand, although a "dedicated,
vigorous man who had high hopes for his university," still
he "lacked the common touch," according to Griffin, and
"alienated his faculty, the administrative boards and the
alumni"; he became discouraged and resigned in 1920. Such
are the "perils of efficiency." 18

That same fortitude which the Dixie People possessed
enabled them to unite their efforts to save their school when
the Church, because of wartime difficulties and the depres-
sion which followed the war, became concerned and eventually
withdrew its support of public schools and later its junior
colleges. Even Utah's growing population increased the per
capita costs for education. In addition, President Harris
whose ambitions for BYU added to the financial woes of the
Church was certainly a factor. Still, one cannot overlook
the impact which the religion controversy had on the Church's
decision to withdraw its support of public education in fav-
or of private seminaries, especially when the national trend
was leaning toward private religious instruction and released
time from public institutions to participate in Bible studies.
It is little wonder that Church policies regarding education

changed. Even Charles W. Nibley's admonitions that school situations throughout the country were changing and the Church would need to address such changes could have exerted some influences on the eventual decision.
Chapter VII
THE ORPHAN YEARS
Although the Church was working toward closing of the various Church academies and establishing seminaries instead, Dixie College placed considerable emphasis on teaching religion and maintained its Department of Religion as long as it was under the auspices of the Church. The school published its purposes and aims:

"Religion should encompass and motivate for good the whole life of man.

"The work of this department shall aim to make people feel at home and at peace in the world; sure of the eternity of man; confident in the moral nature of God's character; true to an ideal of disinterested service; sympathetic with God and good men in the unsolved problems of Nature and Society; hopeful of a slow growth of a "Kingdom of God" among the children of men; and to make people feel that they should consciously and purposefully set about cooperating with God and inspired men in bringing these things to pass on earth.

"Also, this department aims to make students doers as well as hearers of the word. [We] entertain the modest hope that students will become better citizens as well as more diligent church workers by reason of this work." . . .

"Morality is the major part of religion, righteousness is expected of men. Hence some emphasis will be placed on Ethics, the Gospel of Love, good will and duty as taught by Jesus Christ and the prophets." . . .

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1Annual Catalogue, 1930-31, p. 19+.
Congruous with Dixie College's emphasis on morality and the Gospel of Love is the Mormon tenet that stressed the Love of God as being important:

I, the Lord, will cause them to bring forth as a very fruitful tree which is planted in a goodly land, by a pure stream, that yieldeth much precious fruit.\(^2\)

In the Book of Mormon, the "fruitful tree" is said to represent "the love of God which sheddeth itself abroad in the hearts of the children of men."\(^3\) It seemed that the administration and faculty were aware of the decline in teaching spiritual values to America's children and sought to keep such practices alive at Dixie College. Hence the emphasis on righteousness, morals, love for one's fellow men, and service to others which so often appeared as "aims" in the Annual Catalogs and in the Dixie Owl.

Another tenet of the Mormon people was built around the "Ten Commandments." The first two of these great commandments correspond with the "Gospel of Love."

1) Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind.

2) Thou shalt love thy neighbor as thyself.\(^4\)

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\(^2\)D. \& C. 97:9.

\(^3\)Ibid., 1 Nephi, 11:21-22.

\(^4\)Matthew, 22:35-40.
Commandment (1) could have been the inspiration for the Devotional Services which Dixie students were expected to attend every morning, and (2) with the school's devotion to community service.

During the first ten years of the Dixie School's existence the community service program was initiated. Debates, discussions, dramatic programs, exhibits, and music programs were sponsored as a community service. Many of these programs were taken to communities in the surrounding counties--even into the Virgin Valley in Nevada and Mt. Trumbul in Arizona. Going to those outlying communities often proved difficult because most of the traveling was accomplished by horse and buggy. Inclement weather could prolong the trips by days. 5

The community also had the use of the college library and of the swimming pool. Likewise, the agricultural programs sponsored by the college succeeded in uniting the school and the community in all their endeavors to improve the "lot" of the farmers.

By June 1929 the community service programs had expanded to the extent that the school had to establish a coordinating department (Public Service Department). Of this department, the following statements were made:

"This department intends primarily to make Dixie Normal College of greater use to the communities in Southern Utah. It aims

5Related by A. Karl Larson, Interview, April 15, 1981.
to cooperate with the town, school, and church officials and assist them by bringing to their various communities carefully prepared programs, dealing with the problems of the day. Any community or agency wishing this service may secure it by arranging with the school office.

"The music, dramatic art, citizenship, and public speaking departments are so organized in this public service department, that they are ready to present complete educational programs. The school solicits public cooperation and liberal use of the department."6

Soon the Community Service Department became an "integral part" of the community. The school and community established a commonality of goals, each strengthening the other as they cooperated with each other. The Annual Catalogue spoke of their united efforts:

The city administration, the people, the school, and forces concerned have united to rid the town of every influence that might endanger the growth and happiness of the young and rising generation. There are no saloons in the city and very little trace of illegal traffic in liquor. The people are sociable, hospitable, and appreciative. At present there are a great many homes in course of construction which will provide rooms for those [students] who desire to come and spend a pleasant winter in this delightful climate.7

From the foregoing quote one can discern the moral standards of the community and the faculty. This concern with such standards was further substantiated in the following account:

7 Ibid., 1916-17.
President Nicholes told of two of our school basketball boys who had recently been drinking. Some time was spent in reviewing our system of athletics in the school and the problems connected therewith. President Snow stated that such matters should be taken up with our faculty and coach and a stand taken. It was thought best to sacrifice wins rather than moral standards.  

By 1932, devotional exercises were conducted prior to holding every assembly. It was felt that this would help to "put students in the 'proper frame of mind'," President Nicholes elaborated on the importance of these exercises:

[He] announced that the devotional exercises were the greatest moral factor in the school, that those in charge could call for help if necessary, but that the program should be interesting enough to bring the students to devotional exercises.

On the surface things seemed to be working out smoothly for the college. True, appropriations from the Church were becoming smaller, salaries were too low, and many activities had to be dispensed with. But those were stringent times all over the country. Everyone had to sacrifice in order to face exacting conditions. Whenever the school experienced a really acute problem, the Church and the community somehow helped to solve the problems. Inwardly, there were some individuals who listened to the rumors which were circulating, and wondered what the future would bring.

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8 Executive Committee Meeting, December 26, 1929, p. 61.
9 Faculty Meeting, October 3, 1932.
President Nicholes, after having read a newspaper account announcing that the Church would probably have to close the junior colleges, cautioned the faculty for being uneasy. He told them that of all people they were expected to remain the most complacent. He expressed his personal viewpoint that he didn't expect to see Dixie College dropped since they had a new building. He did feel, however, that the cessation of the high school program was imminent.10

In the meantime, pressures to close the academies continued to build up. David O. McKay was reluctant to close those institutions, arguing that "The influence of seminaries, if you put them all over the Church, will not equal the influence of the Church Schools that are now established."11 Superintendent Bennion, however, remained adamant, insisting that "finally and inevitably we shall withdraw from the academic field and center upon religious education. It is only a question as to when we can best do that."

Finally on April 7, 1926, Superintendent Bennion advised the Board of Trustees for Snow College that the "Church had established a policy of eventually withdrawing from the academic field."12

Then Superintendent Bennion resigned his position for another one, and December 27, 1927, the Church Board of

10 Faculty Meeting, February 25, 1929.
11 Church General Board Meeting, March 23, 1926; in Brigham Young University, p. 253.
12 Ross P. Findley, "Snow College: Its Founding and
Education appointed Joseph F. Merrill to replace Adam Bennion. The day Bennion departed to assume his new position, he submitted his recommendations to the Church Board of Education. In his report, he repeated what he had earlier proclaimed to Snow College. Later, March 22, 1928, the Church Board instructed Superintendent Merrill "that the policy of the Church was to eliminate church schools as fast as circumstances would permit." Finally, on February 20, 1929, the Church Board of Education "publicly announced its intention to close the various church schools." Consequently, Superintendent Merrill advised T.N. Taylor, chairman of the BYU Executive Committee, that

on or before the close of another school year two or more of our church schools in Utah will be closed. The closing of the other will probably follow in June 1931. . . . My own hope and fondest desire is that we may retain the BYU as a senior and graduate institution, eliminating its junior college work, and make the University outstanding; . . . whether this can be done or not will, of course, depend on conditions.  

Cleon Skousen (1976) conjectured that the foregoing letter indicated


13 Church Board Meeting, March 22, 1928.

14 Joseph F. Merrill to Thomas N. Taylor, February 20, 1929, box 24, folder T, Harris Presidential Papers; in Brigham Young University, p. 257.
Superintendent Merrill hoped that he could save BYU as a graduate institution—but this would necessitate the sacrifice of the Church junior colleges by turning them over to the State of Utah.

He did clarify this statement by saying "... this entire proposal depended on the State of Utah being willing to assume the expense of operating a junior college program, something the state had never previously undertaken." 15 Still, February 22, 1929, Senate Bill 206 was introduced by Mr. Candland "to provide for the organization and Maintenance of Junior Colleges." 16 Evidently Candland's bill was lost in the sifting committee.

Down in St. George Coach Leland Hafen, on his return from a trip to Ogden, told the faculty that Superintendent Merrill had visited Weber College and had intimated Weber and Snow Academies were to be discontinued in May of 1930. 17 Hafen's report cast a gloom of uneasiness over the faculty. Nevertheless, an optimistic feeling returned when President Nicholes apprised the faculty that David O. McKay and Richard R. Lyman had assured him the church schools wouldn't be abandoned until the state would "take them over." Later the Church Advisory Committee recommended

15 Brigham Young University, Ibid.
16 Utah Senate Journal, 1929, p. 500.
17 Faculty Meeting, March 4, 1929.
a) the closing of the LDS Church College in June 1930 and that the school continue as a senior high school, with increased student fees

b) that the other colleges would be continued 1930-31, pending transfers to the state or community--the student fees being raised to be comparable with those at the University of Utah and the Utah Agricultural College.¹⁸

The following day, articles in the Washington County News and The Deseret News reported the Church's intention to close the LDS College in Salt Lake City, but would not abandon Dixie, Gila, Ricks, Snow, and Weber Colleges until some provision could be made by the State to operate them.

In a later Faculty Meeting, President Nicholes apprised the teachers he had been notified that a decision about Dixie College's fate would be made during the next nine months.¹⁹

The following January President Nicholes read the faculty a letter President Snow had received from Superintendent Merrill who explained that all of the Church's junior colleges were to be closed by June 1933, some as early as June 1932. President Nicholes advised the teachers to keep this information confidential for the time being, and explained he would like to see the college continue "in full force" until it was closed. He did not want it to "drag out to a diminishing end."²⁰

¹⁸Dixie College Papers, December 20, 1929, in the College Archives files.

¹⁹Faculty Meeting, May 12, 1930.

²⁰Ibid., January 5, 1931.
The following month another letter to President Nicho­les, from Superintendent Merrill, made the fate of Dixie College seem, to the faculty, even more ominous.

. . . please be advised, that at a meeting I had with the First Presidency this morning I was instructed to say that during the coming year there can be no expansions anywhere in the work of the department, neither in the schools nor in the seminaries. On the other hand, we are instructed to prepare our budgets with the view of cutting out every expenditure not absolutely necessary. Further, there shall be no increases in salary.

He went on to explain what had prompted the Church to institute this action and made recommendations for further action at the Dixie College:

"The tremendous falling off in the revenues of the Church makes it necessary for expenditures to be reduced to the minimum. The First Presidency hope that we can get by without a reduction in salaries, but at this time they are doubtful. It will depend upon the cost of things that you consider necessary.

"If you are offering any courses that can reasonably be suspended during the coming year, you are urged to do this . . ."\textsuperscript{21}

The Executive Committee for Dixie College urged that student fees for the 1932-33 school year be set to "bring in the largest amount of revenue." In addition, they considered

\textsuperscript{21}Letter from Superintendent Merrill to President Nicholes, February 18, 1931; "Correspondence," Dixie College Archives files.
ways whereby the money necessary to operate the college could be obtained. President Nicholes suggested that the Church be asked to cut the appropriation for next year and give the other half for the 1933-34 year. He also said the Church should be requested to turn the high school work over to the county.  

In a later Executive Committee meeting it was agreed to take under advisement the following items:

1) That we should have a complete school year in 1932-33.

2) That we live within the budget even though the amount received from the Church on the budget be reduced below the amount allowed on the budget and the fees received be less than the amount anticipated.

3) That financial contracts and expenditures should not at any time exceed the receipts.

4) That the expenditures should be fairly well known by the Stake President and that the President and Secretary of the College should meet with the Stake President and report financial conditions once a month.  

Another cause for concern in 1932 was a letter from the County School Board asking for a reduction in rent. In its March 8 meeting the Executive Committee was of the opinion that if there were to be any change for next year it would be a raise in rent for the County should assume responsibility for the third and fourth year high school work.

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22 Executive Committee Meeting, March 8, 1932, p. 72.

23 Ibid., May 29, 1932, p. 75.
When the Executive Committee met again on May 17, after considering the budget, the members concurred that the County rent should be reduced to $5000 for 1932-33.

In the meantime, the Church Board of Education "was pretty outspoken in its announcements to try to induce the legislature to action." President Harris wrote that "Dr. Merrill [had asked him] to get on the job and see if the thing couldn't be transferred to state control . . ."24

The destiny of Dixie College was still questionable, and as one citizen remarked, "it was the 'lull before the storm'."25 Even the studentbody officers were becoming concerned about the unease at the college. Finally, President Nicholes and Secretary Bentley, along with Mar McGregor, studentbody president, met with the Stake Presidency in its regular meeting in order to address their concerns. They discussed "the amount of the studentbody lyceum and other fees for next year." The Stake Presidency "favored retaining the fee at a maximum of $5.00, taking one dollar of this amount for a dance fee for both boys and girls." The Presidency likewise opposed publishing a yearbook for 1932-33. The only way one could be had was to "make the purchase of the book optional," and on that basis, enough students should want the book to assure its paying for itself.

24 Franklin S. Harris to John Q. Widstoe, March 2, 1929, box 24, folder W, Harris Presidential papers, in Brigham Young University, p. 257.

Beginning July 22, 1932, and for the ensuing several meetings, the Executive Committee was involved in financial matters—appraising the value of the Dixie College and all its property, including departmental equipment.

In the January 4, 1933, meeting of the Executive Committee, President Nicholes reported on his recent visit with Superintendent Merrill in Salt Lake City. They had discussed the plight of the church schools. Gila College had requested the Church "to match dollars (above tuition) with local money up to $10,000 per year." The Church had consented, on the basis of such plan, to a maximum appropriation of $6000 per year, for one or two years. Superintendent Merrill also advised that Dixie College should be working toward a closing program. He told President Nicholes that Washington County would receive $10,000 out-of-state equalization funds this coming year and $20,000 next year. This information tended to alleviate (a little) that anxious concern which had been building up at Dixie College.

President Nicholes also advised the Committee he had visited Anthony W. Ivins of the Church First Presidency and left him a letter in which he had written of the urgent need for educational aid from the Church.

Finally, President Nicholes reported that, according to Superintendent Merrill, "the Dixie College property would be subject to disposal by our stake presidency."26

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26 Executive Committee Meeting, January 24, 1933, pp. 80-81.
The Church leaders were cognizant of the problems involved when "the depression had deprived [it] of the funds needed to support its junior colleges," for the leaders "did not want the communities they served to lose these educational facilities." Therefore, the Church had offered to give the junior college facilities to the State of Utah, with the stipulation that if they were ever used for anything but educational purposes they would revert to the Church." In response to this offer, the State Legislature passed a bill authorizing "the transfer of Snow and Weber Colleges to the state and provided for their maintenance as junior colleges under the supervision of the State Board of Education."  

75-6-1 SNOW COLLEGE

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

The bill for Weber College was numbered 75-6-2 and read the same as Snow's only that the school year was to begin July 1, 1933. Both these bills would take effect when

27 Bennion, Mormonism and Education, p. 195; Brigham Young University, p. 289.
"the Revised Statutes of Utah, 1933, became effective. They were approved March 21, 1933.  

In the meeting with the Executive Committee, January 4, 1933, President Nicholes also reported

two factions were at work in Ogden--the Church and the Chamber of Commerce. President Thomas and the University of Utah wanted to make a "Branch" at Ogden but Ogden wanted a separate institution. Ogden was working with the surrounding counties to get a Junior College with transportation facilities furnished to the surrounding communities. Those sponsoring the present Junior College bill counted on Snow and Cedar Academy going as Branches to the A.C., and with a Junior College at Ogden it was thought that Junior College legislation would be closed for years.  

Meanwhile, Mr. Arthur F. Miles introduced H.B. 58 to the Legislature.

"An act establishing a State Junior College at St. George City, placing the same under the Management and Control of the State Board of Education, Limiting the Course of Study and Prescribing Entrance Requirements Therein, and Providing a Method of Approving Claims Against Said School.

"Communication filed.

"On motion of Mr. Miles, the House concurred in the Senate amendments.

"H.B. 58, as amended, passed on the following roll call:

28"Public Schools," House Journal, Laws of Utah-1933, Chapter 49, p. 89; passed at special and regular sessions of the 20th Legislature, January 2, 1933, and March 9, 1933.

29Executive Committee Meeting, January 4, 1933, p. 80.
"Yeas, 46; Nays, 8. Absent, 6.

"Those voting in the affirmative were:
Adams, Allen, Anderson, Ashton, Bosone, Christensen, Clark, Creer, Doty, Edman, Frischknecht, Granger, Greenhagen, Grossenbach, Hall, Harris, Holbrook, Holdaway, Holley, Hopkin, Hoyt, Jarvis, Kedington, Killian, Lamoreaux, Low, Lund, Magleby, Maw, McKinnon, Miles, Mitchell, Monson, Newman, Paxton, Pectol, Peterson, Pope, Royle, Smith, Thatcher, Van Wagoner, Wall, Young, Mr. Speaker.

"Those voting in the negative were:

"Absent and not voting: Gammeter, Henderson, Lane, Mendenhall, Nicholes, Wayman.

"H.B. 58 referred to the Committee on Revision and Enrolling to be engrossed. 30

Further Action was indicated:

"Mr. Speaker:

"I am directed to inform your Honorable Body that the Senate has this day passed under suspension of the rules, SJR No. 8, by Joint Appropriations and Claims Committee entitled 'A Resolution Providing For Appropriations to Branch Agricultural College, Snow College, Weber College and Dixie College, and the same is transmitted herewith for your action.

"Respectfully,

"Lynn S. Richards, Secy. Communication filed.

"Yeas 49; Nays 4; Absent 7.

"Transmitted to Senate for further action. 31

30 House Journal, March 7, 1933, p. 785; Special and 20th Session of the Legislature of the State of Utah, 1933.
31 Ibid., February 24, 1933, p. 561.
"Mr. Speaker:

February 25, 1933, Senate concurred.
Communication filed.\footnote{House Journal, February 24, 1933, p. 575.}

Mr. Ellis Pickett, President St. George Chamber of Commerce, was in Salt Lake City while the 1933 Legislature was in session. He learned that Snow and Weber Colleges had delegations in Salt Lake City "attempting to influence the legislators to establish colleges at Ogden and Ephraim. Mr. Pickett immediately contacted the Dixie faculty and asked "what course of action St. George people would like their representatives to follow."\footnote{Faculty Meeting, February 9, 1933.} After considering the report, the faculty decided a delegation should be sent from the College and Community to confer with President Snow who was already in Salt Lake City, endeavoring "to influence the legislators to be vigilant to the interests of the St. George people."

During the faculty discussion, B. Glen Smith pointed out that the proposed bill being considered by the legislature "offered a narrow curriculum of normal education only, and the minimum enrollment was to be 200." It was Mr. Smith's opinion that the delegation should "attempt to alter the legislators' reasoning on this matter." Mr. A.K. Hafen suggested the delegates should ask for legislation to enable the state to take over the "private junior colleges now in
operation." President Nicholes recommended "an open policy . . . whereby the state could provide for junior colleges as time and means would require and permit."

Many state officials voiced the opinion that Dixie College was facing complete oblivion. People in the community as well as those at the college were becoming discouraged with not knowing what the outcome would be. Some people were disappointed with the Church. Others blamed Superintendent Merrill saying he was trying to do away with Dixie College. Teachers were finally advised to look elsewhere for positions, possibly with the Washington County School District. There was no assurance the college would be saved. When this news reached the people of St. George they united their efforts and planned for a counter attack.

Dixie College and St. George people weren't the only ones who were dissatisfied with the proposed bill. People in the Ogden area, Salt Lake City and even Cache County were too. The plan to have a separate State Board of Education for the colleges of the State didn't materialize. The Dixie Faculty were told that a State Superintendent would be hired to supervise elementary and high school work, and a new board would be retained to oversee the college work.

34 Faculty Meeting, February 9, 1933. See also Colvin, p. 81.
35 Telephone Conversation with Elizabeth Beckstrom, August 28, 1981.
36 Executive Committee Meeting, January 11, 1933.
During the winter of 1933 various committees went to Salt Lake City to confer with the legislators, and state representatives visited St. George to assess the situation there. More and more people favored President Nicholes' suggestion that it would be best if the State assumed control instead of people's trying to convince the Church to continue its support.

Finally a committee comprised of W.O. Bentley, Joseph S. Snow, and David Hirschi left to exert a final effort toward convincing the legislature to pass House Bill 58. The committee was prepared "to ask the state to assume control of the college on a $10,000 per annum basis," and to assure that regardless of whether the promised $5,000 were forthcoming from the Church, the college would continue its planned program. The college had reason to question whether the Church would extend any more help since Dr. Merrill had expressed his "personal opposition" to the transfer.\(^{37}\) St. George people weren't at all "bashful in lining up foe or ally":

Weber and Brother McKay are for us;
Snow and Commissioner Merrill against us.\(^ {38}\)

Finally the action was cleared to transmit HB 58 to the Governor:

\(^{37}\) Faculty Meeting, February 13, 1933.
\(^{38}\) Ibid., February 20, 1933.
"Mr. Speaker:

"I am directed to inform your Honorable Body that the President of the Senate has this day signed, in open session, in the presence of the Senate, H.B. 58, by Mr. Miles, entitled "An Act Establishing a State Junior College at St. George City, Placing The Same Under The Management and Control Of The State Board of Education, Limiting The Course Of Study And Prescribing Entrance Requirements Therein, And Providing A Method of Approving Claims Against Said School," and the same is returned herewith for transmission to the Governor.

"Respectfully,

Lynn S. Richards, Secretary

Then came another disappointment to dishearten the Dixie people.

"To the House of Representatives:

"I am returning, without my approval, H.B. No. 58, by Mr. Miles, entitled "An Act establishing a State Junior College at St. George City, placing the same under the management and control of the State Board of Education, limiting the course of study and prescribing entrance requirements therein, and providing a method of approving claims against said school.

"In my message to the Legislature January 11, 1933, emphasis was laid on the absolute necessity for exercising economy in State government, and suggestion was made that there should not at this time be any unnecessary extension of State governmental activities. It was further suggested that every board, commission, institution and organization supported by State government be scrutinized for the purpose of maintaining a consistent program of retrenchment.

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"Later careful investigation of probable available revenues of the State has served to prove that the request for economy was timely and necessary.

"The Joint Committee on Appropriations has worked asiduously to keep proposed appropriations within the legal bounds of estimated revenues. To accomplish this purpose it has been found necessary drastically to reduce allotments to institutions, boards and organizations. This has been done by the Committee to a point that threatens the possibility of proper and orderly functioning of many if not most of the State institutions already established.

"H.B. No. 58 sets up a new institution to be supported by the State. It had been my hope that I would not be called upon to take adverse action on such a measure. However, to approve this bill would be to revoke the stand I felt impelled to take at the opening of this legislative session. I find no reason to change my position. Indeed, the present distressing and unprecedented economic crisis, adds impressive arguments to sustain the demand to curtail, for the present, rather than to enlarge State activities.

"The bill before me carried an appropriation of $12,000, which I cannot approve, and I am therefore compelled to take adverse action on the measure.

"Very respectfully,

"Henry H. Blood, Governor

"Communication filed. 40

"On motion of Mr. Greenhagen, the rules were suspended and the House voted to reconsider the vote by which H.B. No. 58 passed the House.

"On motion of Mr. Hoyt, Section 5 was stricken, on the following roll call:

"Yeas, 33; Nays, 19; Absent, 8.

"Those voting in the affirmative were:
Adams, Allen, Andersen, Christensen, Clark, Creer, Doty, Edman, Ericksen, Frischknecht, Gammeter, Greenhagen, Henderson, Holdaway, Hoyt, Jarvis, Keddington, Lane, Lund, Magleby, Maw, McKinnon, Mendenhall, Miles, Newman, Paxton, Petersen, Pope, Royle, Thatcher, Wall, Young, Mr. Speaker.

"Those voting in the negative were:

"Absent and not voting: Cornwall, Granger, Killian, Lamoreaux, Low, Pectol, Smith, Van Wagoner.

On motion of Mr. Monson, the following amendments were made:

"Page 1, line 7 delete "shall" and insert "may". Line 8, delete "shall" and insert "may". Line 9, delete "and said". Delete line 10. Line 11, delete "shall" and insert "may". Line 13, delete "the instructors" and insert "a supervisor". Delete "their" and insert "his."

"H.B. No. 58, as amended, passed on the following roll call:

"Yeas, 41; Nays, 12; Absent, 7.

"Those voting in the affirmative were:
Adams, Allen, Bosone, Boyden, Christensen, Clark, Cornwall, Creer, Doty, Edman, Frischknecht, Gammeter, Greenhagen, Grossenbach, Harris, Henderson, Holdaway, Hopkin, Hoyt, Jarvis, Keddington, Lane, Lund, Magleby, Maw, McKinnon, Mendenhall, Miles, Mitchell, Monson, Newman, Paxton, Pectol, Petersen, Pope, Royle, Thatcher, Wall, Wayman, Young, Mr. Speaker.

"Those voting in the negative were: Andersen, Arnovitz, Ashton, Caine, Eastman, Ericksen, Hall, Hammond, Holbrook, Holley, Rich, Vernon.
"Absent and not voting: Granger, Killian, Lamoreaux, Low, Nichols, Smith, VanWagoner.

"H.B. No. 58, as amended, transmitted to the Senate for further action." 41

Then came the enabling legislation which authorized the new State Junior College.

"There is hereby established a state junior college at St. George City, to be known as the Dixie Junior College, upon condition that the present owners thereof shall convey and transfer to the State of Utah, a good and sufficient title, free of encumbrance, to the present campus, buildings and equipment of the Dixie, without cost to the State. The said school may be opened for registration of the students for the school year beginning July 1, 1933. The course of study therein may be limited to the first and second years of college work and said school shall be maintained by the State.

"The State Board of Education may have the management and control of said school, prescribe the course of study, employ a supervisor and prescribe his qualifications, appoint a president, and prescribe entrance requirements of students to the said school. 42

In connection with the foregoing enabling legislation, since the Session Laws, 1933, Ch. 50, Sec. 1, had failed to provide any funds for Dixie College, the Attorney General was requested to rule as to the legality of the enabling legislation. Under date of April 17, 1933, he ruled: "The Dixie Junior College is entitled to the same recognition as Weber-

41 House Journal, March 9, 1933, p. 956.
and Snow Junior Colleges, with the exception that no State appropriation of funds has been made."

Following the approval of the foregoing Bill, H.B. No. 58, on March 21, 1933, a committee comprised of D.H. Morris, W.O. Bentley, President Nicholes, Orval Hafen, and A.F. Miles left for Salt Lake City, hoping to get the Governor to sign it. Letters were also sent out from the Chamber of Commerce urging the Governor to sign the bill. Fortunately, the Utah Attorney General was "sentimentally in favor of the Junior College program." St. George people felt he helped the committee to influence the Governor. Governor Blood announced he was "not adverse to junior colleges in general," but two principles influenced his approving expenditures: "1) not to incur new expenses for the state, 2) not to allow any department to increase expenditures above that amount the state expects to receive in revenue."

Governor Blood finally attached his signature to the bill but stipulated there would be no state appropriation for two years. However, at the end of that period the state, by law, would have to provide funds on which to run the College.

Moffitt (1946) wrote of the passing of his historic bill and quoted it in his history. He also explained the

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44 Colvin, p. 91.
transfer of the college and some of the ensuing implications.

An examination of the minutes of the state board of education during the interval that this governing body has controlled these schools, indicates that much effort has been devoted to the management of the junior colleges. During 1933, from April to October, inclusive, ten consecutive meetings were devoted almost exclusively to the administrative problems of the junior colleges. From then to the present the board has given primary concern to those schools. The minutes reveal some of the problems common to this administration. The board makes official inspections of the schools, purchases property, employs teachers, grants leaves of absence to teachers and administrators, receives reports and issues instructions, discusses various problems of finance, studies and approves budgets, adjusts salaries, requires accounts audited, enters into contracts, authorizes building repairs, adopts rules and regulations of its own activities, receives and disburses money, studies and approves educational programs submitted by the various presidents, and authorizes research.45

An article in the Washington County News told of the philosophy of the early founders relative to education, and of the impact of the transfer.

The action is conceded by Dixie Residents to be one of the most vital movements to the development of this territory since the settlement of the Dixie Mission in 1861. Education has always been one of the foremost objectives of the pioneers of the region, and the continuation of the local school is unquestionably an item of the greatest interest to every home in which there are boys and girls who are anticipating advantages of a college education.46

Still, many of the people were bitter toward the Church, even for a period after the transfer had been made. President Nicholes cautioned the people to not let their feelings run rampant. He suggested that the Church should be featured in the 1933 commencement exercises. After all, "the Church has given over $500,000 to Dixie during the past twenty years. We wouldn't have had a college without the support of the Church." He suggested that appreciation should be shown for all the help the school had had.47

Another source of bitterness was aired in the Washington County News. The article was somewhat critical of Wilford Day, the Senator who represented Iron and Washington Counties at the State Legislature.

Day, whose interest in the district that elected him should have been pronounced, began a tirade against the adoption of the local institution even to the extent of over-talking his time limit from the chamber floor.48

The bill had finally been approved which, hopefully would save the college. While many people were still thankful the college hadn't experienced complete oblivion, another blow was dealt the college and the community when President Nicholes resigned to accept a position at BYU. Although he assured the people that he would be in a good position to help Dixie College by accepting the new assignment, most

47 Faculty Meeting, April 3, 1933.
48 Washington County News, March 9, 1933.
people felt otherwise, and it was with deep sadness they saw their friend leave them. He had fought hard to save the college, and he had fought equally hard to improve the institution and establish its fine academic reputation. Fortunately for the college, Mr. B. Glen Smith, a "remarkably perceptive man" who possessed keen business acumen was appointed to replace President Nicholes. If ever an individual with business ability were needed at the helm of the college, now was the time. As the Church relinquished its control the college was confronted with a crisis. The local people were suddenly aware of that crisis. The cooperative relationship which had always existed between the school and community, and that "Dixie Spirit" which had been inculcated into the very souls of the people, were the forces which stimulated everyone to action and to rally to the support of their school. They knew the crisis was not over. Granted, there was a new sponsoring agency, but very little money would be forthcoming from that agency, during the "orphan years," to operate the college. At a large public gathering the people revealed their opinions about the dilemma with which they were faced and initiated their plans for action.

"The Dixie College shall not be permitted to suffer because of gubernatorial action which has deprived the local school of state financial support for the ensuing two-year period, was voiced in emphatic manner at a mass meeting held in the St. George LDS Tabernacle Sunday afternoon.

"Following lengthy discussion of events which have led up to the present emergency, it
was made public that all of the support necessary to maintain the college during the next two years will be forthcoming through the patriotic whole-hearted support of local business people, citizens and alumni members."

During that two-year period, and even continuing after, many people were solicited for donations for scholarships to help needy students meet their living expenses and pay their tuitions and fees. And as an assurance that "no indebtedness would be incurred which would obligate the state" during those orphan years, the Stake Presidency, the Dixie College President and the treasurer were "required to sign an agreement with the State whereby these individuals would be personally responsible for paying any Dixie College debts" which might be incurred during that first two-year period as a State-operated Junior College. The following individuals signed the agreement: "W.O. Bentley, Stake President; W.W. McArthur, First Counselor; Orval Hafen, second counselor; B. Glen Smith, Dixie College President; and Mathew M. Bentley, Dixie College Treasurer."

In the meantime, there was a property transfer problem. Attempting to solve the problem, the Utah Attorney General suggested that "the plant be turned over to the state and the college could lease it back." Dixie College

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49 Washington County News, April 6, 1933.

50 Colvin, p. 94.
would then be counted as "one of the three Junior Colleges in the State."\textsuperscript{51}

In June, President Anthony W. Ivins, first counselor to President Grant, came to St. George to finalize the arrangements for transferring the college to the State, and on June 16, 1933, the St. George Stake deeded the Dixie College property to the State of Utah—a sizeable gift; the buildings and equipment amounted to $205,695.09.\textsuperscript{52}

The following day, at the State Board of Education Meeting, the deeds to Weber and Dixie Colleges were turned over to the State of Utah.

"Mr. Joseph Eckersley, in behalf of the LDS Church, delivered the deeds to Dixie College with a promise that an abstract brought up to date would also be furnished soon.

"On motion of member [George Thomas] the deeds to Dixie College were accepted with the understanding that modification be made in the deeds as was suggested in the acceptance of Weber College deeds."

Those modifications were

To have and to hold all and singular to said premises, together with the appurtenances, unto the said party of the second part, provided the same shall be used only for the purpose of maintaining thereon a college to the extent and in the manner provided by Section 1, Chapter 49, Laws of Utah, 1933; otherwise the above-described property shall

\textsuperscript{51} Executive Committee Meeting, April 23, 1933.

\textsuperscript{52} Dixie College Files located in the Registrar's office at the College.

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At its June 17, 1933, meeting the State Board appointed a committee to "communicate with Attorney Chez on the legal status of the Dixie College."

The elements involved in the management of Dixie College under the provisions of House Bill 48, Chapter 50 were discussed by members of various committees. On motion Attorney Chez was asked to draw up a lease between the State Board of Examiners and the Dixie College LDS Board that would make possible the operation of Dixie College under the provisions of the law and satisfactory to the State Board of Education, State Board of Examiners, and to the representatives of Dixie who are willing to finance its operation for the coming year. The terms of the lease were to be such that there would be no expense to the State and the fees and credits and graduation requirements, course of study and faculty qualifications should be in keeping with the other State Junior Colleges.

Prior to the next meeting of the State Board, the LDS Junior College (Dixie Junior College) was asked to submit the course of study to the State Board. At a later meeting of the Board, the secretary reported the progress of the Weber College and Dixie College property transfers, and presented the contract for lease prepared by the Attorney General and

53"Dixie College Deeds," State Board of Education Minutes of Meeting, Utah State Capitol Building, June 17, 1933, p. 49.

54"Dixie College Lease" State Board Meeting, June 19, 1933, p. 50.
signed by members of the LDS Dixie College Board. On motion, the contract and letter of acceptance were approved.55

In a later meeting five new faculty additions for Dixie College were approved, and the contract with the Washington County School District was agreed upon.

On motion the State Board agreed that the LDS Dixie College Board may enter into such contract with the Washington County School District, to teach high school and elementary students, on payment of stipulated amounts by Washington School District for the services, as it may see fit [italics mine].56

When the State Board met again September 18, 1933, adding some new classes at the Dixie College was considered.

On motion, the secretary was instructed to write President Smith informing him that the classes in calculus and Spanish might be given if they are given entirely as college courses independent of high school students and the work of a college grade.57

As the end of the first school year under State control was nearing its close, President Smith conferred with the Board about conditions at Dixie College and his plans for the coming year. He gave the board a detailed account of the anticipated expenditures and possible sources of revenue to operate the institution.

56State Board Meeting, July 15, 1933, p. 54.
57Ibid., September 18, 1933, p. 59.
On motion the budget recommendation including the list of teachers was approved with the understanding that the State Board of Education is under no obligation for the payment of any debts or contracts entered into by Dixie College. 58

Then came that HAPPY DAY when the Church came to the rescue:

President E. Glen Smith reported that the LDS Church had made an increased appropriation to Dixie College, and that he wished to increase his faculty by adding Miss Arlene Harris as an instructor in Domestic Science and that $100.00 additional be given to the library and $700.00 distributed to various departments.

On motion the recommendation unanimously passed. 59

Of interest regarding the difference paid out in salaries to the presidents and teachers of the different State institutions is the following information:

President Smith met with the Board and discussed his faculty recommendations for the year 1935-36. In support of his salary recommendation, President Smith stated that nearly all Dixie College teachers taught both in the high school division and in the Junior College division, and that the salary paid by the state to these teachers was based on the amount of professional training, years of teaching experience, and his personal rating of their teaching ability.

In comparison, the salary of President Horsfall of Snow College was fixed at $3,200 per annum, while President Smith's

58 State Board Meeting, September 18, 1933, p. 59.
59 Ibid., June 12, 1934, p. 74.
was fixed at $3,000 for the year. Furthermore, President Horsfall pointed out that

the appropriation for Snow College was not sufficient to pay salaries comparable to those of Weber and Dixie College. He requested that he be permitted to make some adjustment in his budget and faculty assignment that would make it possible to increase his salaries around $100.00 a year for each teacher, and that $2,000 be the maximum salary.

In addition, Leland H. Creer of the University of Washington, being interviewed by the Board, was offered a salary of $3,400 per year to become president of Weber College, and he accepted the offer.60

A comparative study of the total budgets for all the State Junior Colleges (throughout the years) revealed that Dixie College consistently received less money to operate on than did the other institutions. On the other hand, Dixie College seemed to request less money than did the other junior colleges. Could that be the key factor in the inequality in appropriations for so many years, especially so since Dixie College grew to be the largest Junior College in the State system? Another probability is that an early precedent was established during the orphan years when Dixie College was a member of the State's Junior College system, yet

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60 State Board Meeting, March 23, 1935, p. 95. President Smith's recommendations were unanimously approved and placed on file, Dixie College Budget, Exhibit 2; See also Snow College Budget Exhibit 3 and Weber College Budget, Exhibit 6. See also President Smith's Biennial Report, Appendix M.
it enjoyed no appreciable sustenance from the State of Utah on which to operate during that interval. Still another contributing factor could have been the concern of those patriotic men who had willingly signed the agreement with the State not to incur any expense, whatsoever, to the State for operating Dixie College. They necessarily had to keep operating costs down or pay for expenses themselves. Finally, education in the remote southwestern corner of Utah has always been plagued with meager budgets—with insufficient operating funds. The pioneers early established another precedent by donating anything they could in order to provide the wherewithal to educate their youth. Their struggles and their avowed devotion to "a cause" have become legend in Utah. Both the Church and the State Board of Education would have been aware that St. George people had always been self-sufficient, and they would never let the survival of their schools remain in jeopardy. Such tradition assuredly could have influenced the apportionments to the various schools.

Commencing at the time the State of Utah accepted Dixie College as an integral part of its educational system, leaders at the institution and of the community were jolted into an awareness of the crisis with which they were faced, and of the financial burdens which would result. And although the destiny of the college was in a state of limbo, local people rallied with their support
and were destined to play even a greater role in the creating and shaping of the new "state" institution.

Never before had the financial status of Dixie College been more constraining, more crucial than during those two years without a funding sponsor. The outgrowth of this condition was the birth of a Dixie Education Association (DEA),

"A separate and independent organization which was formed approximately twenty-years ago for the purpose of fostering and promoting the welfare of educational institutions in St. George. The association was incorporated under the laws of Utah on the 29th of November, 1946.

"The membership is composed of students, alumni and public spirited citizens who are interested in promoting educational activities in St. George. Funds are raised by donations of money, stocks, bonds or real and personal property. No State appropriated funds are paid to the association.

"The following officers were elected and have been the trustees for the association funds since its organization: W.O. Bentley, President; B. Glen Smith, Vice President; M.M. Bentley, Secretary-Treasurer; A.W. McArthur, Orval Hafen, and the President of Dixie Junior College. This board has no control of State appropriated funds.

"The association has accomplished many worthwhile projects and its activities have been immense in value to Dixie Junior College. Amongst the recent projects accomplished were the following: The securing of donations for the purchase of an electric organ for the assembly hall of the college, at the cost of $2,900; the purchasing of property for a girl's dormitory and the start of preliminary construction work which now has a total of $23,636.80 invested; the purchasing of property for a proposed new campus site for Dixie Junior College in which the association has an actual investment of $20,778.30 with further commitments of
of approximately $10,000; and the awarding of many scholarships to students.

"The association has assets of $62,489.06 to accomplish the purposes for which it was incorporated" (See Statement X-1).61

Regarding the electric organ, Joseph E. Olson offered to contribute $2,000 towards the purchase of a Baldwin Organ providing the additional $900.00 could be raised locally. The faculty and administration immediately set to work, trying to raise the balance. The community and the student body cooperated with the administration and faculty, and the new organ was installed in 1954.62 This is just one example of the way the D.E.A., community, and school worked together to furnish necessary funding for the college.

The D.E.A. also helped to fund teacher's salaries during those two hectic years. Through their efforts, students were able to pay their tuitions with produce: molasses, wood, garden products, milk, etc. Such things were passed on to the teachers to supplement their meager salaries or were sold and the money realized from the sale was used for salaries and for scholarships.63 A Mr. Bundy from Bundyville brought two loads of wood to the A.K. Hafen family. The Hafen's were also given molasses and dried fruit, in lieu of


62 "Organ," Dixie College Archives files.

63 Linna Paxman, teacher at the College during those years; Telephone Interview, September 7, 1981.
money, to help pay Mr. Hafen's salary. Mrs. Hafen did qualify her statements about how hard it was for teachers to live on the small amount of money they received by saying had she and Mr. Hafen not had some money in savings they wouldn't have been able to stay on at Dixie College. In keeping with this same character strain, Iris Bentley (wife of Mathew M. Bentley) told of accepting a load of hay. Other teachers also accepted like pay for their services, and if they didn't have use for things such as hay they sold them to get the money. The Bentleys were also given "plenty of molasses," as were the other faculty members. Business men in the area contributed money and produce to alleviate the strained operating budget, and "many loyal people in the community made individual donations."

A history of the birth and growth of Dixie College under the influence of the LDS Church would be incomplete without listing the names of the loyal people at the college who "weathered out" the deprivations of the Orphan Years. First recognition should go to the Dixie Junior College Trustees who personally underwrote the operation of the college and signed the agreement that the school would continue to operate throughout those years without incurring one penny of expense to the State Board of Education. Those men, Wm. O. Bentley,
Wilford W. McArthur, Orval Hafen, B. Glen Smith, and Mathew M. Bentley, knew what the college meant to the people of the St. George area. They knew that if the institution folded, many local people would not have the funds to send their youth north to school. They likewise were aware of the pride with which Dixie people regarded their school; and they knew their school was the cultural center for the entire area. They spent sleepless nights pondering the dilemma. When they returned from Salt Lake City one of the faculty remarked to Mathew Bentley, "Well, Mathew, you look just like you've been drawn through a knothole." Mathew answered, "And I feel as though I'd been drawn through one."\(^{66}\) Besides underwriting the continued operation of the school, these men served as the trustees to guide all functions connected with the college and to spearhead the overwhelming task of obtaining the necessary funds. Still, they knew the people in the communities of the area, and these men had faith the people would rally to support the school which their own parents and grandparents had struggled so long to obtain.

Of the teachers who were members of the College Faculty in 1932-33, the final year under the auspices of the Church, only J.K. Nicholes, Olive S. Reeve, Oral Hafen, Rhea Taylor, J.W. Harrison, Hanna Hegstead, and David O. Woodbury did not return for the 1933-34 school year. Among the new teachers

\(^{66}\)Iris Bentley, Interview, September 14, 1981.
joining the faculty that year were Ralph Huntsman, Beth Gardner, Ellis Everett, Vivian Frei, Rose Graham, Maurice Miles and Clara Graff. Teachers not returning for the 1934-35 school term were Beth Gardner and Ralph Huntsman. The new teacher list included P.D. Spilsbury, LaVera McArthur, and E. Eldon Beck. Urie MacFarlane, custodian the very first year of the Academy, was still faithfully taking care of his buildings and attending to the needs of this faculty and his "young ones." The faculty members for 1934-35 were

B. Glen Smith, President
M.M. Bentley, Secretary
J.W. McAllister, teacher
   since 1911
A.K. Hafen
John T. Woodbury, Jr.
May Ward Hunt
Earl J. Bleak
H.L. Reid
Arthur A. Paxman
Leland Hafen
Alice Sevy
H. Val Hafen
Mariam Ahlstrom
D. Eldon Beck
Maurice J. Miles
Lenore Thurston
Clara Woodhouse
D.D. Spilsbury
Ellis Everett
LaVera McArthur
Emma Nielsen
Anna P. Robinson
Jay Vern Beck
Lloyd Shields
Linna Snow

Such loyalty to the school and students bespeaks well for the teachers and their devotion to an educational cause, especially since they were not even assured a continuing job, and they were dependent on the "gifts" of the people in lieu of regular salaries.

Studentbody officers also had many problems to solve during those hectic times. Having few funds on which to plan their activities, they still managed to get the support of the students and make college life interesting. The
following officers are worthy of listing here. They helped to foster unity and high ideals among the students.

1933-34 OFFICERS

Austin G. Hunt, President
Cornelia Ashley, Vice President
Karl J. Wilkinson, Comm. of Debating
Howard Benson, Comm. of Advertising
Loren Watson, Comm. of Amusements
Howard Whitehead, Comm. of Athletics
Virgil Snow, Soph. Representative

Jasper Crawford, Fresh. Representative
DeVora Whitehead, Fourth Year Representative
Ada Hafen, Third Year Representative
Phoebe Lytle, Second Year Representative
Ray Schmutz, First Year Representative

1934-35 OFFICERS

Edwin DeMille, President
Afton Judd, V. President
Afton Morris, Comm. of Debating
Clark Blake, Comm. of Advertising
Thelma Bleak, Comm. of Amusements
Irene Cox, Comm. of Finance
Ernest Lee, Editor

Rulon Orton, Soph. Representative
C.D. Casto, Fresh. Representative
Stan Schmutz, Fourth Year Representative
Helen Hafen, Third Year Representative
Pershing Nelson, Second Year Representative

Equally important in the development of culture for young people and for preserving the moral and scholastic standards of Dixie College were the graduates who labored so hard to satisfy the scholastic requirements necessary for graduation.
**COLLEGE GRADUATES 1933-34**

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<td>George Jarvis</td>
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**HIGH SCHOOL GRADUATES 1933-34**

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<td>Carol Hafen</td>
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### COLLEGE GRADUATES 1934-35

<table>
<thead>
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<td>LaRue Leavitt</td>
<td>Udella Spendlove</td>
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<td>Merlin Christensen</td>
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<td>Rudy Lortz</td>
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### HIGH SCHOOL GRADUATES 1934-35

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<td>Wilford W. Cannon</td>
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<td>D. Garn Heaton</td>
<td>Nellie Snow</td>
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<td>Arnold Chadburn</td>
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<td>Richard Snow</td>
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<tr>
<td>Glynn C. Dodds</td>
<td>Dilworth Lund</td>
<td>Zarmom Woodbury</td>
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</table>
According to Ray Schmutz (Washington County Representative to the Utah State Legislature and a student at Dixie during the uncertain years of 1933-1935), those were "trying years which tested the stamina of everyone. People really learned to be frugal and self-sufficient; they had to be like that. There was no other way for the college to survive."67

Dr. J.T. Wahlquist wrote of "the plight of the faculty" members who "suffered severely" during the transition period from Church to State schools. His study made a comparison of salaries at BAG and the three new state institutions:

At the Branch Agricultural College the medium salary in 1933-34 was $1600, at Snow and Weber $1200, and at Dixie $1300. Not a single instructor at Snow or Weber Colleges received more than the median salary at the Branch Agricultural College. In fact, only one instructor at Snow College received $1600, out of a faculty of sixteen members, and only eight were paid this sum at Weber in a full-time faculty of twenty-five members.68

Karl Larson stated that ". . . the basic pioneering was accomplished when the state of Utah gave its first financial support to the institution in 1935." The service contract with the Washington County School District for the high school program, the generous contributions made by the patrons

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67 Ray Schmutz, Conversation, September 10, 1981.

68 Dr. John T. Wahlquist (U. of U. Professor), "State Junior Colleges of Utah," n.d., p. 40. Dr. Wahlquist credited the Investigating Committee of the Governmental Units of Utah for much of the data which "was procurable at no other source."
of the college, and the liberal grant of $10,000 from the Church which had given the college to the State of Utah, made it possible for Dixie College to remain in operation. In addition, FERA receipts amounted to $8,900, Tuition fees $8,326, and Registration fees $1870.

The produce which was contributed by the people of the area consisted of barley, corn, wheat, hay; molasses, honey, almonds, walnuts; potatoes, cherries, apricots, apples; beef, turkeys and butter. Coal, wood, lumber, posts and brooms were also donated, and even 70 bags of cement and 1285 yards of gravel were given. In addition, there was a considerable amount of unclassified produce contributed. Of the labor which was donated, hauling coal, wood, poles, hay, rubbish and ashes were the items most frequently mentioned; carpenter work, wood sawing, mixing paint and lining were other interesting entries in the old cash receipt books and ledgers which were located in the basement of the Dixie College Administration Building.

Individual class endowments ranged from $126.00 to $296.00, and contributions from individual donors ranged from forty cents up to $1000. Notes receivable from previous years and library fines also brought in some cash. Two of the most unusual contributions were medical exams and dental work.

69 A. Karl Larson, I Was Called to Dixie, pp. 563-564.

70 Old school ledgers, 1932-1935. The old Dixie Education Association Receipt Books were also located.
So many individuals, laboring together, is indicative of the importance of the school, in the daily lives of the people. And the high regard for the college was voiced in 1932:

To the ruggedness of the Dixie; to her sterling austerity, to her sublime inimitable grandeur; agent of soul and growth, that molds the character of men to the ways of God.  

Prior to the passage of House Bill 58, twenty-seven members of the Utah State Legislature came to St. George to analyze conditions at the College. President Nicholes, in presenting the people's appeal to the visiting members said, "Dixie is more than a school. It is a community enterprise. It is a cultural center. It has been developed through the self-sacrifice of the people."

Although President Bruhn gave the following address at a much later date, still it could never have been more applicable than when the state assumed control in 1935.

There is only one course of action to be considered. Dixie College is the most important single contributor to the welfare of this area. It is the hub of educational and cultural life of this community. It is the center of the good, the true, and the beautiful. It is the pillar of strength upon which the youth of this Dixie Land must learn to derive its fortification for the great road of life. There should be no place for despondency. The problems are clearly stated. The way ahead is filled with work.

---

71 The Dixie, 1932, p. 7.
Such a program is not new to those of this area. It is the diet of survival that has been here for years. It is your heritage.\textsuperscript{72}

We leave the College anticipating its future under the State. Hopefully the future would be bright.

\textsuperscript{72}President Arthur Bruhn, "Commencement Address," 1954.
CONCLUSION

Remnants of old school houses in Utah tell an enviable story of educational leadership among the pioneers. The log, the adobe, the rock, the frame and the brick school houses show the progressive line of march in education. Great credit is due the educational pioneers who built them. From the very beginning of Utah history the pioneers struggled for the best schools possible. The private school, the mixed school, and the Academy were all forerunners of the schools of today. It was the desire for good schools, deeply seated in the hearts of the pioneers and carried forward with enduring zeal that has done much to make your present modern schools what they are—a credit to our state.¹

The St. George pioneers didn't move into the area amid the throes of escaping from angry mobs, nor did they come in a frenzy to participate in the western gold rush. Instead, they were carefully selected people—a whole community of them—who were called on a mission by the leader of their church, to move en masse to a remote and practically inaccessible area, subdue it, and establish a permanent community, a bulwark for the Mormon people as they extended their western borders. They had to have been people who possessed unquestionable fortitude and determination to have struggled so many years in order to survive the rigors of conquering

¹Charles H. Skidmore (Utah State Superintendent of Public Instruction), "Dedicatory Address for Founders' Monument," Dixie College Campus, Thursday May 21, 1936.

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an unfriendly desert in an area which has been called the most challenging of all the Church colonies. They were also people with strong spiritual convictions and "high Christian moral standards" which they used as "guideposts" during their seemingly endless years of deprivations. Bringing their Mormon tenets with them, they firmly believed that "the glory of God is intelligence." Deeply infused within them was the conviction that "piety and exercise of the mind were entirely compatible."²

Those early settlers were also cultured people who brought with them a dream in which they envisioned that their community would become the cultural center for rural western America. Hence they planned and worked for the fruition of their dream. Likewise, they were an obeisant people, determined to achieve their mission. They took great pride in being self-sufficient, and their determination to succeed made them almost obdurate to achieve their goals.

It is little wonder that President Glen Smith counseled the Dixie students to "revere and appreciate the past, live in the present, and set your faces toward the future, with fortitude and optimism unbounded." Also, in The Dixie (1935, p. 11) he told the students to "have reverence for men and their accomplishments who have preceded you in life's race, for upon your achievements are all your present opportunities founded."

²Skidmore, Ibid.
Utah's public junior colleges had a peculiar origin in that they were formerly founded and operated by the Mormon Church. These colleges were initially Church Academies which served as "forerunners of the public high schools and later the junior colleges. Without the support of the Church it is highly probable these schools would never have been founded, or they would have been organized at a much later period in Utah's history. Certainly the Church was the sustaining force until the State was persuaded to assume control.

Dixie College was the last of these Church institutions in Utah to be relinquished by the Church and given to the State of Utah. First assuring that Dixie College would be transferred to State control, the Church withdrew its support. Still, during those two hectic years of transition, the Church, ever solicitous, made a generous appropriation in order to save the school from utter oblivion. Had the Church aid and also the support of the St. George people not been forthcoming, Dixie College would not have survived. They helped it to become the viable institution which it is today. The fruits of their labors gave America another educational bulwark in the great American desert. Then enabled the college to survive the historical and societal forces which could have led to its destruction. They were the molders of its destiny. Thus has been added another monument to epitomize the industry of a dedicated people. Moreover, the Christian ideals and high moral and academic standards of those early people were inculcated into the souls of their
descendants; the incarnation of their values, goals, ideas, and culture have motivated Dixie students to aspire for greater achievement. Traditionally, Dixie students have maintained those same standards.

Recalling those first thirteen graduates of Dixie Academy (in 1913) provides a convincing example of the benefits/rewards of both scholarly and spiritual pursuits:

The Washington County News listed their accomplishments.\(^3\)

George Seegmiller continued his studies at Utah State Agricultural College, and in 1933 he was credited with operating the largest and best farm in Washington County.

Florence Foremaster, having performed an LDS mission, continued her education at BYU and at the University of Utah. In 1933 she was recognized as a prominent teacher in St. George.

Effie Frei, Mrs. Walter Cottam, continued her studies at BYU where she excelled in foreign languages and earned her B.A. degree.

Perses Stratton went on to Beaver Academy, married, and became the mother of a splendid family.

Matti Woodbury Ruesch completed her education at BYU where she was the honor graduate of her class. She returned to Hurricane to teach and married William Ruesch.

\(^3\)"Fruits of Dixie College, Washington County News, May 11, 1933, pp. 4-5."
Annie Atkin Tanner received her B.A. degree from BYU. She married Dr. Vasco M. Tanner, a world-renowned entomologist and Professor of Zoology at BYU.

Gordon Riding (deceased) continued his education in the field of electrical engineering, and at the time of his death was the electrician for Dixie Power Company.

Eldon Snow completed his DDS degree at the University of Southern California and in 1933 was practicing dentistry at Los Angeles.

John T. Woodbury, Jr., after fulfilling a five-year mission to the Holy Land, received his A.B. from BYU, and his MA from the University of Utah. He was "highly respected" for his command of Asiatic languages. In 1933 he was Professor of Religious Education at Dixie College.

Ervin Harmon received his BS degree from USAC then taught in the Big Horn Country in Wyoming before going on to the University of California to pursue his Ph.D. studies.

Karl N. Snow (deceased) was awarded his B.A. at BYU then studied law at the University of Utah. He also taught at Dixie College where he was Dean of Men Students.

LeRoy Hafen acquired his B.A. from BYU and his Ph.D. from the University of California. A prominent Historian, he wrote the Mountain Men of the West history series; Western Americana and other important historic works. He served as Historian and Curator for the State of Colorado and became a valued Professor at BYU.
Henry N. Savage (1913 Class President) attended BYU and the University of Utah and received his A.B. at the Chicago University where he also worked on his M.A. degree before changing to medical studies. He obtained his M.D. from Jefferson Medical College then became Ogden City physician.

Up to 1933 there had been 831 high school graduates from the Dixie School and 317 College graduates. In addition, 504 Dixie Students had attended 45 universities and colleges in America and Europe. Former Dixie College students (in 1933) were living in 18 states besides Utah and in four nations besides the United States.

Clinton Larson, another Dixie High graduate, participated in the International Olympic Games in Belgium and on two occasions participated in the National Basketball Tournament as a member of the Dixie Team. He is a prominent Professor at BYU and a world-recognized poet.

Other highly regarded Dixie graduates were Dr. Walter P. Cottam, well-known Horticulturist and Botany Professor at the University of Utah, and Clarence Cottam a member of the U.S. Biological Survey stationed in Washington, D.C.

Dr. Israel Abbott, Dixie graduate, received his Ph.D. from Pittsburgh University and became Head of one of the research departments of Standard Oil Company of New Jersey.

Additional distinguished graduates were Dr. Angus M. Woodbury, Professor Arthur L. Crawford, and Dr. Henry J. Miles,
Professor of Math at the University of Illinois, and Professor Clarence Gates, the distinguished band master in Chicago.

Dr. Jeff Holland, former head of the LDS Church Education system is presently serving as President of Brigham Young University, and Dr. Bruce Hafen is President of Ricks College in Idaho. Dr. R.J. Snow and President Gardner of the University of Utah are both former Washington County residents.

Thus, we have some living testimonials to the fine caliber of students who came to Dixie and of the Dixie backgrounds of people who have played prominent roles in American education and have contributed immeasurably to the mainstream of American society.
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Appendix A

LIST OF COTTON MISSIONARIES
**LIST OF COTTON MISSIONARIES**

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<th>Occupation</th>
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<td>a volunteer</td>
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*Fuller, Willys D. 17th Ward, S.L.C.
*Gardner, George B. Farmington Miller
*Gardner, Robert Cottonwood Farmer
*Gates, Jacob 13th Ward, S.L.C.
*Gibbons, Richard C. Parley's Park Farmer
*Gillett, Samuel Richville, Tooele Tanner
*Goulding, Robert J. 19th Ward, S.L.C.
*Graf, Jacob Tooele Vine dresser & Vinter

*Gardner, Robert 17th Ward, S.L.C.
*Graf, Jacob Farmington Blacksmith
*Gardner, Robert 13th Ward, S.L.C.
*Gardner, Robert Parley's Park Farmer
*Gibbons, Richard C. Richville, Tooele Farmer
*Gillett, Samuel 19th Ward, S.L.C.
*Goulding, Robert J. Tooele Tanner
*Graf, Jacob 19th Ward, S.L.C.

*Graf, Jacob Spanish Fork Miner
*Gardner, Robert 15th Ward, S.L.C.
*Gardner, Robert 13th Ward, S.L.C.
*Gardner, Robert 10th Ward, S.L.C.
*Gates, Jacob Provo Farmer
*Gibbons, Richard C. Cottonwood Has molasses mill
*Gillett, Samuel 13th Ward, S.L.C.

*Gibbons, Richard C. Spanish Fork Miner
*Gillett, Samuel 13th Ward, S.L.C.
*Gillett, Samuel 10th Ward, S.L.C.
*Gibbons, Richard C. Provo Farmer
*Gillett, Samuel 13th Ward, S.L.C.
*Gibbons, Richard C. Cottonwood Farmer

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*Gibbons, Richard C. 13th Ward, S.L.C.

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*Gillett, Richard 13th Ward, S.L.C.
*Gillett, Richard 13th Ward, S.L.C.
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<th>Occupation</th>
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*Smith, Samuel Cedar Valley  a volunteer
Smith, Walter Cedar Valley
*Smith, William G. 11th Ward, S.L.C.
Snedeker, Morris J. 9th Ward, S.L.C.
*Snow, Erastus 13th Ward, S.L.C.
Spencer, Claudius 13th Ward, S.L.C.
Spencer, Edwin 13th Ward, S.L.C.
*Stanton, Daniel Springville
Staples, George Lehi
*Starr, Edward W. Springville
*Stevens, James W. 13th Ward, S.L.C.
*Stout, Allen J. Battle Creek
*Stout, Hosea 13th Ward, S.L.C.  Carpenter
*Stratton, Oliver Draperville
Straw, James 13th Ward, S.L.C.
*Stringham, Benjamin Springville
*Strong, Ezra Sweet Aquin Farmer
*Sward, William Millcreek Farmer
*Terry, Charles A. Union Cooper
*Theobald, William 1st Ward, S.L.C.
*Thomas, Charles 7th Ward, S.L.C.  Blacksmith
*Thomas, Elijah 15th Ward, S.L.C. Castor oil maker
*Thompson, Robert 14th Ward, S.L.C.  Adobe maker
*Thurston, George W. Weber
*Thurston, Smith 14th Ward, S.L.C.  a volunteer
Titcomb, John 15th Ward, S.L.C.
Toronto, Joseph 20th Ward, S.L.C.
*Trost, William 12th Ward, S.L.C.  Tobacco maker a volunteer
*Truman, Jacob M. Big Cottonwood
*Turner, William Sugar House Ward
*Tyler, Albert P. 14th Ward, S.L.C.  Cooper
*Tyler, Dewitt Farmington Cooper
*Utley, Little John Tooele Blacksmith
*Vance, John & Family S.L.C.
*Walker, William 16th Ward, S.L.C.  Wool Carder
*Wells, Stephen R. Spanish Fork
*Westober, Charles 16th Ward, S.L.C.
*Whipple, Eli Provo
Whitting, John 19th Ward, S.L.C.
*Whitmore, James M. 14th Ward, S.L.C.
*Wilkins, James W. Spanish Fork
Whitney, John L. 18th Ward, S.L.C.
*Wilson, Charles 15th Ward, S.L.C. Plasterer
*Wilson, Robert Kay's Ward a volunteer
Williams, William W. 9th Ward, S.L.C. a volunteer
*Winder, Thomas H. 11th Ward, S.L.C.
*Winsor, Anson P. Provo
*Wittwer, Christian Payson
*Woodward, Jabez "Over Jordan"
*Woodbury, John L. 7th Ward, S.L.C.
*Woodbury, Orin N. Sugar House
*Woodbury, Thomas H. 7th Ward, S.L.C.
*Woods, Benjamin F.

*Woodward, George 8th Ward, S.L.C.
*Woolley, Franklin B. 13th Ward, S.L.C.
   Young, Ebenezer R. Sugar House
   Young, Ebenezer R., Jr. Sugar House
*Young, Franklin W. Payson
*Young, John R. Payson
*Young, Lorenzo S.

*The people marked with asterisk were settlers when the Census was taken in January 1862.

**List copied from Bleak, pp. 56-62.
Appendix B

CONTRIBUTORS FOR FIRST SCHOOL
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Appendix C

DONATORS OF CASH AND LABOR
## DONATIONS IN CASH AND LABOR 1909-1911

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### STAKE ORGANIZATIONS

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Appendix D

FIRST STUDENTS AT ACADEMY
# FIRST STUDENTS AT ACADEMY*

## FIRST YEAR STUDENTS

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<td>Orton, Ora</td>
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<td>Graf, Milton</td>
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<td>Snow, Genevieve</td>
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<td>Woodbury, Camilla</td>
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<td>Miles, Robert</td>
<td>Whitehead, Nettie</td>
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## SECOND YEAR STUDENTS

<table>
<thead>
<tr>
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<tr>
<td>Atkin, Joseph</td>
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<td>Knell, Leila</td>
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<td>Bentley, Hazel</td>
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<td>Blazzard, Anna</td>
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<td>Leaney, George</td>
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<td>Cottam, Anna</td>
<td>Leaney, Hyrum</td>
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<td>Crosby, Mary</td>
<td>Miles, Ida</td>
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<td>Cannon, Ambrose</td>
<td>Miles, Pratt</td>
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<td>Empey, Clifford</td>
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<td>Frei, Claudius</td>
<td>Moody, Rachel</td>
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<td>Price, Lawrence</td>
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<td>Foster, Lyle</td>
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<td>Frei, Vivian</td>
<td>Prisbrey, Grant</td>
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Graf, Emil
Graf, Ivy
Gates, Lucile
Gregerson, James
Gregerson, Althea
Gifford, Florence
Hirschi, Claudius
Hafen, Jessie

Snow, Anna
Stuke, Ether
Squires, Marie
Terry, Marvin
Woodbury, Clare
Worthen, Maida
Watson LaVerd
Wittwer, Melvin

THIRD YEAR STUDENTS

Atkin, Annie
Cottam, Walter
Cannon, Clara
Frei, Effie
Foremaster, Florence
Gardner, Elizabeth
Harmon, Irvine
Hafen, LeRoy
Miles, Maude
Pendleton, Lula

Snow, Ann
Snow, Karl
Snow, Dilworth
Snow, Eldon
Seegmiller, Jennett
Savage, Henry
Smith, Ivy
Woodbury, John T.
Woodbury, Mattie
Webb, Effie

FOURTH YEAR STUDENTS

Bentley, Roy
Carter, Augusta
Cannon, Theresa

SPECIAL STUDENTS

Carter, Ellen
Cannon, Effie
Coates, Rebecca
Josephson, G.N.
McQuarrie, Jessie

Nelson, Jamie
Snow, Mira
Sullivan, Mina
Watson, LoRen
Brooks, George

*Others joined during the year, making the total enrollment 135.
Appendix E

STUDENT OFFICERS
STUDENT OFFICERS

1912-1913

Henry Savage  Chief Comm.  Hazel Bentley  Comm. Correspondence
Annie Atkin  Comm. Amusements  LeRoy Hafon  Yell Master
Chester Whitehead  Comm. Athletics  Karl Snow  Justice
and Pub. Spkng.  Police  Chief Police

Police

William Alger  Chauncey Sandberg
Sam Brooks  Mattie Woodbury
Eugene Fordom  Wiley Woodward
Burt Macfarlane  Frank Reber
Donald Pymm

1913-14

Hubert Macfarlane  Claudius Hirschi
Hazel Bentley  Maggie Gardner
Leland Hafen  Mathew Bentley
Annie Woodbury  Samuel Brooks
James Gregerson  Chester Snow  Chief Police

1914-15

McLloyd Lauritzen  Will Graff
Helen Bunker  Camilla Woodbury
Don Forsyth  Joe Atkin
Victor Sullivan  Ora Orton
Donald Pymm  Chester Snow
1915-1916

William Ruesch  
Pres.  
Robert Miles  
Asst. Attny
Chester Snow  
Cheermaster  
Stirling Ruesch  
Comm. Finance
Arthur Paxman  
Chief Police  
Hubert Macfarlane  
Lydia Hopkins  
Comm. Amusements
Leland Hafen  
Ath. Mgr.  
Donald Pymm  
Pros. Attny.
Rachial Moody  
Editor  
Milton Moody  
Judge
David Woodbury  
Debate Mgr.

1916-1917

Arthur Paxman  
Bus. Mgr.  
Mazel Sproul  
Yell Master
Marion Gates  
Debate Mgr.  
Raymond Miles  
Pres.
Heber Holt  
Ath. Mgr.  
Rodney Snow  
Chief Police
Willard Alger  
Judge  
Walter Cannon  
Comm. Finance
Julius Herman  
Pros. Attny.  
LaVerd Watson  
Asst. Pros.
Elson Morris  
Yr. Bk. Mgr.  
Mary Woodbury  
Venice Hopkins  
Editor  
Laura Gardner  
Comm. Amusements

1917-1918

Rodney Snow  
Heber Holt  
Willard Alger  
Julius Herman
Walter Cannon  
Laura Gardner  
Raymond Miles  
Frank Crosby
R.A. Morris, Jr.  
Marion Gates  
Venice Hopkins  
Mary Woodbury
LaVerd Watson  
Arthur Paxman

COURT

Nina Bunker  
Clerk  
Julius Herman  
Pros. Attny
Willard Alger  
Judge  
LaVerd Watson  
Asst. Attny
Rodney Snow  
Chief Police

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### 1918-1919

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<tbody>
<tr>
<td>Comm. Discipline</td>
<td>Clarence Cottam</td>
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<tr>
<td>Ath. Mgr.</td>
<td>William Pulsipher</td>
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<tr>
<td>Cheer Master</td>
<td>LeRoy Whitehead</td>
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<tr>
<td>Asst. Pros. Attny</td>
<td>Raymond Miles</td>
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<tr>
<td>Comm. Finance</td>
<td>Edna Snow</td>
</tr>
<tr>
<td>Chief Comm.</td>
<td>LaBerta McGregor</td>
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<tr>
<td>Judge</td>
<td>Henry J. Miles</td>
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<tr>
<td>Pros. Attny</td>
<td>Wyatt Miles</td>
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<tr>
<td>Editor</td>
<td>Annie Gardner</td>
</tr>
<tr>
<td>Bus. Mgr.</td>
<td>Walter Cannon</td>
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<tr>
<td>Comm. Debating</td>
<td>Keith Seegmiller</td>
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### 1919-1920

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<tr>
<td>Chief Pol</td>
<td>Clarence Abbott</td>
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<tr>
<td>Ed.</td>
<td>Annie Gardner</td>
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<td>Louis Woodbury</td>
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<td>Clarence Abbott</td>
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<td>Comm. Ath.</td>
<td>A. Karl Larson</td>
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<td>Pros. Attny</td>
<td>Rodney Snow</td>
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<tr>
<td>Judge</td>
<td>Edna Snow</td>
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<tr>
<td>Comm. Amusements</td>
<td>LaBerta McGregor</td>
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<td>Comm. Finance</td>
<td>Elizabeth Snow</td>
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### 1920-1921

<table>
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<th>Position</th>
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<tbody>
<tr>
<td>Chief Comm.</td>
<td>Henry J. Miles</td>
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<tr>
<td>Ath. Mgr.</td>
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<td>Debate Mgr.</td>
<td>A. Karl Larson</td>
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<td>Comm. Disc.</td>
<td>Walter Cannon</td>
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<tr>
<td>Comm. Fin.</td>
<td>Edna Snow</td>
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<tr>
<td>Yr. Bk. Mgr.</td>
<td>Rodney Snow</td>
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<tr>
<td>Judge</td>
<td>Elizabeth Snow</td>
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### Owl Staff

- Crawford Houston
- Elizabeth Snow
- Glenn Snow
- Schuyler Moody
- H.L. Reid

- Frank Crosby
- Lida Cox
- Maurine Whipple
- Vilate Roundy
Year Book Staff

Katherine Miles  Hazel Bunker
Keith Seegmiller  Elizabeth Snow
Walter Cannon  LeRoi Bentley

1921-1922

Information Not Available

1922-1923

Cyril Bastian  Verna Cox
Pres.
Howard Miller  Debate Mgr.
Comm. Disc.
Juanita Davis  Vernon Church
Bus. Mgr.
Judge
Erwin Webb  Philo Farnsworth
Comm. Fin.
Ruth Wilson  Ed.
Comm. Amuse.

Dixie News Staff

Philo Farnsworth  LaRue Snow
Ed. 1st. Sem.
Juanita Davis  Ed. 2nd Sem.
Bus. Mgr.
Karl Snow  Ruth Walker
Alum. Rep.
Letha Taylor  Devotional Gems
Lit. Ed.
William Snow  Helena Graham
Exchange
LaRue Snow  and
Ed.

Ezra Tobler  Gertrude McGregor
Calendar

1923-1924

Eldon Larson  Ida Seegmiller
William Snow  Mary Graham
Vernon Church  Grace Esplin
Letha Taylor  Mathew Bentley
Wayne Gardner  Wayne Gardner
Leonard Sproul  Maudine Prisbrey
Mae Linder  Helen Gardner
Zelda Nelson  Spencer Snow

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1924-1925
Caddie Andrus
Comm. Fin.
Wayne Gardner
Press
Ida Seegmiller
Comm. Amuse.
Ellis Everett
Ed. Dix. News
Gertrude McGregor
Yr. Bk. Mgr.

Dixie Staff
Clyde Graff
Bus. Mgr.
Alice Gates
Asst. Ed.
Gertrude McGregor
Ed.

1925-1926
Newell R. Frei
Pres.
Gertrude Fawcett
Amuse. Comm.
Mary Atkin
Yr. Bk. Ed.
Wendell Robinson
Bus. Mgr.
Erma Nelson
News. Ed.

Dixie Staff
Caddie Andrus
Fin. Comm.
Mary Graham
Debate Mgr.
Grant Lund
Ath. Mgr.
Glenn Orton
Yell Master

Dixie News Staff
Verene Naegle
Assoc. ed.
Mary Graham
Assoc. ed.
Wendell Robinson
Bus. Mgr.

Maurice Miles
Assoc. Ed.
Ima Nelson
Ed.
A.K. Hafen
Advisor

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1926-1927

Wendell Robinson, Pres.
Elvis B. Terry, Bus. Mgr.
Bessie Atkin,
  Comm. Debate
Glen Crosby,
  Comm. Athletics
Helen Forsha,
  Comm. Amuse.
Maurice J. Miles,
  Pros. Attrny
Grant Gates,
  Asst. Pros. Attrny
Clarence Schmutz, Judge
Berneice Benson, ed.
Effie Gardner,
  Secy. & Treas.
Arthur Kemp,
  Yell Master
Wesley Nelson,
  Yell Master
Karl N. Snow,
  Advisor

The Dixie News

Berniece Benson, ed.
Mary Nelson, Humor
Roland Stucki, Ath.
Mervin Reber, Debate
Donald Tobler, Assoc. Ed.
Minnie P. Macfarlane,
  Assoc. Ed.
Abia Judd,
  Assoc. Ed.
Ida Wallis, Advis. Ed.
A.K. Hafen, Advis. Ed.
Mabel Jarvis, Alum. Ed.
E.B. Terry, Bus. Mgr.
Clark Frei, Exch. Ed.
Bessie Everett and
Roland Stucki, Typists

Class Reporters

Bessie Atkin, Soph.
Abia Judd, Frosh.
Arvilla Graff, 4th Yr.
Florence McArthur, 3rd Yr.
Evelyn Harris, 2nd Yr.
Henry J. Nicholas, 1st Yr.

1927-1928

Ray Whipple
  Chief Comm.
Lorenzo McGregor
  Comm. Ath.
LaVera McArthur
  Bus. Mgr.
Alta Holt
  Comm. Amuse.
Maurice J. Miles
  Comm. Debate
Mariam Ahlstrom
  Comm. Fin.
Elwood Romney
  Cheer Leader
D.J. McArthur
  Dixie Ed.
Mary Nelson
  News Ed.
Hayden W. Church
  Cheer Leader
Dixie News Staff

Eleanor Isom  
Asst. Ed.  
J.L. Bowler  
Asst. Ed.  
Arvilla Graff  
Mary Nelson  
Ed.  
A.K. Hafen  
Advisor

LaVera McArthur  
Bus. & Mailing  
Wm. D. Dixon  
Mary Lyon  
Typist  
Bessie Everett  
Typist

Year Book Staff

D.J. McArthur  
Ed.  
Nina Nisson  
Literary  
Hayden Church  
Bus. Mgr.  
Dorothy Snow  
Social  
Daisy Leavitt  
Assoc. Ed.

Josephine Ashby  
Snapshots  
Grace Prince  
Music  
Anna Brooks  
Dramatics  
J.T. Woodbury, Jr.  
Faculty Adv.

1928-1929

Antone Moody  
Chief Comm.  
Eleanor Isom  
Comm. Debate  
LaGene Morris  
Comm. Amuse.  
Mary Nelson  
Bus. Mgr.  
Elwood Romney  
Comm. Ath.  
J.L. Bowler  
Dixie Ed.

Karma McGregor  
Comm. Fin.  
James Miller  
Cheer Leader  
Nina Nisson  
News Ed.  
Laron Andrus  
Judge  
Hoyt Palmer  
Pros., Attny  
Carlyle Thompson  
Chief Police
### Dixie News Staff

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<th>Position</th>
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<tbody>
<tr>
<td>Ed.</td>
<td>Nina Nisson</td>
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<tr>
<td>Assoc. Ed.</td>
<td>LaRue Leavitt</td>
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<tr>
<td>Assoc. Ed.</td>
<td>Olive Robertson</td>
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<tr>
<td>Typist</td>
<td>George Snow</td>
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<tr>
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<td>Clesta Worthen</td>
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<tr>
<td>Frosh. Rep.</td>
<td>Melissa Hopkins</td>
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<tr>
<td>3rd Year Rep.</td>
<td>Florence Whipple</td>
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<tr>
<td>Soph. Rep.</td>
<td>LaVera McArthur</td>
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<tr>
<td>4th Year Rep.</td>
<td>Grace Hall</td>
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<tr>
<td>2nd Year Rep.</td>
<td>Cleo Higgins</td>
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### 1929-1930

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<td>Bus. Mgr.</td>
<td>Jack Ahlstrom</td>
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<tr>
<td>Yr. Bk. Ed.</td>
<td>Karma McGregor</td>
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<tr>
<td>Yr. Bk. Ed.</td>
<td>Rulon V. Cottam</td>
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<td>Comm. Fin.</td>
<td>Rulon Everett</td>
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<td>Cheer Leader</td>
<td>LaMar McGregor</td>
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<tr>
<td>Chief Police</td>
<td>Milton Walker</td>
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<td>Ellis S. McCallister</td>
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<td>George F. Snow</td>
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<td>Iva McArthur</td>
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<td>Francis H. Leavitt</td>
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<td>Antone Moody</td>
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### Dixie Staff

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<td>Asst. Ed.</td>
<td>LaRee Milne</td>
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<tr>
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<tr>
<td>Assoc. Ed.</td>
<td>Lelith Porter</td>
</tr>
<tr>
<td>Ed.</td>
<td>Mathew Bentley</td>
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<tr>
<td></td>
<td>(Fac.) Bus. Mgr.</td>
</tr>
<tr>
<td>(Fac) ed. Advisor</td>
<td>Juanita Pulsipher</td>
</tr>
<tr>
<td>Artist</td>
<td>LeGene Morris</td>
</tr>
<tr>
<td>Typist</td>
<td>Virginia Jarvis</td>
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<tr>
<td>Bus. Mgr.</td>
<td>Lloyd E. McArthur</td>
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### Dixie News Staff

<table>
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<tr>
<td>Ed.</td>
<td>Alice Nelson</td>
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<tr>
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<td>Fergis Wallis</td>
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<td>1st Year Rep.</td>
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<tr>
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<td>Culbert Leaney</td>
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<td>Typist</td>
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</table>
Dixie News Staff (cont.)

Beatrice Adams
Frosh Rep.
Fae Wittwer
2nd Year Rep.
Clesta Worthen
Assoc. Ed.
Kathleen Lund
Ruth Ramsey
4th Yr. Rep.

LaRue Leavitt
Assoc. Ed.
Lenzi Sullivan
Sop. Rep.
Adelia Allen
3rd Yr. Rep.
Iva Mae McArthur
Typist

1930-1931

Lewis Christian, Pres.
Lloyd McArthur,
Bus. Mgr.
Ina McArthur,
Comm. Amuse.
Rosella Luke,
Comm. Finance

Rhulin Pectol
Comm. Ath.
Antone Bowler
Debate Mgr.
Alton Fordham
News Ed.
Wm. Tell Gubler
Chief Police

1931-1932

Preston Larson
Pres.
Violet Spendlove
Dixie Ed.
Margaret Brooks
Comm. Amuse.
Henry Nichols
Bus. Mgr.
Lewis Pulsipher
Comm. Debate

Myles Judd
Dixie News Ed.
Wm. Tell Gubler
Chief Police
Eldon S. Reid
Asst. Comm. Fin.
Keith Tobler
Comm. Fin.
Donald Bleak
Ath. Mgr.

Dixie Staff

Henry Nichols
Asst. Ed.
Violet Spendlove
Ed.
Rulon Everett
Bus. Mgr.
Grant Bowler
Classes & Ath.
Mona Reber
Music & Drama

Naomi Cottam
Society
Carma Hafen
Wit
Cornelia Ashby
Humor
Walter Christian
Photog. (campus)
Dixie News Staff

Frank Miles
Asst. ed.
Myles Judd
Ed.
Reed Bolander
Staff Artist

Lewis Pulsipher
Rep.
Mildred Tobler
Rep.

1932-1933
Information Not Available

1933-1934

Austin Hunt
Pres.
Cornelia Ashby
V. Pres.
Karl Wilkinson
Comm. Debate
Howard Benson
Comm. Adver.
Loren Watson
Comm. Amuse.
Howard Whitehead
Comm. Ath.

Virgil Snow
Jaspar Crawford
DeVora Whitehead
4th Year Rep.
Ada Hafen
3rd Year Rep.
Phoebe Lytle
2nd Year Rep.
Ray Schmutz
1st Year Rep.

1934-1935

Edwin DeMille
Pres.
Afton Judd
V. Pres.
Rulon Orton
C.D. Casto
Thelma Bleak
Comm. Amuse.
Stanley Schmutz
4th Year Rep.
Ernest Lee
Ed.

Helen Hafen
3rd Year Rep.
Pershing Nelson
2nd Year Rep.
Irene Cox.
Comm. Fin.
Ivan Hunt
Mary Morris
Comm. Debate
Clark Blake
Comm. Adver.
<table>
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<th>1935-1936</th>
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**Dixie Chaser**
- Ruth Bradshaw  
  Ed.
- Lenore Thurston  
  Fac. Adv.
- Desma Hall  
  Copy
- Nellie Snow  
  Artist
- Helen Guerrero  
  Composer
- Keller Cherry  
  Bus. Mgr.

**Reporters**
- Floyd Atkin
- Phoebe Lytle
- Hortense Benson
- Therol McArthur
- Erma Bentley
- Charley Pickett
- Afton Judd
  and
- Irene Cox

**Stenographers**
Appendix F

STUDENT CONSTITUTION
GOVERNMENT
OF
DIXIE STUDENT
MUNICIPALITY

A System of Student Self Government
Worked Out and Operated In The

DIXIE NORMAL SCHOOL

1917

Published By The Student Body
Of the Dixie Normal School
Saint George, Utah
PREFACE

In consideration of the many requests made by colleges and high schools of this and other western states for our system of student self government, and in order that new students entering school may have access to the constitution and bylaws of the institution, the Student Body of the Dixie Normal School had decided to publish this pamphlet outlining our system of student self government.

The pamphlet contains (1) an article by Principal H.M. Woodward giving the attitude of the Executive Committee and Faculty toward student self government in general and also toward the students in the operation of the same; (2) the Constitution of the Dixie Student Municipality, and (3) the By-Laws which are made to fit our particular environment and conditions.

In publishing this pamphlet the present student body officers desire to express their appreciation for the faithful work and wholesome attitudes of those who have helped to develop the system and who deserve credit for the success it has attained. Among whom we may mention in particular the Principal of our institution, the previous student body presidents, the worthy commissioners of discipline and their aids, and all those who have held the office of Judge of the court, Attorney, Debating Manager, Editor, Commissioner of Amusements, Commissioner of Athletics, Business Manager, Cheer Master, and Year Book Manager, and above all the loyal conscientious members of our Student Body who have at all times and under every trying circumstance demonstrated that they are both worthy and capable of the trust that has been given to them.

While our democratic or self governing system has been in operation but six years, it might be said that it is yet in the experimental stage; but considering the success of the experiment thus far and the advantage it has been to the students of the Dixie Normal School, we do not hesitate to recommend its adoption in other schools. If operated under the proper spirit it is a socializer and character builder in that it places the responsibility upon the student which makes him feel more fully the value and duties of citizenship.

HUBERT MACFARLANE,
Chief Commissioner
INTRODUCTION

This pamphlet sets forth and explains a system of student self government which has been established and operated in the St. George Stake Academy, now known as the Dixie Normal College. It also gives the theory upon which the government was inaugurated, and explains the attitude of the administration of the school toward the students.

During the last two years many requests have been made by the high schools of this State and other States for a statement of the Dixie Student Government. These requests have not always been answered satisfactorily because of lack of time on our part to explain in detail to each applicant. For these reasons it has been deemed advisable to explain the system and its mode of operation, and incidentally to give the writer's ideas concerning this phase of school life.

The conclusion which led to the inauguration of this government was the result of a carefully and interested observation, covering a period of ten years, of the lives, activities and desires of students. The ever recurring clash between student life and faculty regulations, the willingness with which the student responds to suggestion, his inherent desire to express the growing life within, convinced the writer that the methods of control in most high schools and some colleges are fundamentally bad. Some of these observations were made while in high school, some as a college student, and for five years as teacher of high school and college students. During these years I have learned to appreciate to a small degree the wonderful richness of the human soul, the growth and development of inner life, its marvelous complexity of desire, and its divine creative genius. What teacher, worthy of the name, who, while working with these ever-growing centers of life, has not been struck with amazement at the unfolding, yea, the very birth of new life--life that is new to the individual. Life that never existed in the universe before, life that must make the best possible adjustment to things as they are.

To be successful in the administration of a student self government one should keep constantly in mind: Firstly, the real nature of intellectual and moral growth, that life develops and springs from within, that is complex, varied and ever being born anew, and that it can be started, stimulated, and directed by outer stimuli, but can not be created from without. Therefore, the teacher who would be eminently successful as a soul and character builder must write deep
in his thinking this motto, "As a teacher it is my duty to lead, direct and stimulate the growing life within, to the best possible adjustment to its environment, and not try to force my own life and adjustments upon the individual."

Every day we see men who so love the other fellow that they would force their own adjustments, conclusions, or dogmas upon them. This is self love blinded by its own selfishness. In most cases it develops into a desire to perpetuate the conclusion rather than a real desire for the growth of the individual. That teacher is selfish indeed who seeks to force his own adjustments upon his students. Life is so rich, varied and complex that the adjustments of one may not fit the life of another. The great object lesson that protrudes from the master teachers of the race is this tendency to start, stimulate and direct the life within. The teacher with his stimulating influence should create many problems in addition to those already encountered by the students. But, loving the life of his students more than his own conclusions, he is content to wait, and by his ever ready suggestions help the student solve his own problems. This teacher is in direct contrast to the teacher who works out the solution of life and hands it over to his students ready made. There are many in this latter class who live and die without knowing how little they have really affected the lives of their students, because their own cocksureness blinds them to the ever changing needs of the new life.

Secondly, high school and college students who have been properly taught have a native purity, a natural love for the right, an instinctive desire for justice, that has too often been smothered and perverted in older people. The young man or woman in passing a judgement of right or wrong, many times has the advantage of older people, for the simple reason that this native purity and instinctive desire for justice have not been contaminated by the press of dollars or the intrigues of politics. Our experience with student self government in the Dixie Normal College has demonstrated this theory to be correct. On one occasion it was necessary for the Chief of Police to arrest his own brother and act as the only witness in the prosecution. At other times the judge of the school court has been under the necessity of placing punishment upon his own relatives. In the great majority of cases, after thorough discussion, there has prevailed a spirit of right and justice that has brought in a verdict according to the facts.

Thirdly, there is a great deal of good common sense in a body of young people, if they are made to feel that the responsibility of doing the thing right or wrong actually rests upon them. Negative and rebellious attitudes in student bodies are invariably caused by a lack of faith in the student on the part of the administrative officers, or a lack of opportunity of expression on the part of the student.
Students foment, and energy, like steam, is safe enough if let off as it accumulates, but as sure as one attempts to hold the lid down there will be an explosion or, what is many times worse, a perversion of energy on the creation of an attitude that is not desirable. There is nothing that so takes the accumulated discontent out of a student body as for some conscientious student to arise and say, "It is for us to decide. Our parents, our faculty, and our school are depending on us to make good. What shall we do?"

At this point the reader may say to himself, "This is all very well but if you are going to allow students to take the reins of discipline in their own hands, where does the superior wisdom and experience of the teacher come in?" It has been my observation that students who are placed under responsibility, seeking light from every source, are very anxious for suggestions. At this point comes the faculty's opportunity. If wise, they will be ready with many suggestions but with no attempt to force a conclusion. It is the writer's observation that if you trust these clean, moral young people they will trust you and learn to look upon you as a source of information, encouragement and help. But do not misunderstand me. This trust must be one hundred percent good. Make believe faith will not count. It must be genuine.

The reader must not understand that it is our contention that confidence on the part of the administration alone is sufficient to solve the problem of student government. There is a vast difference in student self government and in individual students governing themselves. There are students who are too weak to govern themselves, students who can not appreciate your confidence nor what is best for them, students who will betray your confidence and your good advice because they are not yet able to assume the responsibility of independent action. For these students government is necessary. Necessary to lead and direct them to a bigger life and to protect the great majority who are able, in most cases, to act as a law unto themselves. It follows, then, that the confidence is in the ability of the majority, in the great better class, and, that this class must wield a government that is to control, lead, and protect those who are not strong enough to adjust to public opinion.

There have been many attempts to substitute for the actual student self government but most of them have failed. Some because of administrative machinery, others because the judgement comes from the faculty rather than from the students, and still others because students intuitively feel that the trust which is imposed in them is only sham. From the standpoint of the social order, the most important problem of the high school and college today is: How can we
develop in the student the power to bear responsibility, an intense and active desire for the welfare of the community in which he moves, and the determination to do his part regardless of favor or friends? These things are habits of thought, and should be placed in his thinking early in life, and that by actual practice. There is only one way to do this. The student must get the habit of approaching the problems of society from the standpoint of what is good for society. Throughout the broad land everywhere our schools are turning out students who have the ability to do great things for social justice, and for civic and moral righteousness, but too many of them do not care. They are approaching life all the time from the standpoint of what the world can do for them instead of what they can do for the world.

Many of our school administrators have seen this defect and have sought to develop in the students the spirit of, "I am my brother's keeper," by putting the students upon their honor. This is all very well for the ninety per cent. In the other ten per cent the desire to be true to imposed confidence is not as strong as the desire to gratify some selfish inclination. This minority is brought to task by the faculty and not by the students. In other words, this system lacks the real building force. There is no force so powerful in the making, shaping and remoulding of character as public opinion. To be effective, this public opinion must be wielded by equals against equals and not by superiors or inferiors. It must be a judgment of one's own crowd. On this principle monarchies fall down and democracies grow and flourish. Man submits to the rule of superiors, but often with an attitude of revenge and hatred. He endures the rule of inferiors with a sneer and feeling of disgust, but the adverse judgment of one's own group or peers sets every part of the system vibrating for a new and better adjustment.

It is a fundamental characteristic of every student, as well as every individual, to club together with his own group and look upon government that comes from an outside circle as being something imposed. It is a common statement among students of nearly all student bodies that a boy who would perch, as they say, on a fellow student is a "piker." It is also common in a great many schools for even the best students to plot against the faculty. All this is bad. But is it any worse than a certain principal who is so suspicious that he will not allow the student body officers to occupy the stand unless a member of the faculty is with them? In most high schools students look upon the principal's office as a court of criminals instead of a place to go for information, encouragement and advice. In many of our high schools and colleges there is a feeling of uneasiness that something is apt to happen in the student body. These attitudes are all bad of course, but as long as we remain in the middle ages with our student government we will never eliminate them.
From experience I am convinced that high school and college students are able to bear responsibility and that this ability grows with the performance of their duty. It is our experience that with the passing of each year the determination to have an ideal student government grows. Each year increases the number who actually feel the responsibility and decreases the number who would protect fellow students in wrong doing. Our schools can be judged only by the fruit they produce. Who among us has not been pained to the core when we have seen, in our district courts, how difficult it is to get a jury of men who will stand for conviction, and not have a tendency to squirm and protect the law breaker? Who of us, when some great moral issue has been at stake, has not seen great numbers of apparently respectable citizens, who have been converted intellectually to the measure, weaken, because to do the thing they know they ought to do, would temporarily affect those who are close to them? We are disgusted with man, we blush with shame; our cup of indignation reaches its greatest fullness when we see men, high in the estimation of their fellows, great in knowledge and popularity, men that have been entrusted with the welfare of the people, men commissioned to hold up the ideals of the race, for selfish reasons side step, intrigue and fail to make the stand. But in all candor, can we expect more than this when we have encouraged this very thing in our students from the first day they entered the grades until they finish high school?

This is a serious indictment of our schools. Some, no doubt, will think it over stated, but the fact is many people have never developed the habit of carrying the responsibility of the world. It has not been instilled into them by actual practice, that the all in all depends upon their determination to stand by their convictions as the evidence shows the true nature of things. These people have not grown to feel that the law is within themselves, but they have rather developed a habit of thinking that it is something tacked on from the outside, something to be avoided, something to defeat. Because of this pernicious habit that has grown up in her pernicious work of distorting the law and perverting justice.

When the schools do their duty, the student will learn to act and think as a savior to the race. He will develop a habit of carrying the burdens of society, of feeling that he is part of the law and responsible for its enforcement. When our schools learn that it is their business to lead, encourage, and direct the growing life within, and stop working on the theory that growth and development are things that are worked out by the teacher and handed over ready made, then there will be more men and women who really care. The school must realize that moral attitudes and personal stability are habits as much as the ability to calculate in
mathematics, to write or to think; and that these habits are of such a fundamental nature that their growth must begin very early. We must realize that strength in the power of right judgments comes by exercise. We cannot make the moral judgments for a child all through his school life and then expect him to make the best possible adjustment when we turn him onto society.

One of the strongest indictments against our school today is the fact that the majority of our young men and women during their twenties and early thirties pay little attention to the political life of nation, state and city. Up to this time they have lived in the world of self, approaching each problem from the standpoint of what it holds in store for them. When they do become interested in politics, they divide into Democrats, Republicans or Socialists as the party fits their respective pecuniary interests; the sheep men with the Republicans, the cotton men with the Democrats, and the day laborer with the Socialists. Our country needs the red blood of the twenties and the thirties and it needs it exercised from the standpoint of what is good for the whole and not from a mere selfish interest. Hence comes the necessity of our students growing up in a school government that trains them in the power to make judgments based upon justice and the well being of the social aggregate.

Because of these beliefs and observations of the writer, a peculiar type of Student Self Government was attempted in the Dixie Normal College. The success of the experiment has gone beyond our most sanguine expectations, and this little pamphlet has been put out by the students to answer the many requests for an outline of the system.

HUGH M. WOODWARD.
CONSTITUTION OF THE DIXIE STUDENT
BODY MUNICIPALITY

PREAMBLE

Having been granted the privilege of self-government, appreciating the trust that has been placed in us, and sensing the responsibility that rests upon us, we, the students of the Dixie Normal College, in order to establish justice to all, to insure order within our municipality, to promote the welfare of our institution in every respect do ordain and establish this Constitution for the Dixie Student Municipality.

ARTICLE I. LEGISLATIVE POWER

SEC. I. All legislative powers shall be vested in the commission of the Dixie Student Municipality, sitting as a legislative body.

SEC. II. The Commission shall be composed of the appointive commissioners of the Student Municipality together with the Chief Commissioner and his associate commissioners, elected every year by the students of the Dixie Normal College.

SEC. III. The legislative body shall meet the 2nd Monday in November and the 2nd Monday in February for the purpose of enacting and revising laws for the common good of the institution. It shall have power to formulate any and all laws it sees fit for the good of the institution. All laws and regulations drawn up by this body and ratified by a majority of the students voting in general assembly shall in all cases be binding upon the students of the institution and shall be enforced at all times by the executive officers.

SEC. IV. The Chief Commissioner shall be the chairman of the legislative body. In case of the absence of the Chief Commissioner the Commission may appoint its chairman from their own body by a majority vote. The legislature shall adopt its own rules of order and appoint its own committees.

SEC. V. Any bill or resolution may become a law by receiving a majority vote in the legislature and upon ratification by the student body.
ARTICLE II. EXECUTIVE POWER

SEC. I. The executive powers shall be vested in the respective commissioners of the Dixie Student Municipality.

SEC. II. Each Commissioner is responsible to the Student Body for his phase of work to the extent that he can be recalled at any time by a majority vote of the students.

SEC. III. All powers held by the commissioners and not specifically delegated to the respective commissioners shall be vested in the Chief Commissioner, whose duty it shall be to exercise a general supervision over all departments of the government, to be spokesman of the student body on all occasions where the student body is represented, to preside over all meetings of the commissioners, to issue the commission as a legislative body a statement setting forth the conditions of the various departments with suggestions for future legal action and betterment. If in the judgment of the Chief Commissioner he deems it expedient he may call an extra session of the legislative or executive council. At the close of each school year, it shall be the duty of the Chief Commissioner to make in writing a report of the school year to the principal or president of the school. Said report must include the financial conditions of the student body with a statement of liabilities and resources, together with any other items he deems necessary to make clear the conditions of his administration. It shall be the duty of the Chief Commissioner to appoint with the consent of the commission the appointive officers of the municipality. It shall be the duty of the Chief Commissioner, with the consent of his associate commissioners to fill all vacancies that might occur through death, expulsion, recall, or any other cause whatsoever.

SEC. IV. It shall be the duty of the Commissioner of discipline:

1. To see that the laws and regulations of the Dixie Student Municipality are carried out.

2. With the aid of his deputies to bring all the offenders of the law before the court.

3. To appoint with the approval of the commission his deputies, the number of which to be determined by the commission in executive council assembled.

4. To meet bi-weekly with his deputies and discuss all questions of order and deportment.
5. The Commissioner of Discipline if he sees fit shall have power to deputize secret police for the purpose of cleaning up evil conditions in the school.

6. To go into the records of teachers to ascertain standing of students.

7. To get any and all help necessary to maintain order and a high standard of conduct in the school.

SEC. V. The Commissioner of Finance is held directly responsible to the Chief Commissioner who is responsible to the student body for financing the student government. It shall be the duty of the commissioner of finance:

1. To have immediate charge of all liabilities and resources of the student government.

2. To receive the proceeds from the various student activities.

3. To render an account of the financial conditions to the commission, in executive council assembled, the last meeting in every second month of the school year.

4. On order signed by the Chief Commissioner and president or principal of the school to pay all bills incurred by the student government.

5. To present a budget during the second month of the school year setting forth all probable resources and liabilities.

6. To hand to the Chief Commissioner not later than two weeks before school closes a financial report of the year's activities.

7. To keep a system of books and method of accounting that can be inspected at the end of each school year.

8. The commission may make known from time to time the things it desires accomplished and the Commissioner of Finance shall act according to the orders of the chairman, provided the order of the commission does not create a deficit in which case the Commissioner of Finance has power to veto the order. In case the Commissioner of Finance vetos the order it shall
be necessary for a three-fourths vote of the Commission to pass the order of his veto.

SEC. VI. It shall be the duty of the Prosecuting Attorney:

1. To represent the Student Government in all cases of law and equity.

2. To uphold the rights and dignity of the Student Government by seeing that the laws are carried out.

3. To work with Commissioner of Discipline and his deputies to see that individual and selfish desires and ambitions on the part of the students do not tear down the moral and intellectual standards of the school.

SEC. VII. It shall be the duty of the Assistant Prosecuting Attorney appointed by the commission, to act at all times with the Prosecuting Attorney in defending the students against law breakers and in upholding the dignity of the student government.

SEC. VIII. It shall be the duty of the Commissioner of Athletics:

1. To see to all athletic interests of the Student Body.

2. To arrange meets with other schools.

3. With the aid of the instructor of physical education to take charge of said meets.

4. To look after the interests of Athletics and represent their wants to the Commission.

SEC. IX. It shall be the duty of the Commissioner of Amusements:

1. To have direct charge of the entire school life of the student body.

2. To see that the social life of the school is not neglected.

3. To plan and arrange Student Body programs, socials, parties, dances and otherwise.
4. To see that movements are inaugurated to thoroughly acquaint the students from the different localities.

SEC. X. It shall be the duty of the Commissioner of Correspondence:

1. To be the editor in chief of all school papers or magazines.

2. With the approval of the Commission to select a staff of assistants.

3. To hold weekly meetings with the staff and organize the written material for publication.

SEC. XI. It shall be the duty of the Cheer Master:

1. To see that the College spirit is kept up in the Student Body.

2. To encourage the composing of cheers and school songs.

3. To organize cheers and provide for music on various occasions.

SEC. XII. It shall be the duty of the Year Book Manager (who shall be appointed by the Commission from within their own body or from without) to exercise general supervision over the publications of a Year Book. To submit to the Commission an estimate of the cost of publication of the Year Book at least two months prior to the expiration of the school term. To submit to the Commission a statement of the actual cost of publication not later than two weeks prior to the closing of the school term. To have the books published at least two weeks prior to the closing of the term.

SEC. XIII. It shall be the duty of the Business Manager to manage the financial phase of the publication of the school paper. To arrange for publication, make contracts with printing houses, work in connection with the Editorial Staff, solicit for advertisements, sell subscriptions, arrange for pictures and cartoons, and make the publication as economical as possible.

SEC. XIV. It shall be the duty of the Commissioner of Debating and Public Speaking:

1. To take charge of all inter and intro school debates, oratorical contests, and all such contests in the line of debating and public speaking.
2. To work up societies for public speaking and debating and in every way encourage the art of public speaking.

3. To be the spokesman and representative of the student body government in any philosophical society carried on by the students.

4. To make contract and agreements with other schools, conduct the debating campaign and assume general responsibility of that part of the student activities. All activities such as debating societies, dramatic clubs, oratorical societies, etc., organized within the student body or that have relation to the student government are under his department, and it shall be his duty to issue a call and encourage the organization and workings of all such societies.

ARTICLE III. JUDICIARY

SEC. I. The Judicial power is vested in a Student Court.

SEC. II. The court shall have jurisdiction over all cases arising in connection with the student government; it shall be presided over by a judge who is elected annually by the students at the general election.

SEC. III. The procedure in the court, when it does not conflict with the constitution or by-laws of the Student Government, shall be according to the procedure in the district court in the State of Utah.

SEC. IV. The judge is the sole interpreter of the law and is expected to make a ruling whenever there is a conflict in the interpretation of the law.

SEC. V. It is expected:

1. That the judge maintain the dignity and sacredness of the court.

2. That he shall encourage every effort to ascertain the guilt or innocence of the defendants and to keep the proceedings of his court on a high plane of earnestness and sincerity.

3. That he discourage trickery or any attempt to void the real issue before the court.
SEC. VI. It shall be the duty of the judge to post in a conspicuous place the call for court, which shall mention date, place, hour of trial and defendant's name.

SEC. VII. It shall be the duty of the secretary of the court to be present at all sessions and faithfully record the proceedings of the court.

SEC. VIII. All cases shall be heard by a jury of four, chosen by the opposing attorneys, from among the students of the school. A majority vote is necessary for conviction.

ARTICLE IV. ELECTION

SEC. I. The following Commissioners of the Dixie Student Municipality shall be elected annually by students of said municipality: Chief Commissioner, Commissioner of Discipline, Commissioner of Finance, Commissioner of Amusements, Prosecuting Attorney, Commissioner of Debating and Public Speaking, Business Manager, Judge, Commissioner of Athletics. The following officers shall be appointed by the Commission: Editor, Cheer Master, Assistant Attorney, and Year Book Manager.

SEC. II. The election shall be held the first Friday in the last month of the school term, a majority vote is required to elect any candidate.

SEC. III. Students shall write the name of the candidate they wish opposite the office for which he is running and deposit sheet in ballot box.

SEC. IV. The judges of election, shall be named by the judge of the court and Principal of the Institution. It shall be the duty of the judges:

1. To exercise general supervision over the polls.

2. Count the votes and make a report of the results to the Chief Commissioner who shall make known the results to the student body.

ARTICLE V.

SEC. I. The oath of office shall be administered at the last Student Body meeting before the close of the school year.

SEC. II. The oath shall be administered by the judge of the student court. In the event of his absence or his being an officer for the coming year the oath may be administered by the following officers in the order here named:
Commissioner of Discipline, Prosecuting Attorney, Assistant Attorney, or Commissioner of Debating and Public Speaking.

SEC. III. The oath shall read as follows: Having been duly elected by the students of the Dixie Student Municipality, I take this office, knowing full well that this Student Body expects me to do my duty. I therefore, promise to discharge the duties and obligations of this office to the best of my ability and understanding. So help me God.

ARTICLE VI.

A petition for the recall of an officer or law may be presented to the Commission of the Municipality at any time. In order to recall an officer or a law at any time it shall be necessary to call a special election and vote on the petition for recall to be effective, to receive the votes of a majority of the voters of the municipality. A petition for recall must be signed by 30 voters in order to justify the calling of an election to vote upon a measure. Any student upon registration becomes a citizen of the municipality and is entitled to vote in all elections.

ARTICLE VII.

Amendments may be proposed as follows:

1. Upon petition for amendments signed by 25 percent of the students an election shall be called and the amendment voted upon. It shall be necessary for the amendment to receive a two-thirds votes of the students to be adopted.

2. The legislative body may propose an amendment for which an election shall be called and to become effective must receive a two-thirds vote of the students.

ARTICLE VIII.

This constitution will become effective upon ratification. (Was ratified January 29, 1917).
REVISED ORDINANCES OF THE DIXIE
STUDENT MUNICIPALITY.

LOITERING.

1. Any student lingering in or about the school build­ings from 8:00 a.m. to 4:30 p.m. shall be guilty of an offence and upon conviction thereof shall be punished by reprimand or expulsion, at the discretion of the court.

DEFACING OF SCHOOL PROPERTY.

2. Any student who defaces school property is guilty of an offence. Said student if he pleads guilty, shall be exonerated by making full restitution; if the case goes to trial and the defendant is proven guilty he shall be subject to reprimand or money fine, at the discretion of the court, and shall be required to make full restitution.

INDIVIDUAL PROPERTY.

3. Any student who will wilfully use or take the prop­erty of any student without the latter's consent shall be guilty of an offence, and upon conviction shall be punished by reprimand or expulsion at the discretion of the court, and shall be required to make full restitution.

TOBACCO OR INTOXICATING LIQUORS.

4. Any student who uses tobacco or intoxicating liquors at any time or place is guilty of an offence and upon con­viction shall be punished by reprimand or expulsion, at the discretion of the court.

DEFILING THE BUILDINGS.

5. Any student spitting on the floor or in any way defiling the buildings is guilty of an offence and upon con­viction shall be punished by reprimand or make restitution at the discretion of the court.
APPARATUS.

6. Any one who uses the apparatus of the laboratory or shops shall be required to return it to its proper place, and if it is damaged more than such use requires in careful manipulation, shall be guilty of an offence and upon conviction of the court, and shall be required to make restitution.

LIBRARY AND STUDY ROOMS.

7. Students communicating orally in the Library or Study Rooms at any time they are open for students' use, except with the consent of the Instructor or Librarian, while greeting visitors, friends, etc., or conducting them about, are guilty of an offence and upon conviction shall be punished by reprimand or expulsion from the library at the discretion of the court.

RELATING TO THE CONDUCT OF VISITORS.

8. Any person not a member of the school who violates the laws of said school except when communicating in the library, is guilty of an offence, and the officers of said school shall have authority to put any person off the grounds of the school or the premises of the Dixie Normal College.

NOTICES.

9. Anyone who interferes with any notices written or posted within the school limits, unless authorized by the principal, without the consent of the writer, is guilty of an offence and upon conviction shall be punished by reprimand or expulsion, at the discretion of the court.

CONDUCT.

10. Anyone who behaves in a boisterous or unruly manner or in any manner that would be unbecoming a gentleman or lady in or about the school shall be guilty of an offence and upon conviction shall be punished by reprimand or expulsion at the discretion of the court.

11. Any student except a city officer in his legal capacity, who commits an act which injures in any way the interests of the school or the rights and privileges of any student, shall be considered as having subverted the interests of the school and the rights and privileges of any student and for such subversion shall be guilty of an offence, and upon conviction shall be punished by reprimand or expulsion at the discretion of the court.
POOL.

12. It shall be unlawful for any student to visit the Pool Hall at any time and upon conviction of said offence shall be punished by reprimand or expulsion at the discretion of the court.

GOING OUT AT NIGHTS.

13. Any student having an average per cent in any subject of 75 per cent or lower and who is in the habit of promiscuously going out at night is guilty of an offence and upon conviction thereof shall be punished according to the discretion of the court.

14. Any student convicted of violating the laws of the Dixie Student Body shall be liable to a money fine or the penalties prescribed by laws at the discretion of the court.

15. It shall be unlawful for any student to defame or slander the character or injure in any way any officer for doing his or her duty. Upon violation of said law the person or persons convicted shall be punished by expulsion.

16. It shall be unlawful for any person not a member of the school to use tobacco or intoxicating drinks on the campus during any athletic meets. The school policemen shall have the authority to ask any person found violating the above law to leave the campus.

17. It shall be unlawful for any student to linger about the streets between the hours of 7:00 a.m. to 12 m. and from 1:00 to 2:30 p.m. Upon violation of said law the person or persons convicted shall be punished by reprimand or a money fine at the discretion of the court.

18. No citizen shall be allowed to go out of the school for an attorney.

19. Creating a disturbance in court and failure to appear in court when summoned shall be considered contempt of court. Contempt of court shall be punished by reprimand or a money fine at the discretion of the court.

20. A citizen who considers himself unjustly sentenced shall be allowed an appeal to the faculty.

21. It shall be considered unlawful for a student to use profane or obscene language in or about the school buildings. Upon conviction of said offence, the student shall be punished by reprimand or money fine, at the discretion of the court.
TRIAL BY JURY

SEC. 1. All cases may be tried by Jury if the demand is made at the preliminary hearing.

SEC. 2. (Jury Defined.) A jury is a body of persons temporarily selected from the citizens of Dixie Student Municipality and sworn to try and determine by verdict a question of fact.

SEC. 3. (Number of Jurors.) The Jury shall consist of four persons, or any number fewer than four, on which the parties may agree in open court.

SEC. 4. (Competent Jurors.) A person shall be competent to act as Juror of an offence and upon conviction shall be punished at the discretion of the court.

PERJURY

It shall be unlawful for any student acting as a witness to make statements contrary to that which he knows to be a fact. Students doing this shall be guilty of falsifying in open court, which shall constitute an offence, and upon conviction shall be punished by reprimand, money fine or expulsion at the discretion of the court.

AWARDING OF HONORS

SEC. I. In order for an individual to receive special honors from the school, it shall be necessary for him to be so qualified scholastically and morally as to receive recognition from the college council as being a worthy representative of the school at the time that honors are awarded.

SEC. II. Any honors awarded by the Student Body may be rescinded from the individual receiving them at any time if said individual disgraces his honors by failing to respect the standards of the school.

SEC. III. In order for an individual to receive special honors in basket ball he must play in at least sixty per cent of the league games.

SEC. IV. In order for a participant to receive special honors in track work, it shall be necessary for him to win at least one first place or two second places in an inter-collegiate contest or one place in the state meet.
SEC. V. In order to receive a letter for debating or oratory, it shall be necessary for a student to represent the school in at least one inter-collegiate debate or oratorical contest. The same ruling shall apply to declamation contests as to debating and oratory.
Appendix G

DIXIE ACADEMY MISSIONARIES
DIXIE ACADEMY MISSIONARIES*

M. Grant Prisbrey . . . . . . . . English Mission
Gordon Mathis . . . . . . . . . . English Mission
Leo Bringhurst . . . . . . . . . . English Mission
Arthur L. Crawford . . . . . . . . English Mission
Alma Isom . . . . . . . . . Eastern States Mission
Orval Reeve . . . . . . . . Eastern States Mission
Ivan Stanworth . . . . . . . . Eastern States Mission
Sidney Wright . . . . . . . . Eastern States Mission
Clarence Cottam . . . . . . . Central States Mission
William J. Pulsipher . . . . Central States Mission
Mathew Bentley . . . . . . Central States Mission
Howard Gardner . . . . North Central States Mission
Melvin Whittwer . . . . North Central States Mission
Edward R. Frei, Jr. . . . North Central States Mission
Wayne Gardner . . . . . . California Mission
Maggie Gardner . . . . . . California Mission
Winnifred Gubler . . . . . Southern States Mission
Edward Gubler . . . . . . . . Southern States Mission
Milton Moody . . . . . . . . Southern States Mission
Phillip Foremaster . . . . . Mexican Mission
Hugh Reid . . . . . . . . . Canadian Mission
Harold Heaton . . . . . . . . Central States Mission

*Copied from The Dixie, 1920-21, p. 72.
Appendix H

EVALUATION STATEMENT
EVALUATION STATEMENT*

Education Building $  60,000  
Gymnasium Building 38,573  
Science Building 37,072  

$135,645

Real Estate

Education Building, Gymnasium and Pavilion Grounds $  9,500  
Science Building 1,800  
1/2 lot 1/2 block east of Education Bldg. 1,000  
Milne Lot in East part of Valley 100  
Farm 931.52  

Total Real Estate  $13,331.52

The Executive Committee adopted the following rates of depreciation, to become effective with the current year:

Education Building 1  1/2%  
Gymnasium 3%  
Science Building 2%

For the year 1932-33 these rates will apply to the valuation figures shown above but for each succeeding year they shall apply to the figures representing the depreciation value of the buildings.

M.M. Bentley sg.  
Secretary

*This statement was later filed with our insurance policies. Statement prepared by Dixie College, October 27, 1930.
<table>
<thead>
<tr>
<th>DIXIE SERVICE MEN</th>
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</thead>
<tbody>
<tr>
<td>Clarence Abbott</td>
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<tr>
<td>Israel Abbott</td>
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<td>Llewellyn Brooks</td>
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<tr>
<td>Newel K. Larson</td>
</tr>
<tr>
<td>Leo Larson</td>
</tr>
</tbody>
</table>
Appendix J

LIST OF GRADUATES TO 1936
LIST OF GRADUATES TO 1936

1912-13

Annie Atkin (Tanner)  Henry Savage
Roy Beatty  George Seegmiller
Clara Cannon  Dilworth Snow
Walter Cottam  Eldon Snow
Florence Foremaster  Karl N. Snow
Effie Frei (Cottam)  Persis Stratton (Higbee)
LeRoy Hafen  Augusta Woods
Irvine Harmon  John T. Woodbury, Jr.
Theresa Huntsman  Mattie Woodbury (Ruesch)
Gordon Riding (deceased)

1914

Eleanor Atkin (mother) deceased  Leland Hafen
Hazel Bentley (Bradshaw)  Claudine Hirschi
Anna Blazzard (Jennings)  Leila Knell (Atkin)
Samuel Brooks  Hyrum Leaney
Ambrose Cannon  Lyle Lund
Effie Cannon (Cameron)  Hubert Macfarlane
Moroni Cottam  Maude Miles (Seegmiller)
Hannah Crosby (Hall)  Raymond Miles
Mary Crosby (Savage)  Rachael Moody (Gardner)
Maudie Crosby (Gardner)  Frank Pendleton
Marintha Edwards (Pendleton)  Grant Prisbrey
Clifford Empey  Chauncey Sandberg
Eugene Fordham  Artemesia Seegmiller
Claude Frei  Dolly Seegmiller (Smith)
Vivian Frei  Ivy Smith (Abbott)
Elizabeth Gardner  Anna Snow (Clements)
Vera Gates (Mitchell)  Vera Snow (Hilton)
Florence Gifford (Fairbanks)  Ether Stucki
Emil Graff  LaVerd Watson (Lillywhite)
Ivie Graff (Hafen)  Melvin Wittwer
Althea Gregerson (Hafen)  Annie Woodbury (Hafen)
Grant Gregerson  Clare Woodbury
James Gregerson

1915

Mathew Bentley  Zoe Gates (Riding)
Helen Bunker (Chamberlain)  Milton Graff
LeRoy Cox  William Graff
1915 (cont.)

Helen Gubler
Orson Hall
Mable Jarvis
Ernest Langston
McLoyd Lauritzson
Ida Miles (Crosby) deceased
Herbert Milne

Ora Orton Macfarlane
Arthur Pratt
Lyman Reber
Edward Tobler
Nettie Whitehead (Gardner)
Camilla Woodbury (Wanlass)
David Woodbury

1916

Herbert Alger
Nels Anderson
Walden Ballard
Belle Benson (Empye)
Effie Blazzard (Cyphus)
Alfred Bleak
Laura Brooks (Lund)
David Burgess
Dora Burgess (Empye)
Clarissa Cannon (Winsness)
Vernon Church
Vera Conger (Moody)
Myrtle Cottam (Warner)
Frank Crosby
Don Forsythe
Edward Frei, Jr.
Berneice Gâtes (Bringham)
Harry Gentry
Alvin Hall
Frank Harmon
Heber Holt
Mary Kemp (Lindorff)
Nettie Knell (Morris)
Francis Leaney
George Leaney
Donald C. Macfarlane

Viola McAllister (Gentry)
Wanda McGregor (Snow)
Lyle Farnsworth R. Meacham
George Miles
Robert Miles
Milton Moody
John Morse
Millie Pendleton
Donald Pymm
William Ruesch
Anthony Russell
Sterling Ruesch (deceased)
Wilford Schmutz
Linna Snow (Paxman)
Rex B. Snow
Lula Stucki (Tobler)
Victor Sullivan
Iona Terry (Alger)
Louisa Thurston (Slack)
Wilford Webb
Ralph Westover
Ruth Westover
Phyllis Winder
Mamie Winsor (Dalton)

1917

Israel Abbott
Willard Alger
Sheridan Ballard
Verda Bastian (Seegmiller)
Douglas Cannon
Kenneth Cannon
Walter Cannon
Elizabeth Cox (Murphy)
Paul H. Gates

Golda Hafen (Snow)
Hilda Hall (Bringham)
Alice Harmon (Ballard)
Anna Hopkins
Lydia Hopkins (Snow)
Andrew Jolley
Lillian Jolley (Graff)
Jean McAllister (Isom)
LaBerta McGregor (Sorenson)
1917 (cont.)

Henry Miller  
Hattie Paxman (Webb)  
Grace Prisbrey (Mitchell)  
Vilate Sandburg (Stewart)  
Clara Savage (Abbott)  
Eldon Schmutz  
Lucile Schmutz (Pitchforth)  
Rose Schmutz (Jobb)  
Gerald Seegmiller  
Roscoe Seegmiller  
Chester Snow (deceased)

Harold Snow  
Inez Snow (Moody)  
Laura Snow (Woodbury)  
Levi Snow  
Ruth Snow (Barnum)  
Ruby Spencer (Blair)  
Mazel Sproul  
Elmer Taylor  
Delsy Workman (Leaney)  
Annie Worthen (Ballard)  
Vernon Worthen

DIXIE HIGH SCHOOL 1918

H. Tennyson Atkin  
Rowena Barlow  
Dilworth Beckstrom  
John Blazzard  
Ruth Blazzard (Jensen)  
Nina Bunker (Blazzard)  
Margie Judd  
Laura Gardner (Snow)  
Gwen Gardner (Woolsey)  
Grant Graff  
Leila Gregerson  
Herbert Hall  
Edward Hunt

Olaf Jacobson  
Bessie McArthur  
Val McArthur  
Wesley McArthur  
Lorin Miles  
Alice Milne  
Anthony Pendleton  
Esther Pulsipher (Snow)  
Belle Scott  
Rodney Snow  
Roland Whitehead  
Mary Woodbury

DIXIE NORMAL COLLEGE 1918

Marcia Allen  
Myrtle Cottam  
Hazel Forsythe (Judd)  
Golden Hafen (Snow)  
Alice Harmon  
Anna Hopkins  
Grace Prisbrey  

Harold Snow  
Leona Snow  
Mazel Sproul  
Kuman Williams  
Namie Winsor  
Annie Worthen  
Vernon Worthen

DIXIE HIGH SCHOOL 1919

Leila Adair (Gates)  
Ada Beams (Webb)  
Clarence Cottam  
Milton Cottam  
Bliss Ivins  
Gordon Mathis  

Clara McAllister (deceased)  
Wyatt Miles  
Josephine Savage (Jones)  
Glenn Snow  
Anna Sullivan (Hall)

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### DIXIE HIGH SCHOOL 1920

| Carrie Allen                      | Gladys McAllister (Romney) |
| LeRoy Bentley                   | Melba Mathis (Gates)       |
| Iona Bleak (Stucki)             | Henry J. Miles             |
| Hazel Bunker (Karchner)         | Katherine Miles            |
| Earl Cannon                     | J. William Pulsipher       |
| Evadean Crosby                  | Orval Reeve                |
| Nelson A. Empey                 | Merrill Sandburg           |
| Vera Esplin                     | Edna Snow                  |
| Philip Foremaster               | Grant B. Snow              |
| Annie Gardner (Stewart)         | Lizzie Snow                |
| Mamie Gardner                   | Ivan Stanworth             |
| Wayne Garner                    | Rodney N. Stanworth        |
| Marion Gates                    | Samuel Stucki              |
| Emily Harmon                    | William T. Stucki          |
| Olive Henricks                  | Zelma Sullivan             |
| Lucy Holgate (Englestead)       | Gladys Taylor              |
| Alma Isom                       | Paul Thurston              |
| Fae Knell (Sevoy)               | Leona Whipple (Roirden)    |
| A. Karl Larson                  | LeRoy Whitehead            |
| Ruth Cox Leaney                 | Louise Woodbury (Ellis)    |
| Althea Lund (Potter)            | Sarah Worthen              |
| Cornelia Lund                   | Afton Wilson               |

### DIXIE NORMAL COLLEGE 1920

| Leila Adair                     | Frank Harmon               |
| Carrie Allen                    | Genevieve Hortin           |
| Mrs. Mina Bowman                | Bessie McArthur            |
| Nina Bunker                     | Laberta McGregor           |
| Douglous Cannon                 | George J. Miles            |
| Kenneth Cannon                  | Lorin C. Miles             |
| Clarence Cottam                 | Josephine Savage           |
| Arthur L. Crawford              | Glenn E. Snow              |
| Frank Crosby                    | Inez Snow                  |
| Marian Gates                    | Rodney H. Snow             |
| Laura Gardner (Snow)            | Elmo Spraul                |

### DIXIE HIGH SCHOOL 1921

| Mary Atkin                      | Louise Harris (Miller)     |
| Ruth Atkin                      | Joseph Hinton              |
| Marie Blake (Gubler)            | D. Crawford Houston        |
| Maybelle Bowman                 | Leda Lyman                 |
| Nellie Bracken (Kay)            | George C. Miller           |
| Janie Burgess (Brooks)          | Marion Miller (Snow)       |
| LeGrande Coates                 | Ivins Milne                |
| Anna C. Gardner (Stewart)       | Lorna Perkins (Worthen)    |
| Clarence F. Gates               | Anna Seegmiller            |
| Vernon Hall                     | Keith Seegmiller           |
DIXIE HIGH SCHOOL 1921 (cont.)

Elizabeth Snow  
Rulon A. Snow  
Harvey Staheli  
Glenn Webb

LaVerna Webb  
Stephen R. Wills  
Ruth Winsor

DIXIE NORMAL COLLEGE 1921

LeRoi Bentley  
Pearl Bowman  
Miria W. Bowman  
Hazel Bunker (Kartchner)  
Earl Cannon  
Kenneth Cannon  
Chas. Walter Cottam  
Marva Crawford  
Minnie Crawford

Evadean Crosby  
Vera Esplin  
Chester Graff  
Emily Harmon  
Lorin Miles  
Velva Price (Covington)  
I.U. Rigelow  
Merrill Sandberg  
Edna Snow

DIXIE HIGH SCHOOL 1922

Orvel Bastian  
Erma Bowler  
Arvilla Bringhurst  
Lida Cox (Prince)  
Juanita Davis  
Jennie Empey  
Helen Gardner  
Rachel Graff  
Orval Hafen  
Paul Hafen  
Vera Harmon  
Verna Harmon  
LaFell Iverson  
May Linder  
Blanche Mathis

Helen Miles (Dougloous)  
Urie Anna Miles  
Alice Pendleton  
Joseph T. Ray  
Truman Rollins  
Karl Savage  
Caddie Slack  
William Snow  
Myron Stout  
Bert Sullivan  
Letha Taylor  
Mabel Terry  
Ervin Webb  
Maurine Whipple  
Paul Worthen

DIXIE NORMAL COLLEGE 1922

Mary Atkin  
Ruth Atkin  
Nellie Bracken  
Louie Harris  
Elroy Jones  
A. Karl Larson  
Gladys McAllister  
Annie J. Miles

Henry J. Miles  
Wyatt Miles  
Anna Seegmiller  
Elizabeth Snow  
Rulon A. Snow  
Harvey Staheli  
LaVerna Webb

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DIXIE HIGH SCHOOL 1923

Alys Adams
Caddie Andrus
Richard Andrus
Rose Ashby
Ethelga Beatty
Conrey Bryson
June Bunker
Bertha Bushnell
Harold Cannon
Verna Cox
Henry Crosby
Della DeMille
Gertrude Fawcett
Alice Gates
Grace Gates
Clara Graff
Oliver Graff
Helena Graham
Dorthea Gregerson
Paul Hafen
Nora Hall (Lund)
Leonard Deaton
Lester Herman
Daniel Higginbothan
Leona Hinton (Terry)
Ben V. Hopkins
Eldon Larson

Linda Larson
Drayton Leavitt
Vilate Leavitt
Arnold McArthur
Gertrude McGregor
Beatrice McQuarrie
Florence Miles
Mary J. Miles
Howard O. Miller
Helen Moody
James Nelson
LaRue Nelson
Wesley Pearce
Maudeen Prisbrey
D. Jordan Rust
Emma Seegmiller
Ida Seegmiller
Vera Seegmiller
Olive Snow
LaRue Snow
Spencer Snow
Lafayette Terry
Ezra Tobler
Ruth Walker
Karl Winsor
Helen Woodbury

DIXIE NORMAL COLLEGE 1924

John C. Blazzard
Vernon Church
Juanita Davis
Philip Foremaster
Helen Gardner
Vera Harmon
Verna Harmon
LaFell Iverson
Victor Iverson
Eula B. Jacobsen
Mae Linder

Joseph F. Ray
Grant Snow
William Snow
Myron Stout
Annie Sullivan
Bert Sullivan
Gladys Taylor
Letha Taylor
Mabel Terry
Paul Worthen

DIXIE HIGH SCHOOL 1924

Lillian Atkin
Glen W. Baker
Hortense Batty
Nancy Blackburn

Estella Bowler
Maurine Chamberlain
Fern A. Davis
Grace Esplin

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DIXIE HIGH SCHOOL 1924 (cont.)

Lynn F. Findley
Newell R. Frei
Owen Frei
Blanch Graff
Clyde Graff
Clair Hafen
Lola Hafen
Max Hafen
Erma Heaton (Allen)
Geneva Heaton
Harriet Hoyt
Alton Hinton
Edward L. Hunt
Raymond S. Jones
F. Ivan Langston
Fay Leavitt
Lillian Lund (Stratton)
John S. McAllister
Joseph McArthur
Zelda R. Nelson
Ray J. Palmer
Minnie Paxman
Clyde R. Perkins
Andrew Reeve
Margaret Savage
Esta B. Smith
Bessie Snow
Erastus Eric Snow
D. Clarence Schmutz
Leland Stout
Lorraine Staheli
Sylvia Staheli
Ernest Stucki
Merrill Stucki
Clair S. Terry
Mable Truman
Arnold Thompson
Lucille Worthen
Owen Wright

DIXIE JUNIOR COLLEGE 1925

June Bunker
Rex R. Frei
Wayne C. Gardner
Helena Graham
Howard D. Miller

DIXIE NORMAL COLLEGE 1925

Verna Cox
Alice Gates
Olive Graff
Crayton Leavitt
Gertrude McGregor
Annie J. Miles
Mary J. Miles
Florence Miles
Helen Moody
Ida Seegmiller
Vera Seegmiller
LaRue Snow
Ezra Tobler

DIXIE HIGH SCHOOL 1925

Alden S. Adams
Bessie Atkin
Valda Baker
Roma Church
Leona Cox (Atkin)
Glen Crosby
Lee Esplin
Ellis Everett
Jesse L. Fish
Clawson Frei
Cummings Gardner
Effie Gardner
Glenn Graff
Mary Graham
Minnie Hafen
Reed Hall
DIXIE HIGH SCHOOL 1925 (cont.)

Edith Harris  Marion Snow
Antone Harrison  Ruth Sorenson
Albert Holt  Hilda Staheli
Alton W. Isom  Lafayette Staheli
Smith Jones  Karl Starr, deceased
Grant Lund  LaMond Stratton
William Lund  Duward Terry
George P. Lytle  Elvis B. Terry
Ferol McQuarrie  Ashworth Thompson
Mary Miller  Rosella Tobler
Ruth Morse  Helen Torsha
Joseph Musick  Derald Webb
Mary Naegle  Rodney S. Webb
Blanche Nelson  Vilate Webb
Irma Nelson  Wayne Wilson
Jennie Palmer  Carl Workman
J. Clinton Snow

DIXIE JUNIOR COLLEGE 1926

Caddie Andrus  Mary Graham
Lillian Atkin  James B. Nelson
Newell Frei  Lorraine Staheli
Chester Graff  Ferd K. Stucki
Clyde Graff  Merrill Stucki

DIXIE NORMAL COLLEGE 1926

Hortense Beatty  Edward L. Hunt
Fern Davis  John McAllister
Boyd Dennett  Esta Smith
Jennie Empey  Bessie Snow
Blanch Graff  Sylvia Staheli
Elmer Graff  Lucille Worthen
Lola Hafen

DIXIE HIGH SCHOOL 1926

Miriam Ahlstrom  Mattie Earl
Garland Andrus  Anthony Foremaster
Mary Andrus  Laura Foremaster
Christine Bastian  Clarke Frei
Reed Blake  Edith Gates
Agnes Bleak  Grant Gates
Ruth Bleak  Clifford Heaton
Elsie Burgess  Clark Higgins
Leila Cottam  Alta Holt
Carl Crawford  Louise Hopkins

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DIXIE HIGH SCHOOL 1926 (cont.)

Clair Jones
Finley Judd
Thora Lamb
Annie Linder
Laura Lund
LaVera McArthur
Edith Miles
Maurice J. Miles
Walter J. Miles
Lydia Pearce
Agnes Pendleton
Lillian Prisbrey
Mervin Reber
Mary Riding
Wendell Robinson
Mary Savage
Mischie Seegmiller
Althea Snow
Elida Snow
Irma Snow
Rosamond Snow
Roland Stucki
Lenzi Sullivan
Lottie Tobler
Wm. G. Worthen

DIXIE JUNIOR COLLEGE 1927-28

Mariam Ahlstrom
Bessie S. Atkin
Ruth Allen
Berneice Benson
Estelle Bowler
Ardyce Bunker
Leila Cottam
Rosella Hardy
Alta Holt
Louisa Hopkins
Daisy Leavitt
Nellie McArthur
Agnes Pendleton
Orval B. Reeve
Lafayette Staheli
Bessie Grace Thurston
Vera P. Whipple
Finley M. Judd
Althea S. Nelson
Elida Snow
Erastus Eric Snow
Clark Frei
R. Bernell McAllister
Walter J. Miles
Maurice J. Miles
Roland Stucki

DIXIE HIGH SCHOOL 1927-28

Alice Nelson
Milton Walker
Karma McGregor
Thelma Cottam
George Harmon
Grace Miller
Voile Stucki
Ashby Hardy
Afton Bryner
Melissa Hopkins
Florence McArthur
Lorna Hutchings
Verda Judd
Ellis McAllister
Preston Larson
Roxie Lund
Eloise Workman
Preston Hafen
Esther Andrus
Marion McAllister
Lutie Lytle
Howard Woodbury
Phyllis Cottam
Carl Stratton
Golda Harris
Opal Earl
Jack Ahlstrom
Karl Condie
Amy Haycock
J.L. Bowler
Inez Pickett
Vilo Davis
Reed Prince

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DIXIE JUNIOR COLLEGE 1928-29

Laron S. Andrus
Lizzie Bettridge
Reed E. Blake
Anna Brooks
Zelma Cooper
LeRoy Condie
Thelma Graff
Eleanor Isom
Bliss S. Jarvis
Eva Leavitt
Elizabeth Loynd
Wm, LeGene Morris
Addis Savage

G. Carlyle Thompson
Melba Webb
Horatio Gubler
Minnie Hafen
Vivian Leavitt
Antone Moody
LaVera McArthur
Nina Nisson
Timothy H. Palmer
Dorothy Snow
Charles R. Whipple

DIXIE HIGH SCHOOL 1928-29

Effie Bracken
Menzies Benson
Evan B. Cottam
Phyllis Cottam
Karl Condie
William A. Cannon
Howard W. Cannon
LaRue Cox
Lea Cottam
Rulon V. Cottam
Beatrice Carter
Nellie Cox
Cleo E. Christensen
William D. Dixon, Jr.
Rulon B. Everett
Alton D. Fordham
Beth Fawcett
Cecil M. Frei
Christie Gregerson
Grace Hall
Maurine Heaton

Preston Hafen
Leland Huntsman
Joyce Harrison
Clair W. Judd
Virginia Jarvis
Grace Lund
Eugene Leany
Francis H. Leavitt
Lloyd E. McArthur
Vella Ruth Morris
LaRee Milne
Mildred Marshall
Hamblin Pratt
Olive Robertson
Hortense Snow
George E. Snow
Leah Snow
Glen Tobler
Emma Thompson
Theron Thompson

DIXIE JUNIOR COLLEGE 1930

Lytie Lytle
Mary Nelson
Voile E. Stucki
Mary Wadsworth
Thelma Cottam
Orlin G. Colvin
Melissa Hopkins
LaRue Leavitt
Emaline Adair

Paul Lytle
Ellis McAllister
Florence McArthur
Lilith Porter
Karma McGregor
Alice Nelson
Reed Wittwer
George W. Harmon
Jack E. Ahlstrom

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**DIXIE HIGH SCHOOL 1930**

<table>
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<tr>
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<th>Name</th>
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<tbody>
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<tr>
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<td>Robert Stucki</td>
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<td>Florence Whipple</td>
<td>Ivan G. White</td>
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**DIXIE JUNIOR COLLEGE 1931**

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<tr>
<td>Lewis Christian</td>
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**DIXIE HIGH SCHOOL 1931**

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<td>Eve Lyn Harris</td>
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Dixie Judd
Donald Kraack
Dudley Leavitt
Emaline Lemmon
Frank Miles
Arvel Milne
Fern McArthur
Mar McGregor
Arvilla Pace
Walter Pace
Melba Paxman

Norma Pickett
Hazel Prince
Ruth Sullivan
Ross Savage
Cola Slack
Winnifred Smith
Heber C. Thompson
Keith Tobler
Grant Whitehead
Eldred Waldron

DIXIE JUNIOR COLLEGE 1932-33

Adelia Allen
Iva Mae McArthur
Reva Bunker
Leland Brooks
Reed C. Bolander
Webb Barber
Miriam Bentley
Grant M. Bowler
Emeline Lemmon
Eleanor McAllister
Zella Pulsipher
Arvilla Pace
Olive Snow Reeve
Grace Shumway
Donald Bleak
Frank W. Bringhurst
Dudley M. Leavitt

Frank Frodsham Miles
Samuel E. Pugh
Cari Condie
George M. Larson
Willard Bleak
Fenn Heber Covington
Clark J. Gubler
Laird E. Hughes
Mar W. McGregor
Rupert Ruesch
Antone R. Bowler
James W. Linder
June E. Moody
J. Walter Thompson
Wanda McGregor Snow
William D. Whipple

DIXIE HIGH SCHOOL 1933

Rhoda Andrus
Alice Bentley
Ina Blake
Clark Blake
Nelleen Batty
Helen Bradshaw
Walter Byers
Thelma Bleak
Ruth Cottam
Mildred Cottam
Marie Carter
Rulon B. Cox
Florence Cannon
Verda Crawford
Horace H. Cornelius
Karl Cottam
Irene Cox

Isa Chadburn
Ann Cannon
Mack C. Crandall
Florence Dennett
Martin Lynn Empey
Irene Emett
Lucile Frehner
Norman Gubler
Vanola Gubler
Grant A. Graff
Manie Grant
Margaret C. Gates
Sylva Gates
Lois Hafen
Vaughn O. Holt
Vard H. Heaton
A. Dee Judd

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<th>Name</th>
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**DIXIE JUNIOR COLLEGE 1934-35**

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Lewis V. Pectol
Randy S. Tobler
Wayne Wilson
Harold J. Mace
Mary L. Morris
Rulon D. Orton
Florence P. Prince
George Murray Webb

DIXIE HIGH SCHOOL 1934-35

Virginia D. Alsop
Pearl Andrus
R. Wayne Bentley
Charlotte Bunting
Verna Burgess
Wilford W. Cannon
Mary Clark
Gertrude Cottam
Karma Cottam
Ruth Cottam
Ila Cox
Wesley Dennett
Glynn C. Dodds
Grant E. Excell
Garth Fullerton
Ferrel Hafen
Pearl Hafen
D. Garn Heaton
Celeste Iverson
Vilda Jolley
Jean Leavitt
Maud Larson
Norma Mathis
Virginia Prince
Viola Truman
Leelvin Wilkinson
Virginia Nay
Howard B. Schmutz
Afton Terry
Norma Webb
Arnold Chadburn
Lewis Gerber
Dilworth Lund
Normal Marshall
Andrew Price
Vivian Sullivan
Larkin Smith
Venice Spendlove
Joseph Thompson

Mary Andrus
Alyce Baker
Robert G. Brooks
Audrey Burgess
Evelyn Cannon
Irene Carter
Nelda Cornelius
Jean Cottam
Masom Cottam
Evyrean Cox
D. Edison DeMille
Woodrow Dennett
Schuyler B. Everett
Landon H. Frei
Ada Hafen
Leah Hafen
Wilma Hartman
Gordon O. Hutchings
Lloyd L. Jennings
Dessie E. Jones
Leon Jennings
Carcus Lortz
Velma Neilson
Nellie Snow
Merl Tobler
Ruth Milne
McKay Neilson
Gordon B. Swapp
Wayne Whitehead
Zarmon Woodbury
Lloyd Gubler
Bee Kunz
Narvel Leavitt
Ione Olsen
Helen Leavitt
Lucille Stone
Richard Snow
Sid Sorenson

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Appendix K

LIST OF TEACHERS TO 1935
LIST OF TEACHERS TO 1935

St. George Stake Academy 1911-1912

H.M. Woodward, Principal

Lillian Higbee  William C. Staheli
Joseph W. McAllister  Emily T. Woodward
Elmer Miller  Urie Macfarlane, custodian
Maude R. Snow

St. George Stake Academy 1912-1913

H.M. Woodward, Principal

Arlando B. Ballantyne  Joseph W. McAllister
Bessie E. Gourley  Joseph K. Nicholes
David Gourley  Ann Snow
Arthur K. Hafen  Maude R. Snow
Eunice Jacobson  Emily T. Woodward
Mayme Jones  Urie Macfarlane, custodian

St. George Stake Academy--1913-1914

H.M. Woodward, Principal

Arlando B. Ballantyne  Joseph W. McAllister
Bessie E. Gourley  Joseph K. Nicholes
David Gourley  Ann Snow
Arthur K. Hafen  Maude R. Snow
Eunice Jacobson  Emily T. Woodward
Mayme Jones  Urie Macfarlane, custodian

St. George Stake Academy--1914-1915

H.M. Woodward, Principal

Bess Cussworth  Maurice E. Rugg
David Gourley  Ann Snow
Arthur K. Hafen  Maude R. Snow
<table>
<thead>
<tr>
<th>George G. Haws</th>
<th>Edgar H. White</th>
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<tr>
<td>Marguerite Mansfield</td>
<td>John T. Woodbury</td>
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<td>Joseph W. McCallister</td>
<td>Emily T. Woodward</td>
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Urie Macfarlane, custodian

**Dixie Academy--1915-1916**

H.M. Woodward, Principal

<table>
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<tr>
<th>Ruth Carol Evans</th>
<th>Joseph W. McCallister</th>
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<td>Chloe Palmer</td>
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<tr>
<td>Arthur K. Hafen</td>
<td>Ann Snow</td>
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<tr>
<td>Levi N. Harmon, Jr.</td>
<td>Emily T. Woodward</td>
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<tr>
<td>George G. Haws</td>
<td>Ida Miles</td>
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Urie Macfarlane, custodian

**Dixie Normal College--1916-1917**

H.M. Woodward, President

<table>
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<tr>
<th>Annie Atkin</th>
<th>Mischie Seegmiller</th>
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<td>David Gourley</td>
<td>Frederick C. VanBuren</td>
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<tr>
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<td>Camilla Woodbury</td>
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<tr>
<td>Joseph K. Nicholes</td>
<td>John T. Woodbury, Jr.</td>
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<tr>
<td>Erastus Snow Romney</td>
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<tr>
<td>William F. Ruesch</td>
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Urie Macfarlane, custodian

**Dixie Normal College--1917-1918**

H.M. Woodward, President

<table>
<thead>
<tr>
<th>Annie Atkin</th>
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<tr>
<td>Philip Barkdull</td>
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<td>Karl N. Snow</td>
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Dixie Normal College -- 1919-1920

Erastus Snow Romney, President

Earl J. Bleak
Orson D. Campbell
Arthur K. Hafen
Ernest M. Hall
Marion H. Hall
Edgar M. Jensen
Lisle Lindsay
Emma McCallister

Maude R. Snow
Vasco M. Tanner
Evelyn Thurston
Mary Ann Ward
LaVerd Watson
John T. Woodbury, Jr.
William Woodbury
Urie Macfarlane,
custodian

Dixie Normal College 1920-1921

Joseph K. Nicholes, President

Phillip H. Barkdull
Earl J. Bleak
Walter Cannon
Clara Farnsworth
Anna C. Gardner
Arthur K. Hafen
Ernest M. Hall
Venice Hopkins
May W. Hunt
Edgar M. Jensen
Emma McAllister
Joseph W. McAllister
Mae Mortenson
Milton Moody

Arthur Paxman
Milly Pendleton
Milton Moody
Marian Redd
Karl N. Snow
Maude R. Snow
Evelyn Thurston
John T. Woodbury, Jr.
William Woodbury

Urie Macfarland, custodian

Registrar

Urie McFarlane,
Dixie Normal College--1921-1922

Joseph K. Nicholes, President

Phillip H. Barkdull  
Earl J. Bleak  
Walter Cannon  
Clara Farnsworth  
Arthur K. Hafen  
May W. Hunt  
Edgar M. Jensen  
Jos. W. McCallister  
Mae Mortenson  
Willard O. Nisson  
Arthur A. Paxman  

Millie Pendleton  
Lucy A. Phillips  
Ellis J. Pickett  
H.L. Reid  
Karl N. Snow  
Vasco M. Tanner  
Evelyn Thurston  
John T. Woodbury, Jr.  
Nina Bunker, Registrar  
Urie Macfarlane, custodian

Dixie Normal College--1922-1923

Joseph K. Nicholes, President

Phillip H. Barkdull  
Earl J. Bleak  
Edna J. Brink  
Clarence Cottam  
Nina Bunker  
Elda Dorius  
Arthur K. Hafen  
May Ward Hunt  
Edgar M. Jensen  
Joseph W. McAllister  
Mae Mortenson  
Arthur A. Paxman  

Ellis J. Pickett  
Lucy A. Phillips  
H.L. Reid  
Walter F. Smith  
Karl N. Snow  
Vasco M. Tanner  
Evelyn Thurston  
Chester A. Whitehead  
Tillie Winsor  
John T. Woodbury, Jr.  
Urie Macfarlane

Dixie College--1923-1924

Edgar M. Jensen, President

Arthur K. Hafen  
Leo K. Homer  
May Ward Hunt  
Joseph W. McAllister  
Joseph K. Nicholes*  

Lucy A. Phillips  
H.L. Reid  
B. Glen Smith  
Karl N. Snow  
Vasco M. Tanner

*On leave
Dixie High School--1923-1924

Edgar M. Jensen, President

Earl J. Bleak          Arthur A. Paxman
Ruby Bryner            Ellis J. Pickett
Nina Bunker            Olive Snow
Gertrude Fawcett       Evelyn Thurston*
Bessie McArthur        Chester Whitehead
Henry J. Miles          David O. Woodbury

*Critic Teachers 1923-1924

Tillie Winsor, Supervisor of Training
in Elementary Grades

Edna J. Brink          Leland Hafen
Elda Dorius            Emily Harmon
Vivian Frei            Urie Macfarlane, custodian

Dixie College--1924-1925

Edgar M. Jensen, President

Arthur K. Hafen        Lucy A. Phillips
Leo K. Homer           H.L. Reid
May Ward Hunt          B. Glen Smith
Joseph W. McAllister   Karl N. Snow
Joseph K. Nicholes*    Vasco M. Tanner
                     Clare W. Woodbury

Dixie High School--1924-1925

Edgar M. Jensen, President

Earl J. Bleak          Mattie Pendleton
Ruby Bryner            Ellis J. Pickett
H. Val Hafen           Linna Snow
Bessie McArthur        Evelyn Thurston
Henry J. Miles         Chester Whitehead
Arthur A. Paxman       David O. Woodbury
Critic Teachers--1924-1925

Tillie Winsor, Supervisor of Training in Elementary Grades

Edna J. Brink  
Vivian Frei  
Laura Gardner  
Leland Hafen  
Emily Harmon  
Eula Jacobson  
Urie Macfarlane, custodian

Dixie College Teachers--1925-1926

E.M. Jenson, President

Rose Ashby  
Tillie Winsor  
K.N. Snow  
H.L. Reid  
Juanita Pulsipher  
Mattie Pendleton  
A.K. Hafen  
Angus Woodbury  
Lenna Naegle  
Ruby Bryner  
H.V. Hafen  
William Harrison  
Bess M. Gardner  
Linna Snow  
Leland Hafen  
Eula Jacobson  
May W. Hunt  
J.W. McAllister  
Helen Gardner  
Chester Whitehead  
B. Glen Smith  
Roxey Romney  
A.A. Paxman  
D.O. Woodbury  
J.K. Nicholes  
Earl J. Bleak  
Ellis J. Pickett  
Evelyn Thurston  
Urie Macfarlane, custodian

Dixie College Teachers--1927-1928

J.K. Nicholes, Pres.  
B. Glen Smith  
H.L. Reid  
John T. Woodbury, Jr.  
Juanita Pulsipher  
Mattie Pendleton  
Karl N. Snow  
May W. Hunt  
Earl J. Bleak  
Linna Snow  
A.K. Hafen  
J.W. Harrison  
Alice Pendleton  
J.W. McAllister  
Arthur A. Paxman  
J.R. Fawcett  
Vera Harmon  
Tillie Winsor  
H. Val Hafen  
Leland Hafen  
Rulon Brimhall  
D.O. Woodbury  
Emily Harmon  
Gertrude Fawcett  
M.M. Bentley  
Vernon Worthen  
Helen M. Reichmann  
Misha Seegmiller  
K.E. Fordham  
Vivian Frei  
Urie Macfarlane, custodian

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### Dixie College Teachers--1928-1929

<table>
<thead>
<tr>
<th>Teachers</th>
<th>1928-1929</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph K. Nicholes, Pres.</td>
<td>Mathew M. Bentley</td>
</tr>
<tr>
<td>J.W. Harrison</td>
<td>H.A. Schlappy</td>
</tr>
<tr>
<td>Joseph W. McAllister</td>
<td>Linna Snow</td>
</tr>
<tr>
<td>Arthur K. Hafen</td>
<td>W.F. Smith</td>
</tr>
<tr>
<td>John T. Woodbury, Jr.</td>
<td>Arthur A. Paxman</td>
</tr>
<tr>
<td>B. Glen Smith</td>
<td>Gladys L. Harrison</td>
</tr>
<tr>
<td>Karl N. Snow</td>
<td>H. Val Hafen</td>
</tr>
<tr>
<td>W.O. Bentley</td>
<td>Roxey S. Romney</td>
</tr>
<tr>
<td>May W. Hunt</td>
<td>Tillie Winsor</td>
</tr>
<tr>
<td>Earl J. Bleak</td>
<td>Mishie Seegmiller</td>
</tr>
<tr>
<td>Leland Hafen</td>
<td>Vernon Worthen</td>
</tr>
<tr>
<td>H.L. Reid</td>
<td>Evadean Crosby</td>
</tr>
<tr>
<td>David O. Woodbury</td>
<td>Vivian Frei</td>
</tr>
<tr>
<td>Evelyn Thurston</td>
<td>Rose a Graham</td>
</tr>
<tr>
<td>Alice Pendleton</td>
<td>Beth Gardner</td>
</tr>
<tr>
<td>Ruby Bryner</td>
<td>Emily Harmon</td>
</tr>
<tr>
<td>Urie Macfarlane, custodian</td>
<td></td>
</tr>
</tbody>
</table>

### Dixie College Teachers--1929-1930

<table>
<thead>
<tr>
<th>Teachers</th>
<th>1929-1930</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph K. Nicholes, Pres.</td>
<td>Clark Higgins</td>
</tr>
<tr>
<td>Evelyn Thurston</td>
<td>Joseph W. McCallister</td>
</tr>
<tr>
<td>Mae Ward Hunt</td>
<td>Earl J. Bleak</td>
</tr>
<tr>
<td>John T. Woodbury, Jr.</td>
<td>H. Val Hafen</td>
</tr>
<tr>
<td>B. Glen Smith</td>
<td>David O. Woodbury</td>
</tr>
<tr>
<td>Willdee D. Smith</td>
<td>H. Arnold Schlappy</td>
</tr>
<tr>
<td>Juanita Pulsipher</td>
<td>Walter F. Smith</td>
</tr>
<tr>
<td>Karl N. Snow</td>
<td>Milton E. Moody</td>
</tr>
<tr>
<td>Leland Hafen</td>
<td>Vernon Worthen</td>
</tr>
<tr>
<td>Mary Lee</td>
<td>Tillie Winsor</td>
</tr>
<tr>
<td>Mattie Pendleton</td>
<td>Vivian R. Frei</td>
</tr>
<tr>
<td>J. William Harrison</td>
<td>Evadean Crosby</td>
</tr>
<tr>
<td>Mathew M. Bentley</td>
<td>Mishie Seegmiller</td>
</tr>
<tr>
<td>LaBerta McGregor</td>
<td>Emily Harmon</td>
</tr>
<tr>
<td>Alice Seevy</td>
<td>Rose A. Graham</td>
</tr>
<tr>
<td>H.L. Reid</td>
<td>Karl E. Fordham</td>
</tr>
<tr>
<td>Urie Macfarlane, custodian</td>
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### Dixie College Teachers--1930-1931

<table>
<thead>
<tr>
<th>Teachers</th>
<th>1930-1931</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. K. Nicholes, Pres.</td>
<td>J.W. McAllister</td>
</tr>
<tr>
<td>Mathew M. Bentley</td>
<td>H.L. Reid</td>
</tr>
<tr>
<td>B. Glen Smith</td>
<td>Juanita L. Pulsipher</td>
</tr>
<tr>
<td>A.K. Hafen</td>
<td>Miriam Ahlstrom</td>
</tr>
<tr>
<td>J. William Harrison</td>
<td>Olive S. Reeve</td>
</tr>
<tr>
<td>Earl J. Bleak</td>
<td>Rhea Taylor</td>
</tr>
<tr>
<td>John T. Woodbury, Jr.</td>
<td>Linna Snow</td>
</tr>
</tbody>
</table>

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Hannah Hegstead
Alice Sevy
May Ward Hunt
Nellie Cox, Stenographer
Leland Hafen
David O. Woodbury

Urie Macfarlane, custodian

Dixie College Teachers--1934

B. Glenn Smith, Pres. Linna Snow
Earl J. Bleak Maurice J. Miles
Joseph W. McAllister Rhea Taylor Stucki
D. Eldon Beck H. Val Hafen
Mathew M. Bentley Leland Hafen
Lenore Thurston Arthur A. Paxman
Arthur K. Hafen Beth G. Schmutz
H. L. Reid Clara Woodhouse
Alice Sevy P. D. Spilsbury
May Ward Hunt Ellis Everett
R. Urie Macfarlane, Mariam Ahlstrom, custodian

dixie college teachers--1935

B. Glen Smith, Pres. Anne Robinson
Joseph W. McCallister Emma Neilson
Arthur K. Hafen Arthur Paxman
John T. Woodbury, Jr. Beth G. Schmutz
Earl J. Bleak Mishie Seegmiller
H. L. Reid Florence Foremaster
Leland Hafen Tillie Winsor
Mathew M. Bentley Vivian Frei
H. Val Hafen Linda Larson
Linna Snow Clara Graff
Miriam Ahlstrom Clesta Worthen
D. Eldon Beck Milton E. Moody
Maurice J. Miles Vernon Worthen
Lenore Thurston DeVora Whitehead
Clara Woodhouse
Ellis Everett R. Urie Macfarlane,
LaVera McArthur custodian

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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karl G. Maeser</td>
<td>Superintendent</td>
<td>1888-1901</td>
</tr>
<tr>
<td>Joseph M. Tanner</td>
<td>Superintendent</td>
<td>1901-1905</td>
</tr>
<tr>
<td>Horace H. Cummings</td>
<td>Commissioner</td>
<td>1906-1920</td>
</tr>
<tr>
<td>Adam S. Bennion</td>
<td>Superintendent</td>
<td>1906-1920</td>
</tr>
<tr>
<td>David O. McKay</td>
<td>Commissioner</td>
<td>1919-1921</td>
</tr>
<tr>
<td></td>
<td>Stephen L. Richards</td>
<td>Asst. Commissioner</td>
</tr>
<tr>
<td></td>
<td>Richard R. Lyman</td>
<td>Asst. Commissioner</td>
</tr>
<tr>
<td>John A. Widstoe</td>
<td>Commissioner</td>
<td>1921-1924</td>
</tr>
<tr>
<td>S.L. Lyman</td>
<td>Asst. Commissioner</td>
<td>1921-1924</td>
</tr>
<tr>
<td>R.R. Lyman</td>
<td>Asst. Commissioner</td>
<td>1921-1924</td>
</tr>
<tr>
<td>Joseph F. Merrill</td>
<td>Commissioner</td>
<td>1928-1933</td>
</tr>
<tr>
<td>John A. Widstoe</td>
<td>Commissioner</td>
<td>1934-1936</td>
</tr>
<tr>
<td>Franklin L. West</td>
<td>Commissioner</td>
<td>1936-1953</td>
</tr>
<tr>
<td>Ernest L. Wilkinson</td>
<td>Chancellor, Adm.</td>
<td>1953-1964</td>
</tr>
<tr>
<td>Harvey L. Taylor</td>
<td>Commissioner</td>
<td>1964-1971</td>
</tr>
<tr>
<td>Neal A. Maxwell</td>
<td>Commissioner</td>
<td>1971-</td>
</tr>
</tbody>
</table>
ORGANIZATION

The Dixie Junior College is organized under the 6-4-4-plan, there being two years of college work given in the upper division and two years of high school work in the lower division. From all external appearances the institution is a four-year junior college, and it is administered as such. Legally, however, the upper two years is under the jurisdiction of the State of Utah, and the lower two years is under the supervision of the Washington County school district. The two agencies cooperate to the extent of a complete, unified organization. An adequate rental is paid to the college by the County board of education for the housing of the high school students. High school and college classes are maintained separately, except in such cases where the State Board of Education has approved joint classes for economy and efficiency.

FACULTY

B. GLEN SMITH, President; A.B., 1918; M.A. 1923, Brigham Young University; principal St. John's Academy, 1918-1919; principal, Teton high school, 1919-1922; instructor, Brigham Young University, summer 1929; student, 1930, University of Cincinnati.

JOSEPH WILLIAM MCALLISTER, Head of Department of Vocal Music; graduate, 1903, Brigham Young University Music School; student, 1914, Chicago New School of Methods; 1922 and 1931, L.D.S. Music School; 1928, Utah State Agricultural College.

ARTHUR KNIGHT HAFEN, Director of Division of Humanities; head of Department of English and Modern Languages; A.B. 1912, M.A. 1925, Brigham Young University; student, University of California, summer 1919; University of Southern California, 1929; University of New Mexico, summer 1932; superintendent Washington County Schools, 1914-15.

JOHN TAYLOR WOODBURY, JR., Dean of Men; Head of Department of Education; Coach of Debating; A.B. 1916, Brigham Young University; M.A. 1921, University of Utah; 1905-1909, travel and study in Asia Minor; student of Brigham Young University, summer 1931; student, University of Chicago, summer 1933; University of Utah, summer 1937. Principal of Fredonia, Arizona schools, 1925-26.
MAY WARD HUNT, Librarian; A.B. 1913, Brigham Young University; M.A. 1915, Columbia University; head of Domestic Science Department, Brigham Young University 1903-14. Dixie faculty member year 1936-37.

EARL JAMES BLEAK, Head of Department of Band and Orchestra; graduate 1917. Los Angeles Conservatory of Music; student, Professors Ferber and Herbert L. Clarke; student, University of Southern California, summer 1934; Brigham Young University, summer 1937.

HYRUM LORENZO REID, Director of Division of Social Sciences; A.B. 1914, M.S. 1913, Brigham Young University; student, summer 1923, University of Utah; principal, Uintah Academy, 1917-20; Ranger-Naturalist Zion National Park, summers since 1931.

LELAND HAFEN, Head of Department of Physical Education; Athletic coach; student, 1925-26, Utah State Agricultural College; summer 1916, University of Utah; A.B. 1928, Brigham Young University; student, summers 1929, 1930 and 1934, Utah State Agricultural College; summer 1935, University of Southern California.

MATHEW MANSFIELD BENTLEY, Head of Department of Business Education; Registrar and Treasurer; B.S. 1926, student summer 1936, Brigham Young University.

LINNA SNOW, Dean of Women; Instructor in the Department of English; A.B. 1923, and student, summer 1925, University of Utah; student, 1926-27, University of California; summer 1934, University of California; summers 1935, 1936, 1937, University of Utah.

MIRIAM AHLSTROM, Instructor in Shorthand and Typewriting; B.S. Brigham Young University, 1929; summer 1935, University of Southern California.

D. ELDEN BECK, Director of Division of Biological Sciences; A.B. 1929, M.A. 1931, Brigham Young University; Ph.D. at Iowa State College of Agriculture and Mechanic Arts, summer 1933; Instructor Brigham Young University, summer 1934; biological research, summer 1936; research University of California, summer 1937.

MAURICE J. MILES, Director of Division of Physical Sciences; A.B. Brigham Young University, 1930; M.A. University of Utah, 1933; Teaching fellow in Chemistry, University of Utah, 1931-33; Instructor, South Cache high school 1930-31; student University of California, summer 1934; University of Southern California, summer 1935.

CLARA WOODHOUSE, Head of Department of Piano Music; A.B. 1933, Brigham Young University; summer 1935, New York City.
P.D. SPILSBURY, Head of Department of Agriculture and Mechanic Arts; Director of Smith-Hughes work; B.S. 1931, University of Arizona; M.S. 1932, Iowa State College; graduate student, 1932-33, Iowa State College; summers 1935, 1937, Utah State Agricultural College.

ELLIS EVERETT, Instructor in Mathematics and Physics; B.S. 1929 Brigham Young University; Instructor at Central High School, 1928-29; student, summers 1935, 1936, and 1937 University of Southern California.

BETH S. SCHMUTZ, Instructor in Dramatic Art; A.B. 1921, University of Utah; student summer 1922, U.C.L.A.; summer 1925, Columbia University; summer 1926, University of Utah; travel in Europe and Canada, 1925, and in Hawaiian Islands, 1927; instructor Star Valley high school, Wyoming, 1919-26; Hawaiian Islands 1926; student, summer 1935, University of Utah. Dixie faculty member year 1936-37.

LAVERA M CARTHUR, Instructor in Physical Education; B.S. 1931, University of Utah; summer 1934, summer 1935, University of Southern California; Instructor Virgin Valley high school, Nevada, 1932-35. Dixie faculty member year 1936-37.

EMMA NIELSON, Instructor in Home Economics; B.S. 1930, U.S.A.C.; Instructor in St. David High School, Arizona, 1930-32; student 1933, summer 1935, Utah State Agricultural College; summer 1936, Oregon State College; travel in Europe, summer 1937.

ANN P. ROBINSON, Head of Department of Home Economics; B.S. 1923, Utah State Agricultural College; M.S. 1926, Teachers College, Columbia University; summer 1927, University of California; summer 1929, University of Utah; summer 1930, University of Chicago; summer 1931, Oregon State College; instructor Duchesne high school 1922-23, Payson high school 1923-25 and 1926-27, Brigham Young University 1927-28; supervisor of adult education in nutrition and parent education, State Department of Education, 1928-32.

LOYD SHIELDS, Instructor in Physical Education; Athletic Coach; B.S., 1933, Brigham Young university, student summer 1935, Brigham Young University. Recreational Director, Tooele, 1934.

RALPH HUNTSMAN, Head of the Department of Art. A.B., 1928, Brigham Young University. Instructor, Virgin Valley high school, 1929-35; student summers 1932, 1933, and 1934, Brigham Young University; student, summer 1936, Brigham Young University traveling artists.

ORVAL HAFEN, Instructor in Business Law; A.B. 1925, Brigham Young University; L.L.B. 1929, University of California. Instructor, Tooele high school 1925-26; County
Attorney for Washington County. Dixie faculty member year 1936-1937.

CHARLES N. MERKLEY, Instructor in Mechanic Arts; B.S. 1936, Utah State Agricultural College.

AFTON PETERS, Librarian; instructor in physical education, 1937-38; B.S. 1937, Utah State Agricultural College. Dixie faculty member year 1937-38.
The total enrollment for 1936-37 was 373 divided as follows:

<table>
<thead>
<tr>
<th>Division</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>186</td>
</tr>
<tr>
<td>Regular</td>
<td>143</td>
</tr>
<tr>
<td>Special</td>
<td>43</td>
</tr>
<tr>
<td>High School</td>
<td>187</td>
</tr>
</tbody>
</table>

In the college division the geographic distribution of regular students was as follows:

<table>
<thead>
<tr>
<th>Community</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. George</td>
<td>68</td>
</tr>
<tr>
<td>Other Washington County Communities</td>
<td>32</td>
</tr>
<tr>
<td>Beaver County</td>
<td>3</td>
</tr>
<tr>
<td>Garfield County</td>
<td>5</td>
</tr>
<tr>
<td>Iron County</td>
<td>2</td>
</tr>
<tr>
<td>Kane County</td>
<td>12</td>
</tr>
<tr>
<td>Millard County</td>
<td>6</td>
</tr>
<tr>
<td>Piute County</td>
<td>1</td>
</tr>
<tr>
<td>Sevier County</td>
<td>1</td>
</tr>
<tr>
<td>San Juan County</td>
<td>3</td>
</tr>
<tr>
<td>Cache County</td>
<td>2</td>
</tr>
<tr>
<td>Outside of Utah</td>
<td>8</td>
</tr>
<tr>
<td>Arizona</td>
<td>1</td>
</tr>
<tr>
<td>Idaho</td>
<td>2</td>
</tr>
<tr>
<td>Nevada</td>
<td>4</td>
</tr>
<tr>
<td>Canada</td>
<td>1</td>
</tr>
</tbody>
</table>
1937-38

The total enrollment for 1937-38 was 353, divided as follows:

<table>
<thead>
<tr>
<th>Division</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>153</td>
</tr>
<tr>
<td>Regular</td>
<td>135</td>
</tr>
<tr>
<td>Special</td>
<td>18</td>
</tr>
<tr>
<td>High School</td>
<td>200</td>
</tr>
</tbody>
</table>

In the college division the geographic distribution of regular students was as follows:

<table>
<thead>
<tr>
<th>Community</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. George</td>
<td>70</td>
</tr>
<tr>
<td>Other Washington County Communities</td>
<td>34</td>
</tr>
<tr>
<td>Beaver County</td>
<td>2</td>
</tr>
<tr>
<td>Cache County</td>
<td>1</td>
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<tr>
<td>Garfield County</td>
<td>5</td>
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<tr>
<td>Iron County</td>
<td>1</td>
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<td>Kane County</td>
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<td>Millard County</td>
<td>6</td>
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<tr>
<td>San Juan County</td>
<td>1</td>
</tr>
<tr>
<td>Salt Lake County</td>
<td>2</td>
</tr>
<tr>
<td>Outside of Utah</td>
<td>6</td>
</tr>
<tr>
<td>Arizona</td>
<td>1</td>
</tr>
<tr>
<td>Nevada</td>
<td>4</td>
</tr>
<tr>
<td>Old Mexico</td>
<td>1</td>
</tr>
</tbody>
</table>
INSTRUCTION

For the guidance of students in the selection of courses, four divisions are organized: Humanities, Social Sciences, Biological Sciences, Physical Sciences. A good variety of well-selected courses is organized to fit the needs of students registering in the respective divisions. Students contemplating going on to higher college work are kept in mind and suitable preparation given them. A limited amount of vocational work is offered, and students who would not go on to school are given a liberal curricula of cultural work.

PHYSICAL PLANT

The physical plant of the Dixie Junior College consists of four well-equipped buildings and an athletic field with bleachers and dressing room valued at $228,563.43, including equipment and campus. The oldest of the buildings is the Education building, which houses the library, the auditorium, the business department, education department, social sciences, English and language departments, and the administrative offices. The Gymnasium, besides taking care of the physical education department, houses the band, orchestra, and two music studies. All other departments of the college except the manual arts are housed in the Science building, this work is cared for in a newly constructed Mechanic Arts building.

The construction of the Mechanic Arts building was started in August, 1936. This building was possible through State aid combined with a WPA project. It cost $13,000.00.

The athletic field was completed for the use of the school in 1938-39. It was a WPA project and cost $17,500.00 (estimate for completion). The buildings and grounds of the college have been kept in good repair during the two-year period.

PHYSICAL NEEDS

Already planned are the construction of a central heating plant for the four college buildings, and the complete re-shingling and repair of the Education building roof. Further money will be needed to complete the heating plant, and the Gymnasium building needs complete re-shingling and roof repair.
The greatest physical need of the institution, at present, is adequate dormitories for the students who attend school from out of town. Housing facilities in St. George are inadequate and do not have adequate supervision. It is recommended that one dormitory be constructed during the next biennium.

GUIDANCE ACTIVITIES

The President of the College is in general charge of the guidance program. He is assisted by the Dean of Men and the Dean of Women. Orientation classes have been organized to fit the students' needs. They were required of high school students, but were elective to college students.

EXTRA-CURRICULAR ACTIVITIES

A rich program of extra-curricular activities has been provided, including athletics, debating, dramatics, music, and club work. Interscholastic competition in basketball, football, baseball, track and field, debating, dramatics, and music was participated in by a goodly number of high school and college students. Dramatic and program exchanges were made with a number of schools. A number of concerts were given, including operas and oratorios.

LIBRARY

The library contains 8,000 bound volumes and numerous pamphlets. During the biennium the college subscribed to 50 magazines and periodicals, and added 1,050 volumes at a cost of $2500.00 to the library.

A Carnegie Grant of $3000.00 was made to the college during the biennium. Two thousand of this was spent, the remaining one thousand being carried over to the next biennium. 2050 volumes were added to the library through this fund. These books have greatly enriched the reading content.

The Dixie students also have immediate access to the Washington County Public Library with 14,248 bound volumes and 56 magazines and periodicals.

There is complete cooperation between the college library and the public library. There are duplications only when such duplications add to the efficiency of study.

FINANCES

A complete financial report for the biennium follows:
FINANCIAL REPORT FOR THE YEAR ENDING JUNE 30, 1937

CASH BALANCE--July 1, 1936 $61.30
STATE APPROPRIATION, 1935-36, balance July 1, 1936 1,895.32
TOTAL BALANCE ON HAND, JULY 1, 1936 $1,956.62

RECEIPTS

Student Fees
Tuition and fees $7,763.39
Handling charge - Note Receivable 128.10
Collections on 1935-36 tuition notes 504.47
Total Student Fees and collections 8,395.96

State Appropriation
Legislative Appropriation 17,844.64

Miscellaneous Receipts
Rent - Washington District 2,930.00
Locker key deposits forfeited 11.00
Locker Rental 96.55
Equipment Rental 14.50
Building Rental 111.85
Petitions and Transcripts 40.00
Building Repair Collections 53.15
Department Supplies to Students 236.25
Breakage Deposits forfeited 24.95
Diplomas 280.00
Total Miscellaneous Receipts 3,798.25

Gifts and Grants from Private Sources
Carnegie Foundation 500.00
W.P.A. & State Bldg. Commission--Shop Bldg. 13,000.00
Total Gifts and Grants 13,500.00

TOTAL REVENUE AND RECEIPTS 45,495.47

EXPENDITURES

Salaries, Wages, and Fees 20,872.22
Office Expenses 1,097.22
Travel 533.32
Equipment, including books 3,084.43
Repairs 1,002.23
Maintenance 5,098.86
Permanent Improvements--Shop Building 13,000.00

TOTAL EXPENDITURES 45,408.27

Reversion to State General Fund 87.20
(Some invoices were not presented within time
limit and one bond premium was reduced after
claim left Dixie College Office). 45,495.47
FINANCIAL REPORT FOR THE YEAR ENDING JUNE 30, 1938

**RECEIPTS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Fees (Less Refunds)</strong></td>
<td></td>
</tr>
<tr>
<td>Registration and Tuition Fees</td>
<td>$6,984.46</td>
</tr>
<tr>
<td>Note Receivable - Previous years</td>
<td>810.73</td>
</tr>
<tr>
<td>Laboratory Fees</td>
<td>694.35</td>
</tr>
<tr>
<td>Graduation Fees</td>
<td>307.50</td>
</tr>
<tr>
<td><strong>Total Student Fees</strong></td>
<td><strong>$8,797.04</strong></td>
</tr>
<tr>
<td><strong>State Appropriation</strong></td>
<td></td>
</tr>
<tr>
<td>Legislative Appropriation</td>
<td>31,487.26</td>
</tr>
<tr>
<td>Uniform School Fund</td>
<td>589.20</td>
</tr>
<tr>
<td><strong>Total State Appropriation</strong></td>
<td><strong>32,076.46</strong></td>
</tr>
<tr>
<td><strong>Miscellaneous Receipts</strong></td>
<td></td>
</tr>
<tr>
<td>Rent - Washington County District</td>
<td>3,382.50</td>
</tr>
<tr>
<td>Rent on Institutional Property</td>
<td>332.89</td>
</tr>
<tr>
<td>Sale of Supplies to Students</td>
<td>187.31</td>
</tr>
<tr>
<td>Other Miscellaneous Receipts</td>
<td>210.09</td>
</tr>
<tr>
<td><strong>Total Miscellaneous Receipts</strong></td>
<td><strong>4,112.79</strong></td>
</tr>
<tr>
<td><strong>Gifts and Grants from Private Sources</strong></td>
<td></td>
</tr>
<tr>
<td>Carnegie Foundation</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Salary Service without Salary</td>
<td>120.00</td>
</tr>
<tr>
<td>W.P.A.—Athletic Field</td>
<td>5,600.00</td>
</tr>
<tr>
<td><strong>Total Gifts and Grants</strong></td>
<td><strong>6,720.00</strong></td>
</tr>
<tr>
<td><strong>TOTAL RECEIPTS</strong></td>
<td><strong>$51,706.29</strong></td>
</tr>
</tbody>
</table>

**EXPENDITURES**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Administration and Clerical Salaries</td>
<td>3,003.02</td>
</tr>
<tr>
<td>Office Travel</td>
<td>116.85</td>
</tr>
<tr>
<td><strong>Total General Administrative</strong></td>
<td><strong>3,119.87</strong></td>
</tr>
<tr>
<td><strong>General Expense</strong></td>
<td></td>
</tr>
<tr>
<td>Advertising and Student solicitation</td>
<td>74.88</td>
</tr>
<tr>
<td>Travel for student solicitation</td>
<td>502.78</td>
</tr>
<tr>
<td>Telephone and telegrams</td>
<td>135.04</td>
</tr>
<tr>
<td>Catalogues and Printing</td>
<td>205.50</td>
</tr>
<tr>
<td>Postage</td>
<td>172.36</td>
</tr>
<tr>
<td>Office supplies</td>
<td>132.76</td>
</tr>
<tr>
<td>Office equipment</td>
<td>0</td>
</tr>
<tr>
<td>Graduation expense (not paid by 6/30/38)</td>
<td>0</td>
</tr>
<tr>
<td>Compensation Insurance</td>
<td>61.00</td>
</tr>
<tr>
<td>Bond Premium and Insurance</td>
<td>21.00</td>
</tr>
<tr>
<td>Amusements (Lyceum)</td>
<td>50.00</td>
</tr>
<tr>
<td>Repair of office furniture and fixture</td>
<td>23.94</td>
</tr>
<tr>
<td>Miscellaneous General Expense</td>
<td>25.00</td>
</tr>
<tr>
<td><strong>Total General Expense</strong></td>
<td><strong>1,404.92</strong></td>
</tr>
</tbody>
</table>

**BALANCE CARRIED FORWARD** | **4,524.79**
FINANCIAL REPORT FOR THE YEAR ENDING JUNE 30, 1938 (Continued)

EXPENDITURES (Continued)

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BALANCE BROUGHT FORWARD</strong></td>
<td>$4,524.79</td>
</tr>
<tr>
<td><strong>Instructional Expense</strong></td>
<td></td>
</tr>
<tr>
<td>Instructional salaries (including laboratory assistants)</td>
<td>$16,287.90</td>
</tr>
<tr>
<td>Faculty travel and field trips</td>
<td>89.08</td>
</tr>
<tr>
<td>Instructional supplies</td>
<td>1,031.41</td>
</tr>
<tr>
<td>Instructional equipment</td>
<td>5,356.86</td>
</tr>
<tr>
<td><strong>Total Instructional Expense</strong></td>
<td>22,765.25</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries of Librarian and Assistants</td>
<td>749.20</td>
</tr>
<tr>
<td>New Books</td>
<td>1,105.68</td>
</tr>
<tr>
<td>Magazines and Newspapers</td>
<td>172.15</td>
</tr>
<tr>
<td>Supplies</td>
<td>93.84</td>
</tr>
<tr>
<td><strong>Total Library</strong></td>
<td>2,120.87</td>
</tr>
<tr>
<td><strong>Plant Operation and Maintenance</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries of Custodian and Assistants</td>
<td>2,574.57</td>
</tr>
<tr>
<td>Salaries Repair and Miscellaneous</td>
<td>764.30</td>
</tr>
<tr>
<td>Maintenance supplies</td>
<td>126.47</td>
</tr>
<tr>
<td>Heat</td>
<td>1,003.79</td>
</tr>
<tr>
<td>Light and Power</td>
<td>565.52</td>
</tr>
<tr>
<td>Water</td>
<td>270.51</td>
</tr>
<tr>
<td>Grounds Maintenance</td>
<td>9.10</td>
</tr>
<tr>
<td>Repair of Plumbing and Heating</td>
<td>75.73</td>
</tr>
<tr>
<td>Repair of Buildings</td>
<td>709.25</td>
</tr>
<tr>
<td>Repair of General Equipment</td>
<td>51.47</td>
</tr>
<tr>
<td>Other operating and maintenance expense</td>
<td>10.53</td>
</tr>
<tr>
<td><strong>Total Plant Operation and Maintenance</strong></td>
<td>6,161.24</td>
</tr>
<tr>
<td><strong>Capital Outlay</strong></td>
<td></td>
</tr>
<tr>
<td>Revolving Fund</td>
<td>50.00</td>
</tr>
<tr>
<td>General Furniture and Equipment</td>
<td>1,886.09</td>
</tr>
<tr>
<td>New buildings, land, and athletic field</td>
<td>10,108.52</td>
</tr>
<tr>
<td><strong>Total Capital Outlay</strong></td>
<td>12,044.61</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>47,616.76</td>
</tr>
<tr>
<td>Cash on Hand (State Treasurer)</td>
<td>4,089.53</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES AND CASH ON HAND (Revenue)</strong></td>
<td>$51,706.29</td>
</tr>
</tbody>
</table>

NOTE: In the future, we will likely prepare a detailed report of expenses as shown in the above 1937-38 report as well as the summary by divisions as set up by the State Budget Division and shown in our 1936-37 report. Either set of information will likely be available.
DIXIE JUNIOR COLLEGE ASSETS AS OF JUNE 30, 1938

Cash on Hand -- State Treasurer Balance $4,089.53
Less Requisitions Outstanding 1,177.22
Net Balance $2,912.31

Notes Receivable -- College Equity 1,634.61
Office Equipment 1,189.89
Library Equipment 546.38
Library Books 15,444.09
Instructional & General Equipment 32,450.32
Real Estate & Improvements 15,746.95
Buildings 150,185.80
Revolving Fund 50.00 217,248.04

Total Assets $220,160.35

STUDENT AID

1936-37

Received from NYA Funds $2,252.75
Student aid was given to 85 students, making an average of $28.51 per student.

1937-38

Received from NYA Funds $1,347.11
Student aid was given to 32 students, making an average of $42.10 per student.
ABSTRACT

The Evolution of Dixie College As a Public Institution of Higher Education in Utah From 1871 to 1925

by

Edna J. Gregerson

This study has attempted to determine the forces which influenced the development of Dixie College from its inception as a church oriented Academy in 1871 to its becoming a state supported institution under the Utah Public School System in 1935. Included are a series, of events, crises, people, and historical forces which became a part of a neighborhood, of societal groups, of community development and led to the emergence of the institution and its growth in a small isolated Latter-Day Saint community.

Beginning with the organizing of the LDS Church in 1830, the educational endeavors of the Mormon people--dedicated to the belief that "the glory of God is intelligence"--is briefly traced in the mid-West, the Utah Territory, and later in the State of Utah.

The advent of the Civil War led to their establishing the Cotton Mission at St. George, Utah--a remote rural area in southwestern Utah. Here they struggled to provide cultural opportunities for their youth. Without the support of the LDS Church, however, their goals never would have been realized. Conducting their schools in tents, wagon boxes, a willow structure, and private homes, they finally used the old Social Hall, Tabernacle basement, and top floor of the Courthouse for classrooms. In desperation, they constructed their first multi-roomed building--the Woodward School--to provide education up to second year high school. Finally, in 1911, the St. George Stake Academy provided for four years of high school work.

Institutional changes to provide missionary training, normal school training and finally junior college training are also delineated. The school's operation under meager budgets, the impact of World War I and the ensuing depression, the crisis faced when the Church gave Dixie College to the State of Utah, and the "Orphan Years" without state support are likewise addressed.

Also addressed are curriculum changes, teacher certification, unique student government, financing, and religious teaching in American schools. Recognition is given numerous contributors to the school, especially to the Dixie Education Association and community members who enabled the school to prepare its students to enter the mainstream of American civilization and become worthy contributors to American culture.