THE SETTING

In 1899 WHAT is now called Bellingham was divided into two municipalities named New Whatcom and Fairhaven. New Whatcom had formerly been composed of Whatcom, on the north side of Bellingham Bay, and Sehome on the east. In 1901 New Whatcom became Whatcom by an act of the Legislature, and in 1903 Fairhaven and Whatcom were united under the name of Bellingham. Hence during its first 34 years Western Washington College of Education was successively called the New Whatcom, the Whatcom and the Bellingham Normal School.

At the turn of the century New Whatcom and Fairhaven, like the rest of the State of Washington, still bore marks of the pioneering stage of development. Their population was about 22,000 as compared with 30,000 fifty years later and 40,000 at the present writing. Timber and lumber were everywhere in evidence. The neighboring hills were thickly covered with trees and stumps; the two communities were separated by tracts of dense forest; and lumber was used extensively for roads and streets as well as for sidewalks, homes.
and public buildings, many of the latter being painted an ugly red trimmed in yellow. The first paving, which consisted of cedar blocks, was being laid on Elk Street (now State Street), and the main thoroughfare, Holly Street, was still a plank road. New Whatcom was in fact a rough, thriving sawmill town, while Fairhaven prospered with its large salmon cannery and fishing fleets. Transportation was chiefly by rail and boat, with Puget Sound steamers plying between Bellingham Bay and Seattle on regular overnight schedules. Students arriving at wharf or depot were met by representatives of the school to guide them away from the dangers of the district known as "Old Town." The chief cultural attraction was a little theater built on piles out on the Bay, where occasional plays and concerts by distinguished actors and artists on tour were presented.

The campus and its approaches presented an appearance very different from that of 1973. There were only a few dwellings in the neighborhood. High Street extended no farther than Pine Street, beyond which the ground rose to the level of the present knoll. A steep path led up Pine Street from Garden to High. On the site of the present Library was a ridge which extended south toward the site of College Hall. Twenty-First Street was a swamp for a considerable distance from the school. Sehome Hill was almost impenetrable because of brush and fallen logs. The campus itself was swampy and covered with logs and stumps, one of which, draped with ivy, still remains as a landmark near the knoll. A swamp at the north end was later converted into a picturesque pond with water lilies and cattails.

THE SCHOOL OPENS

In March of the year during which the Legislature provided funds for the operation of the new institution, the Board of Trustees under the chairmanship of Mr. Neterer made their selection of the first Principal (the title was later changed to President). The two chief applicants were Frank J. Browne, state superintendent of public instruction, and Dr. Edward T. Mathes, who was engaged. The latter was born in Fulton, Kalamazoo County, Michigan, completed his undergraduate work at Heidelberg College, Tiffin, Ohio, served as principal of schools at Wathena, Doniphan County, Ohio, had a year of special work at the University of Wichita, and then held the position of superintendent of schools at Lyons, Rice County, Kansas. In 1896 he came to the faculty of the State Normal School at Lewiston, Idaho, to teach mathematics and history. He took up his duties at New Whatcom on May 1, 1899, and worked hard through the summer to get the school in readiness for the fall opening. Since the funds allotted by the Legislature for the finishing and furnishing of the building were inadequate, the principal was obliged to stretch his resources to the limit. He had the grounds partially cleared, sidewalks laid, and a steam-heating plant installed; he arranged to have all but six of the 38 rooms finished, purchased the most indispensable items of furniture and laboratory equipment, engaged a faculty and enlisted their aid in the spending of an appropriation of $1,000 for the nucleus of a library, and prepared and mailed a prospectus.

There was great uncertainty about enrollment. Opponents of a third normal school in the state had predicted that few students would come to New Whatcom in preference to Cheney or Ellensburg, although friends were confident that the new institution would attract many students from the western side of the mountain barrier that divides the state. Principal Mathes therefore limited his initial faculty to six members: John T. Forrest, Ph.D., mathematics; Francis W. Eply, science; Jane Connell, Ph.D., Latin and English; Aavadana Millett, elocution, drawing, and physical culture; Sarah J. Rogers, superintendent of the Model Training Department; and the Principal himself, history.
Old Main at the opening of the normal school in 1899.

From main building across High Street.

With completion of the south annex of Old Main in 1902, some landscaping and planting had taken place, but stumps and boardwalks remained.

The Science Annex to Old Main was built in 1907.

A concrete driveway, walks and steps were completed in 1910.

Two teams of horses helped add final touches to campus landscaping.
A wooden gymnasium was built behind Old Main in 1901. Its floor was about one-third the size of a regulation basketball court.

A wooden dining hall was erected on the northern part of the campus in 1903.

Auditorium: from back of main floor, 1902.

In 1905, it was moved to a site between Old Main and the present library. An addition was made to the rear of the building.

Training School: primary class in classroom, 1902.

With a second addition along one side, the building was dedicated in 1908 as Edens Hall.
The class of 1900. From left: Pauline Jacobs, Florence Griffith, Clara Norman, Kate Schutt, Hattie Thompson, Margaret Clark, Ruth Pratt and Emma Mythaler.

Recreation in the early days included this trip to Vendovi Island in the San Juans. Captain Garland, owner of the boat, is at right. The children are the son and daughter of J. Wayland Clark, who took the picture. He was registrar at Bellingham State Normal School from 1910 to 1914. Mrs. Clark is at the bow, with an armload of ferns. The basket and box on deck contained a picnic lunch.

The 1904 football team poses.

A class in the Manual Training Building.

The wooden portion of the Manual Training Building was completed in 1912. The following year, it was set upon a two-story brick substructure.
Dr. George W. Nash was chief administrator at Bellingham State Normal School from 1914 to 1922. He was the first to hold the title of president.

Dr. Dwight B. Waldo, president of Bellingham State Normal School from April, 1922, to August, 1923.

The second Edens Hall was built in 1921.

The campus as it appeared in 1928 with completion of the library. The tall stack of the heating plant protrudes from behind the Training School Annex of Old Main, completed in 1914. To the right of it are the Manual Training Building and the bleachers of Waldo Field, completed in 1923.

The south entrance of the library.

A new library was dedicated in 1928.
psychology and philosophy of education. John A. McBride was the first custodian of the building and grounds. Late in the second academic year Nellie A. Cooper became the first secretary in the principal’s office.

At ten o’clock on the morning of Wednesday, September 6, 1899, the first session or semester of the New Whatcom State Normal School began. Eighty-eight students were registered that first day. By the end of the week the total was 160. Within four weeks the number had climbed to 220. This was indeed a promising start and the principal was obliged to reinforce the faculty before the end of September with Catherine Montgomery, Training Department; Ida Baker, grammar and music; and Robert B. Vaile, physics and algebra. A student, Hattie B. Thompson, became the first librarian. During the school year 1899-1900, 264 students were enrolled.

This first year and those immediately succeeding were difficult and strenuous and called for the unstinted exercise of pioneer virtues. There was a lack of space, furniture, books and other facilities for instruction — a lack of everything but zeal for learning and teaching in students and the faculty. To be sure, the appropriation from the legislature was eked out in some measure by the generosity of private donors. Early in the first session the unexpectedly large initial enrollment made necessary the use of certain parts of the building that had not been furnished because of lack of funds. To meet this need citizens of both Fairhaven and New Whatcom made donations sufficient to furnish three more rooms. During the second year a museum housing 6,500 rare specimens of minerals, stuffed birds and animals, and curios gathered during a period of 20 years in many parts of the world was purchased from John Y. Collins through popular subscription conducted by the board and was presented to the school.

Yet the good will and hearty cooperation of the community could lessen in small measure the difficulties of the struggling young institution. The rooms were insufficiently heated with overhead pipes and were poorly lighted. The training school began its career in the basement area, later occupied by the Bookstore, and in adjoining rooms. Here among bare walls and with the scantiest equipment, Miss Rogers and Miss Montgomery devoted themselves with an indomitable spirit to the task of developing a program of teacher training that would improve professional standards in the common schools of the state.

On the second floor, in the middle, the library was established in a single room with a student working part time as librarian. Not until the third year was this position filled by a full-time, professionally trained person, Mabel Zoe Wilson. By this time the faculty had become acutely conscious of the needs that only a well-organized library could meet. The extent of those needs struck Miss Wilson’s eyes with startling force on a January day in 1902, when she walked into a study hall in which were a few reference books, a great pile of magazines in one corner, and several hundred books — for the most part free textbooks provided by the state — in some bookcases, and by way of records a sheaf of order sheets and bills from book firms. This was indeed a challenging situation calling for the most intensive use of available resources. Students were taught to use with unprecedented skill dictionaries, encyclopedias and atlases, the “picture file” was eked out by India ink enlargements of the tiny illustrations in the back of unabridged dictionaries; and many other shifts, devices, and improvisations were resorted to.

The same pioneer spirit was shown in the teaching of manual training by Ada Hogle, later Mrs. F. B. Abbott, who was brought to the Normal School in 1902 to initiate the program that has since been so expanded as to require most of the space and facilities of the Arts Building under construction in 1949 and in the third quarter of the century a great deal more. All that she had at the beginning was a basement room in the main building, so that she was obliged to make a special trip.
to New York City to select tools and equipment. Even with severely limited resources the manual training students learned so well the secrets of craftsmanship that their work was often placed on exhibition.

Indeed, the whole institution was pervaded by a drive and an enthusiasm that stimulated tireless efforts in the immediate daily tasks as well as hard individual and group thinking about long-range objectives. A remarkable esprit de corps developed, one sign of which was the transformation of a faculty picnic held in the spring of 1902 at Whatcom Falls into an all-day conference on school affairs.

The students were equally zealous and energetic. Since secondary education in the state was in its infancy, there were many applicants for admission who had not gone beyond the last year of elementary school. The law set the lower limit of age 15 for girls and 16 for boys, but the school was obliged to build its program on the basis of graduation from the eighth grade. On the other hand there were groups of very mature students, such as experienced teachers and graduates of liberal arts colleges, universities and other normal schools. There were also considerable variation with regard to family and social background. Some came from remote rural districts where there were few amenities and conveniences, while others came from the larger urban centers. Practically none of the students were born in the state, since their parents in nearly all cases had come only recently to the region. Indeed, many were children of immigrants and were so unfamiliar with the English language that interpreters were needed for them on the opening day. They were obliged to study English intensively after enrolling, and those who made the most rapid progress were rewarded on February 12 and 22 after delivering famous addresses of Lincoln and Washington in the assembly. In those early days one might hear a complete play of Shakespeare in a Scandinavian accent.

Living accommodations were inadequate. Students were scattered all over town in rooms furnished in many cases with a cheap washstand or a box used for that purpose, a table and a bed. Sometimes cooking privileges were allowed in a general kitchen. Even such accommodations were difficult to secure, and the Principal's wife often canvassed the neighborhood of the Normal School for lodgings at her husband's request. On the other hand room rents and food prices were low. One house on High Street just opposite the school furnished board for $2.75 per week for girls, whether living in the house or not.

Discomfort and inconvenience did not prevent these young people from leading very active lives, however. There were a good many extra-curricular and recreational activities. By the end of the first month of the first session five literary societies had been organized. A thespian club came into being along with other groups, some of which were organized to provide entertainment for which there was a great demand in the town and in rural communities throughout the county. Not only dramatic troupes but students who could sing or give readings went in little boats to islands or traveled rough corduroy roads in crude conveyances to little lamp-lighted schoolhouses, where they found appreciative audiences. Often they were out all night and experienced many discomforts and inconveniences, but they were cheerful about such experiences and enjoyed themselves.

The students, restricted as their opportunities were in other respects, were at no loss for recreation in the great outdoors. Small steamers provided excursions up to the head of Lake Whatcom and back. There were hikes along Chuckanut Drive, then a narrow, steep, dangerous trail, and also to Lake Samish and to Lake Whatcom, likewise by trail. A train conveyed them to Glacier, from which they set out to climb the mountains encircling Mount Baker. The students needed such outlets for surplus energy, which otherwise found vent in horseplay and the perpetration of practical jokes that were not always confined to their own group. "School
spirit" was manifested in the establishment during the first semester of the students' quarterly, *The Messenger*, and in the creation of a school yell from aboriginal vocables which ran:

Skookum tum tum  
Klosh wah wah,  
Whatcom Normal,  
Rah! Rah! Rah!

Between the students and the teachers the building at the foot of Sehome Hill hummed with activity. In fact the new Normal School during its first year was bursting at the seams. This fact was dramatically illustrated as early as October following the opening, when a reception was held for Governor Rogers, the Board of Trustees, and other friends of the institution. A great crowd of students, teachers and guests packed and jammed themselves into the largest room, the library. Governor Rogers was asked to make an address, but in spite of good intentions, he was forced to give over speaking by the pressure of the crowd, which left him hardly room to breathe. However, he did manage to assure the audience that he was in favor of an auditorium, which was provided for in the appropriation of $93,800 for the school made in 1901, the next legislative year. The South Annex, completed in 1902, not only provided an auditorium with a seating capacity of 1,000, but made possible the enlargement of quarters for classrooms, the training school, and the library. These improvements in the physical plant made for expansion and increased efficiency in the educational program during the ensuing years.

THE FIRST TWO DECADES

UCH WERE SOME of the more important developments in the New Whatcom State Normal School during the first years. The annual pattern of enrollment in September for the first semester and in January for the second was set and maintained until the last year of the second decade, when the quarter system was introduced. In 1900 a summer session of four weeks was held for intensive work in various subjects required for county certificates, including physics, English literature and algebra. This experiment was repeated in 1904, and the next year the Board of Trustees decided to establish the summer session as a part of the regular school year. Thereafter an increasing proportion of the school's program was carried out in the summer. From 1905 to 1911 the session was for six weeks; in 1912 it was extended to eight, in 1915 to nine, and in 1919 to 12, that is, a full quarter with a division in the middle. In later years only two minor changes were made in this arrangement of time—the shift in 1922 to 11 weeks and the reduction in 1938 to nine, which was compensated by the lengthening of the class periods from 50 to 60 minutes.

During the first two decades the Normal School program was directed to one objective, that is, the education of teachers for the common schools in the state. The institution reflected in its curriculum the gradual improvement in standards for professional preparation as set forth in certification requirements issued by the State Board of Education. Two types of papers were issued under the Board's authority, usually designated "certificate" and "diploma" respectively. The certificate was temporary and was awarded on the basis of examinations only or a minimum of normal school work. The diploma proper carried with it the privilege of conversion to a life diploma under certain conditions and was granted on the basis of an advanced normal
school course. At the beginning of the period a certificate could be earned at the New Whatcom institution by an eighth-grade graduate who took a three-year course, while at the end the paper required a two-year course after graduation from the tenth grade. In 1899 a high school graduate could secure a diploma good for five years and convertible to a life diploma at the end of two years of experience by taking a two-year course, while in 1919 the holder of a diploma was obliged to have 24 months of experience in order to secure a life diploma. Throughout the period it was possible for a high school graduate to earn a certificate through a one-year course. There was some differentiation between elementary and secondary levels, but for the most part papers qualified normal school graduates to teach in the “common schools” of the State. Not until the second decade did the trend develop which led to specialization by the normal schools in the training of teachers for the elementary schools.

The New Whatcom institution in the fall of 1899 offered four courses of training for prospective teachers: modified elementary, three years; regular elementary, three years; advanced, two years; and graduate, one year. For admission to the first two, only graduation from the eighth grade or “the equivalent” was required. The Modified Elementary Course included — along with a good deal of academic subject matter — professional courses in school law, pedagogy, methods and practice teaching; graduates from it were eligible for a certificate in the common schools that was good for five years, after which the teacher could earn a diploma by taking a modified advanced course, the latter not being set up until 1901. The Regular Elementary Course was preparatory to the Advanced Course and in its academic content, with the exception of a course entitled “School Law and School Economy,” was essentially equivalent to high school. The Advanced Course was open to high school graduates or those with equivalent training and to graduates of the Regular Elementary Course. Those who completed one year of the Advanced Course were eligible for a certificate, while those who finished the course received a diploma. The Graduate Course was designed for those who had achieved graduation from college or university, was devoted exclusively to professional courses, and led to a diploma. Students in the elementary courses were classified as first, second and third year respectively, while those in the Advanced Course were called juniors and seniors.

The curricular pattern just described remained basic for the first two decades. Admission requirements and the provisions of certificates and diplomas changed, and alterations were made in the structure and content of curricula, but the classifications of Elementary, Advanced and Graduate courses were retained. It is now in order to examine the developments which took place in each of these areas.

In the school's second year it was found necessary to introduce a one-year review course in the common branches as a preliminary to the Elementary Courses. This was designed for students seeking certification by means of examinations. In 1903 the Regular Elementary Course was combined with the Advanced Course to form the Five-Year Course, which was intended for those who did not plan to interrupt their professional training by teaching; and the Modified Elementary Course was thereafter called simply the Elementary Course. At the same time the admission requirement was raised to graduation from the ninth grade. The following year the Five-Year Course per se was eliminated, and an Elementary Course was constructed with certain alternatives for those not working for the certificate. Eighth-grade graduates were encouraged to enter the Training Department to complete requirements for admission to the Normal School, but in 1905 regulations issued by the State Department of Education forced a return to the old standard of eighth-grade graduation for admission to the Elementary Course, which was shortened from three years to two and led to an Elementary Normal School.
Certificate good for just two years in the elementary schools only. At this time the Five-Year Course was restored and renamed the Complete Course, with the requirement of graduation from the ninth grade for admission. Appearing for the first time was the two-year Secondary Course for tenth-grade graduates, which led to a Secondary Normal School Certificate valid in the common schools, at first for five years, but after June, 1909, for only three years. In this latter year the Normal School program reflected the provisions of a new school code in the prescription of a more definite pattern of study for those who desired to secure renewals of first grade, second grade, and third grade certificates based chiefly on examinations. At this stage the school initiated the very significant program of preparation for rural school teaching, which included a course of one year and a summer session for ninth-grade graduates and a one-year course for tenth-grade graduates. A feature of the program was the development of special training plans to induct students into elementary teaching in rural schools. The year 1910 marked the disappearance of ninth-grade preparatory work and the establishment of graduation from the ninth grade as a prerequisite to admission to the Elementary Course. For the first time the terms \textit{freshman} and \textit{sophomore} were used to designate the first and second years of this course. In the following year tenth-grade graduation became the standard for admission to the Elementary Course and eleventh-grade graduation for the Secondary Course. By the end of the second decade the \textit{regular} work of the Normal School was open only to high school graduates and the Elementary Course was on its way out. Students deficient in high-school preparation were still allowed to do preparatory work in the training department, which included a high school from 1909 to 1917, but the trend toward higher standards of entrance into and graduation from the teacher training curriculum was unmistakable. Five years later, that is, in 1924, the terms \textit{freshman}, \textit{sophomore}, \textit{junior} and \textit{senior} were used to designate the four post-high-school years, and the Normal School, if not yet a full-fledged college, had completely outgrown its high-school function and was offering nothing but college work.

As the elementary courses diminished in importance during the first 20 years, the advanced and graduate courses gained. During the first year only 42 of the 264 students were enrolled in the latter. Nevertheless the process of their development and enrichment set in early. In 1900 the Graduate Course was made more elastic, and the next year the Advanced Course took two forms, that is, the regular and the modified, which was adapted to the needs of those who in the first two years undertook the Modified Elementary Course. The Regular Advanced Course was strengthened by a program of elective courses — drawing, vocal music and physical culture — which were called strictly professional and could be taken \textit{in addition} to all the prescribed work of that course. In 1902 the Graduate Course was similarly supplemented by the introduction of special courses in ethics, psychology and philosophy. Electives were made a definite part of the Advanced Course in the following year, and a new two-year Advanced Course for Graduates of Accredited Schools was introduced. In 1904 the one-year Graduate Course was made completely elastic and based entirely on the needs of the individual. The next year some differentiation was made between the Advanced Course for graduates from the Secondary Course and the Advanced Course for high school graduates. In 1909 the Advanced Course for graduates from the Elementary Course was similarly distinguished. In consequence of the school code which became effective in that year the standard for converting the Normal School diploma to the life diploma was raised, that is, 24 months instead of two years of teaching experience were required. Another result of the new code was the institution of a \textit{three-year} Advanced Course to meet the needs for greater specialization in city schools that had introduced the department plan.
The third year's work was purely elective, that is, courses were chosen in consultation with the Principal, and it was not considered an integral part of the school's program. Yet in the long view the addition of the third year to the Advanced Course was the most significant development of the first decade.

In 1910 under the new school code the Normal School faculty became responsible for issuing life diplomas. However, it was already evident that these papers were retarding the improvement of standards for teacher preparation; therefore the school began to encourage teachers to return for special work without regard to certification and issued Letters of Commendation for such advanced study. Two years later the trend toward specialization was shown in the division of the Advanced Course into three curricula for teachers in the intermediate and grammar grades, primary teachers (working in the first four grades) and rural school teachers, respectively. In December, 1912, the third year program was granted official status by the State Board of Education, which prescribed work and set up an Advanced Normal School Diploma for it. In succeeding years this paper was sought as a means of qualifying for supervisory and administrative positions and for the most specialized lines of teaching in the more fully developed, consolidated schools. In 1917 another special paper, the Graduate Normal School Diploma, was authorized for college and university graduates who had completed a one-year course. At this stage the practical limitation of the normal schools' function to the training of teachers for the elementary schools was indicated by the use of the Normal School Elementary Diploma. Also evident was the increased emphasis on specialization in the Advanced Course, which now included six divisions, that is, primary, intermediate, seventh and eighth grades, rural, home economics and manual training. In 1918 the number was brought up to 11 by the addition of departmental teaching in the higher grades (an anticipation of junior high school specialization), elementary school administration, music, art and physical education.

No less significant was the announcement in the catalog for the school year 1917-18 that a fourth year's work had been authorized by the new school code as a part of the Advanced Course, although it had not yet been put into operation. Thus the decade ended with a clear anticipation of the developments which in the twenties and early thirties transformed the Normal School into a teachers college.

II.

The evolving program of teacher education was administered through the first decade and a half by Dr. Mathes, whose title remained Principal to the end of his administration in 1914. On July 23, 1913, Dr. Mathes requested the Board of Trustees to relieve him of his duties not later than June, 1914, so that he might develop his business interests in Bellingham following his retirement. On May 13, 1914, the board authorized Dr. Mathes to continue as Principal until July 1 and on June 29 passed a resolution of "appreciation of the excellent service he has rendered the state and the teaching profession during the 15 years of the existence of the school. His retirement," they asserted, "will mark an epoch in the history of the institution, which during his incumbency has grown in size and prestige until it has become one of the foremost normal schools of the West."

During the last year of Dr. Mathes' tenure the board entered into informal negotiations with George W. Nash, which culminated on July 29, 1914, when the board declared his election as of August 1. During the month of July, Frank Deerwester served as Acting Principal. Dr. Nash, whose title was changed from Principal to President in June, 1915, came to Bellingham after a diversified experience in South Dakota, which included five years as professor of mathematics and astronomy at Yankton College, two terms as State Superintendent of Public Instruction, and nine years as President of the South Dakota Normal and Industrial School at Aber-
There were several changes in the membership of the Board of Trustees, beginning with the death of Chairman L. P. White in 1903, who was succeeded for his unexpired term of two years by John C. Minton. Colonel Edens, one of the first three board members appointed in 1895, became chairman in 1904 and served in that capacity until his death in 1913. John J. Donovan succeeded Dr. Minton in 1905, and Emerson E. White took the position vacated by Teck in 1906. Upon White's death in the same year Frank C. Handschy was appointed, and he was succeeded in 1911 by the first board member from outside Whatcom County, that is, Emerson Hammer of Sedro Woolley. With the change of administration in 1914 a new board, composed of Frank J. Barlow, chairman, C. Martin Olsen and Thomas Smith of Mount Vernon, Skagit County, was installed. During 1918 and 1919 Olsen served as chairman.

Of considerable importance in the activities of the trustees during the first two decades was the clerk of the board. Leslie H. Darwin held the position from 1899 to 1905, when he was succeeded by Roy T. Hadley, who was followed in 1906 by J. Wayland Clark. The latter in 1910 assumed the duties of registrar of the Normal School in addition to those of clerk, and John M. Edson succeeded him in both capacities in 1914.

Special mention is due Mrs. Ella Higginson, the wife of R. C. Higginson, who served on the board from 1895 to 1899. Mrs. Higginson, who had already achieved national fame for her poetry and fiction, lived in the neighborhood of the Normal School and showed a lively interest in its welfare and development. She had exercised a strong influence on the design of the first building while her husband was on the board, and she made contributions to early issues of the Messenger. Shortly after her death on December 27, 1940, a memorial assembly program was given in which her literary career was reviewed and selections from her poetry were read or sung.

Outward and visible signs of educational growth were not lacking during the administrations of Dr. Mathes and Dr. Nash. The Legislature of 1901 provided the funds not only for the south annex housing the auditorium but also for a gymnasium, which was a separate wooden structure at the rear of the main building. As the Student Lounge it still served the college in 1949. In 1903 a large dining hall, also of wood, was erected on the northern part of the campus. Two years later this was moved to a site between Old Main and the site of the present library, and large additions were made. In 1907 the sum of $7,000 was spent to equip the building as a dormitory for women with 28 bedrooms, and in less than a year it was housing 45 students. In 1908 the dormitory was dedicated as Edens Hall and thus became the first of two structures named in honor of the senior member of the board. A more ambitious addition to the school plant had been made in 1907 with the completion of the Science Annex, that is, the northern wing of the main building, at a cost of $51,000. Five years later the wooden portion of the Manual Training Building, in 1949 known as the Industrial Arts Building, was completed, and in 1913 this was raised and set on brick walls to provide three floors. Further room was made available by the removal in 1914 of the Collins Museum from the third floor of Old Main to exhibition cases in the corridors of the Science Annex. In the same year Old Main received its final extension with the construction of the Training School Annex adjoining the auditorium wing on the east. The Legislature in 1915 appropriated $30,000 for the improvement of the campus, which had been steadily developed since 1899. A part of this sum was used to construct a motor road up Sehome Hill. Two years later $15,000 was made available for the purchase of 14 additional acres of level land and 20 acres of hillside, and an additional sum of $20,000 was provided for the erection of a central heating plant. The latter with its towering smokestack served the institution until it was laboriously dismantled, brick by dropping brick, in 1948.
Within this changing setting the work of the school went on. As the enrollment increased and the program developed, the faculty was expanded. The school had six instructors at the opening in September, 1899; by the end of the school year there were ten. Thereafter the faculty grew steadily, reaching the figure of 62 in the academic year of 1917-18 and ending the second decade with 54.

From the beginning the faculty took an active part in the administration of the school. During the third year a faculty of 18 carried on the work of ten committees named respectively executive, daily attendance, library, literary societies, entertainment, course of study, museum, athletics, lecture course and training school. By 1906-07 four committees — credits, elementary course, secondary course and advanced courses were functioning under the authority of a Faculty Council, which was made up of department heads, while eight committees, including two new ones named discipline and theses, were operating as organs of the general faculty. A Recommendations Committee was set up the next year to do the work now carried by the Placement Center. By 1911-12 the Faculty Council had been discontinued, but the number of committees had increased to 15, among them being student organizations, entertainments and contests, house, life diplomas and extension work. Two years later the Museum Committee was dropped, but a Daily Program Committee was added, and in 1914-15 the scholarship, rostrum, home life and social welfare committees were constituted. The Student Loan Fund Committee began functioning in 1916-17, and the following year the curriculum committees on Advanced, Secondary and Elementary courses were changed to committees on Senior, Junior and Irregular courses respectively, thus reflecting the tendency toward specialization in the training of teachers for the elementary school which emerged during the second decade. At the same time the Recommendations Committee became the Appointment Committee.

In addition to all of these activities bearing directly upon the administration of the Normal School, the faculty engaged in several cultural enterprises in cooperation with local civic groups. In the fall of 1901 Dr. Mathes appointed a committee to organize a program of lectures and concerts, which became known as the Bellingham Bay Lecture Course. During the first 21 years Frau Schumann-Heink, Henry Watterson, Jacob A. Riis, Ernest Thompson-Seton, Elbert Hubbard, Lorado Taft, the senior Robert M. La Follette, Newell Dwight Hillis, Senator Benjamin Tillman, Judge Ben Lindsey, Rossell H. Conwell, David Starr Jordan, Leopold Godowsky, Mrs. Emmeline Pankhurst, the Flonzaley Quartet, and others engaged for the course made an important contribution to the cultural life of the city. Another link between the faculty and the local community was forged in November, 1909, when the Twentieth Century Club was formed with the avowed purpose of bringing "Town and Gown" together for social and cultural purposes. The first president of the organization, which met monthly for dinner, music, a lecture and discussion, was Dr. Deerwester. During the 64 years that have since elapsed the faculty has been well represented in the membership and leadership of the club.

The expansion of program, physical plant and faculty during the first two decades reflected the steady increase in the number of students through the years. In 1899-1900 the total was 264, and the first graduating class was small enough to list in this history, that is, Margaret Clark, Florence Griffith, Pauline Jacobs, Emma Myrthaler, Clara Norman, Ruth Pratt, Kate Schutt and Hattie Thompson. (Graduation in 1900 meant the completion of the Advanced Course, which qualified the student to receive a Diploma. A sharp distinction was
drawn between the diploma and a teaching certificate conferred upon those who fell short of the requirements included in the Advanced Course.) The enrollment climbed to 387 for the fourth year, 1902-03, dropped the next two years to 280, and then rose to 465 for the tenth year. Thereafter the increases were more rapid. From 1911-12 to 1914-15 the enrollment leaped from 589 to 1,170, and during the next two years reached the high figure of 1,814. World War I, to be sure, brought about a steep but temporary decline to 1,224 in 1918-19. Even so, the Normal School rounded out its 20th year with nearly a thousand more students in attendance than in 1899-1900. These figures, incidentally, do not give a complete picture of the educational service rendered by the Normal School, since pupils in the Training School, special students in music and students in extension courses are left out of account. Also noteworthy is the large majority of women in the student body during this period. At the beginning the proportion of men to women was about one to seven; and although this shifted gradually in favor of the men, the latter remained a small minority.

The record of student activities outside the classroom presents an embarrassment of riches. In the early years general meetings of the students and faculty were held each school morning in the Assembly Hall. Attendance was compulsory. These gatherings were devoted to announcements, addresses by visitors and faculty members, programs of the literary societies, singing and devotional services. By 1906 a definite weekly pattern of assemblies had been worked out as follows: Mondays were for announcements, Tuesdays and Thursdays for choral practice, Wednesday for an address, and Fridays for meetings of organizations and student conferences with faculty members. This was altered the next year by the elimination of Wednesdays, and the holding of general meetings on Fridays for an extended period, when lectures, musical programs and student exercises and entertainments were given.

Thereafter the schedule of assemblies was reduced from four days to two, that is, Tuesdays and Fridays. The time devoted to announcements was curtailed; the programs of lectures, music and other entertainment were eventually provided largely by speakers and artists engaged from outside the school; and student assembly activities were mainly confined to meetings of the class organizations. Compulsory attendance at assemblies was retained until the late forties, when the term "Students' Artist and Lecture Series" was introduced.

During the first two decades there were several types of student organizations. The emphasis at the beginning was upon literary societies, membership in which was for a considerable time compulsory. By December, 1899, six of these — Alcott, Chilic, Utopian, Kulshan, Aurora and Acorn — had been organized and placed under the supervision of faculty advisers. On Washington's Birthday of the first year a group of men, evidently restive in the presence of so much femininity in the other clubs, seceded and formed a club of their own called the Philomatean, in which they proposed to engage in debate, discussion and the study of parliamentary procedure. At the end of the second year a Literary Society Contest consisting of declamations, orations and debates, was held; the participants were the winners in preliminary contests held during the second semester. In 1901-02 the societies began to function as organs in the Normal Senate, which was empowered to adjust all matters of importance among student enterprises. To illustrate, the historian of the Senate became the editor-in-chief of the Normal Messenger.

The names of the Normal School literary societies during the first 20 years are legion. Among the successors of the original six were the Parthenon, called "an independent club whose whole organization and system were carried on by the students," Shakespearean, Soronian, Laconic, Sirius, Clionian, Tyee, Young Men's Debating Club, Akisiah, Athenian, a second Philo-
mathean, Hays Literary Club, the Delphian and the Swastika in the Normal High School, Aletheia, and Ohiyesa. Most of these were short-lived, but the Philomathean (1909), the Hays Literary Club (1911), and especially Alkisiah (1905) showed more staying power. Alkisiah, indeed, maintained itself for more than four decades. It was the successor to the Alcott, one of the first six literary societies, and was formed under the sponsorship of Miss Baker, who made a distinctive contribution to campus life through her influence on the club until her accidental death in 1921.

The activities of the classes, especially the juniors and seniors, were also important in the early years. These were particularly in evidence at commencement time. In 1901 the first Class Day exercises were held in the form of an original play with 29 parts, in which jokes were featured at the expense of the faculty, the juniors, and the seniors themselves. Thereafter for a number of years a class play, facetious or serious in character, was given by the seniors during Commencement Week. In 1903 the juniors became prominent in graduation festivities when they staged a banquet in honor of the seniors, the faculty, and the trustees. This was repeated in 1904, but within a few years the Alumni Banquet on the Saturday preceding commencement had taken its place. In 1912 Class Day became associated with a definite ceremonial when the first stone engraved with the class year was laid in the sidewalk running south from the approach to Old Main. Since then Class Day exercises including a preliminary assembly program, marching, and a ritual outside have been held on Tuesday of Commencement Week with little variation from the pattern first established until 1960, when Class Day was abolished.

In the first decade the connection between commencement and the activities of the alumni was established, as noted earlier. The Alumni Association was organized in 1906 and two years later held its annual meeting at commencement. The Saturday before graduation was fixed as the date for the Alumni Banquet, which was also attended by the graduating class and the faculty. In 1911 the custom of presenting life diplomas at the Alumni Meeting was introduced. With the passing years, the loyalty of the alumni to their Alma Mater became increasingly evident as the roll of classes from 1900 on was called. A good many persons exemplified the progress of the school by the fact that they had been graduated from more than one course and had therefore earned the privilege of answering the roll call several times. Among these was Mrs. Marie E. A. Richard, who was usually present to stand up with the classes of 1917, 1919, 1925 and 1944, the years in which she completed successively the two-year, three-year and four-year courses, and the work for the degree of Bachelor of Arts in Education. The alumni were given further opportunity for participation in campus activities when the first celebration of Homecoming was held on November 20 and 21 in 1924. Except for the years in World War II when Homefront Week End was substituted for Homecoming, this latter festivity was held annually with a banquet or luncheon, a football game and a variety of social events.

Of special prominence in campus life during the first 20 years was the Normal School Young Women's Christian Association. It was organized in the fall of 1899; during the year devotional meetings were held every Friday from 12:30 to 1 p.m., and late in the spring a public entertainment was given to raise money for the support of a child in India. By the third year the YWCA was conducting weekly Bible classes under the sponsorship of a faculty member; in 1908 a program of weekly mission study was launched. During the teens the organization sponsored an annual Bible Institute.

In the second decade club interests and activities became increasingly diversified. In the fall of 1913 the Manual Training Club and the Social Democratic Club were formed, and two years later the Industrial Club, the
Normal Art Club, and the Rural Life Club made their appearance. Many organizations of a purely social character came into existence. As early as 1902 the Tam o’ Shanter called itself “a social club,” and from 1909 on groups of this type multiplied. Among them were the Social Culture Club, College Club, Young Housekeepers, Business Girls’ League, Hyades Club and the Patriotic Sisters’ League, formed in 1917 by the sisters of men in the armed forces. Some of the social clubs were based on campus living quarters, for instance, the Tarte Club in Tarte Hall, while others were associations of students from the same city or region, such as the Tacoma Club, Seattle Club, Spark Plug (Everett), Chelan County, Clark County, Sage Brush (Eastern Washington), Oregon and Sourdough (Alaska).

From the beginning a good share of the energies of certain clubs was directed to public performance for the entertainment and instruction of the campus public. The Literary Society Contest in oratory and debate which was staged in the spring of 1901, as mentioned above, was continued for several years. A strong impetus to speech activities was given by the organization of a Tri-Normal Contest in original orations and declamation in 1908. Ellensburg played host the first year and won the contest. The following January a Normal House of Representatives was formed on the Bellingham Campus to develop powers of debate and expression, and in June the second contest was held in Bellingham. On this occasion the honors were divided, Bellingham taking first place in oratory and Cheney first in declamation, but Ellensburg was declared the winner of the cup because of superior teamwork. The next year, 1910, the Tri-Normal Contest came to an untimely end because of the withdrawal of Cheney. Nevertheless speech activities held their own on the Bellingham Campus through the remainder of the second decade. On the centenary of Browning’s birthday, May 7, 1912, the Senior English Class under the supervision of Miss Sperry of the faculty gave a program in honor of the poet. Through the stimulus of Mr. Victor H. Hoppe, a newcomer on the faculty, contests in debate, declamation, dramatic and humorous readings, and extempore speaking were held in the years 1915 to 1917; thereafter the interest in declamation waned, and only the debating program was maintained.

Drama likewise flourished in the Normal School during the first 20 years. At the end of the second year, as previously mentioned, the Class Day exercises took the form of a play “in conversational style with beautifully arranged stage settings.” In January, 1903, the Senior Class gave an entertainment which included a play called A Box of Monkeys and on the Class Day of that year presented their class play. The juniors in 1904 produced “an original burlesque” entitled A Dream of Fair Seniors. With the formation of the Thespian Dramatic Society in November, 1905, dramatic activities on the campus reached a firmer footing. By the next academic year the Thespians were doing scenes from standard plays such as She Stoops to Conquer, The Lady of Lyons, The Falcon, Julius Caesar, and The School for Scandal. Thereafter they gave full-fledged productions of Arms and the Man, A Christmas Carol, The Private Secretary, The House Next Door, and The Piper. The Senior Class was also active during the remainder of this period in the production of plays, including As You Like It, The Girl With the Green Eyes, a pageant called The Spirit of the West, and A Midsummer Night’s Dream. This last was staged with a very charming and picturesque effect on the knoll under the direction of Mr. Hoppe in the spring of 1916. There were still other dramatic performances in the teens, including three by the Junior Class — Charley’s Aunt, Milestones, and Merely Mary Ann — and one by Alkisiah — Prunella.

Another important student activity during the early years was music, particularly choral music. The Cecilian Music Club for women had been organized by the end of 1901 under the direction of Grace S. Burt, and for several years the Cecilians gave an annual concert. In
October, 1904, the club was reorganized under the name of the Lorelei under the direction of Mabel M. Moore. By the spring of 1906 the Normal Choral Club of mixed voices had come into existence and was preparing to meet engagements in Lynden and Friday Harbor and to furnish music for commencement and baccalaureate. Three years later the Choral Club undertook the production of a Japanese operetta, which turned out to be a gala affair. During the second decade even more ambitious vocal works were performed, including *Elijah*, with 85 voices reinforced by soloists from the city and an orchestra of 20 pieces under the direction of Florence Fox Thatcher, *The Mikado*, and *H.M.S. Pinafore*. In the meantime other vocal groups were formed, that is, the Men's Glee Club of 16 voices, the Normal Ladies' Quartet, the Junior Double Quartet of women's voices, and the Oratorio Society. Instrumental music developed somewhat later than vocal music, the first orchestra being organized by G. Sidney Stark in 1910. Six years later under the direction of Mme. Davenport-Engberg, this organization had 33 members and was able not only to assist in the production of choral works but to give programs of its own.

The extra-curricular energies of Normal School students found still another outlet in athletics. This program was at first very modest, being confined to the campus. During the second year there was a walking club, some fencing for both men and women under the tutelage of J.T. Forrest, a rowing club supervised by Frances Hays, and two basketball “sections” for women. In the following year each student was required to have two hours per week of physical culture in the new gymnasium, and the number of women's basketball teams was increased. Thereafter the chief women's sport was basketball, intramural competition in which remained keen through the rest of the period. The teams were for the most part representative of the classes, and by 1904 a silver cup presented by Kline Brothers had become the coveted trophy of victory in an annual tournament. Occasionally there was a game with a local high school team, but for the most part women's basketball remained intramural.

In the third year the men organized an athletic club for physical culture, basketball and track, and under the coaching of J. N. Bowman competed with the Whatcom High School on a field day. The first athletic contest with an outside team was a basketball game with Company M of the State Militia of Whatcom on October 24, 1902, which was won by the Normal School. By this time a Joint Athletic Association had been formed, and a board of managers composed of five class and two “non-partisan” representatives had been elected. Later in the season basketball games with the Tacoma YMCA and another game with Company M were played. A second team was formed, and in the following year three teams were in action. During the next few seasons games were played with the Puget Sound Academy, the high schools of Everett, Sumas and Bellingham, the Bellingham YMCA and the Seattle YMCA. In the academic year 1907-08 Elias A. Bond, a new member of the faculty, served as basketball coach and brought the Normal School into athletic competition with its peers, that is, the Normal Schools at Cheney and Ellensburg and Gonzaga College in Spokane. During the next decade the list of opponents was extended to include the University (later College) of Puget Sound, Whitman, Whitworth, the Vancouver Ex-Normal team, and the University of Washington Freshmen. In the season of 1913-14 Sanford E. Carver appeared on the scene as the coach of basketball and thereafter played the leading role in the shaping and development of the whole athletic program.
As early as the fourth year a demand for Normal School football had been voiced, and in the fall of 1903 the first Normal team in this manly sport took the field in spite of the paucity of men. R. W. Greene, the coach, whipped the team into shape for two games, one with Anacortes, lost by the close score of 6 to 5, the other with Everett, which the Normal School won handsomely by 12 to 0. The next season three games were played with Mount Vernon, Whatcom High School and the Anacortes Business College respectively, all victories. An interval of three years then elapsed before another Normal School team could be formed, but in the fall of 1907, with James O'Sullivan of the faculty as coach, games with Mount Vernon, Anacortes, Bellingham and Blaine were played. The football program was energetically pushed during the next three years, and games were scheduled with Sedro Woolley, the University of Puget Sound and other teams. Another lapse occurred between 1910 and 1914, but in the fall of the latter year eight games were played. In 1915 a similar schedule was maintained, one of the opposing teams being the University of Washington Sophomores. With the outbreak of war in 1917, however, football received another setback, and only two games were played in the fall of that year. Not until 1921 was the sport resumed.

Other sports, such as baseball and track, received less attention. In the spring of 1904, a Normal School baseball team picked from two dozen men played several games with a local high school team. Thereafter the interest shown was intermittent, and the opposing teams were for the most part local. Through Carver's efforts track teams were developed during the seasons of 1914 and 1917 for participation in meets with the local high school and Mount Vernon, but otherwise there was little activity in this sport during the first 20 years.

The Chronicle of all these student activities was the Messenger, which was established in December, 1899, as a quarterly with Bessie Griggs as editor-in-chief. She was assisted by five associate editors and a Faculty committee composed of Miss Connell, Miss Millett, and Mr. Vaile. During the early years the Messenger was not only a purveyor of news but also a literary magazine featuring contributions by Faculty members and students, with now and then a poem by Mrs. Higginson or Mr. Teck of the Board of Trustees. The last issue of the Messenger for the academic year 1901-02 was published by the Junior Class as an annual or yearbook and this practice was continued for a number of years. With the issue of November, 1902, the Messenger became a monthly. In 1913 the yearbook was divorced from the Messenger and appeared under the title of Klipsun as the first of an uninterrupted series. The Indian name was chosen in allusion to the beautiful sunsets that irradiate Bellingham Bay. Finally in the Summer Session of 1916 the Messenger achieved the status of a weekly and served thereafter to an increasing extent the specialized function of a newspaper.

The need for a general organization to coordinate and regulate student enterprises and activities was early recognized, and a first step toward the development of student government was taken in the third year, when the Normal Senate mentioned above was constituted by the selection of representatives from the literary societies. As the student body increased and extra-curricular interests ramified, however, the Senate became less representative and effective, so that a new frame of government was devised during the academic year 1907-08 and installed in October, 1908, under the name of the Students' Association, with A. D. Foster as the first president. With a slight change of title to the Associated Students, this organization has functioned ever since. According to the Constitution, which was first printed in December, 1908, the Messenger came under the authority of the Association's Board of Control, which chose the business manager and the editor-in-chief. The association also set up at this time a cooperative store for the sale of books and supplies to
students. For eight years the work of running the "Co-op" was done entirely by students, but in 1916 C. C. Baughman was chosen by the Board of Control as the first of a series of salaried managers. In the course of time the association assumed responsibility for the Klipsun, the athletic program and other activities, particularly those involving financial outlay. Although faculty advisers participated in the deliberations of the Board of Control through the years, a tradition of student responsibility has been built up and maintained, so that student affairs have been conducted by and for students with a minimum of interference from the administration and the faculty.

The narrative of student life during the first two decades would be incomplete without some reference to the many activities that were inspired by World War I. Although men were still a small minority of the students in attendance during the teens, 120 answered their country's call to service in the armed forces, and three of these — Louis Gloman, Herman Uddenberg and Francis Altman — died in uniform. The students who remained in school entered classes in knitting, surgical dressings and war cookery conducted by members of the faculty. A chapter of the Junior Red Cross was organized in the Training School. Spirited drives for book donations, the sale of thrift stamps, and individual contributions to the Red Cross were held. In 1918 the student body voted to give $500 from the funds of the Associated Students to the Red Cross, and the proceeds of the Senior Play of that year were applied to the same purpose. For 19 months the campus, swept by a wave of patriotic zeal, seethed and hummed with activity.

As the second decade closed the friends of the Normal School could not only contemplate with pride and satisfaction the varied achievements of the institution, but could also anticipate for it a future of increased usefulness. A developing program of teacher education had been designed and implemented, graduates from Bellingham were to be found in schoolrooms and administrative offices all over the state, and a vigorous, wholesome, cooperative society of students and teachers had taken root on the campus. World War I had shaken up this society, but without prejudice to the long-range purposes of the institution. With the return of peace and the prospect of increased enrollment in the fall of 1919, the faculty and the administration girded themselves for what they foresaw would be the exciting developments of the twenties. Change was in the air, and the pioneering spirit of 1899 was more of a desideratum than ever.

FROM NORMAL SCHOOL TO COLLEGE

URING THE PERIOD from 1919 to 1933 the State of Washington carried the process of raising standards for teacher certification several important steps further. The use of examinations as a basis was supplemented by increased requirements of normal school training, which in the end were so high as to make examinations superfluous. In the middle twenties the minimum requirement for elementary certification was raised from one to two years of work in a teacher training institution, and by the end of the period a date had been set after which no less than three years of such work would be required. Meanwhile additional training was made a condition for the award of the life diploma, which by the end of the thirties had been entirely eliminated from the pattern of certification. All of these trends had a direct bearing on the development of the Normal School into a teachers college.

The process of restricting the role of examinations began in 1919. Professional training of at least nine weeks in a normal school was required of a candidate
who had passed examinations in reading, grammar, penmanship, punctuation, United States history, geography, arithmetic, physiology, hygiene, orthography and Washington State Manual. The Second Grade Elementary Certificate issued on this basis was good for two years and was renewable twice by additional nine-week periods of study. Four years later a limited certificate could be awarded to a high school graduate who had passed examinations in the common branches and had earned 12 quarter hours in an accredited higher institution, but a schedule was announced which established 24 quarter hours (substantially two quarters) as the minimum by September 1, 1925, and two years by September 1, 1926.

This virtual liquidation of examinations as a factor in certification was in line with the raising of the requirement from one to two years of training for whose who did not take examinations. Pending this latter change not a great deal could be done in the way of developing a four-year college program. Although a fourth-year course was introduced in January, 1920, students of the Normal School were repeatedly assured that this extension of program would in no way interfere with the rights and privileges of certification of those who took the two-year course. In spite of the additions of the third and fourth years, most students in the early twenties were attending the institution for only one or two years. In 1924, for instance, there were only 38 graduates who had completed more than two years, while those who went out to teach with one or two years of training numbered respectively 364 and 473. The next year only 44 out of 913 papers issued represented more than two years of study. Nevertheless, the administration and the faculty of the Normal School held true to their vision, and students were informed of a growing sentiment in favor of paying the elementary school teacher who had taken training equivalent to a four-year college course the same as the high school teacher of like training and experience. Furthermore the application in 1924 of the terms freshman, sophomore, junior and senior to the four post-high-school years anticipated the eventual development of a full-fledged college program. Otherwise the main trend before 1926 was toward specialization. In 1919 a twelfth area, hygiene, was added, and two years later a program of specialized training for junior high school teachers was introduced. This was extended in 1925 to a four-year curriculum.

In the Summer Session of 1926 the last 60 elementary certificates based on one year of work were issued, and after September 1 of that year the minimum certification requirement became two years of training. The trend toward higher standards was also manifest during the next few years in the prescription of additional training for the life diploma. After September 1, 1927, applicants for this paper were required to take one quarter's work beyond the two-year course, and in 1932 this was extended to three quarters, one of which was to follow a year of teaching experience; after September 19, 1933, a quarter's study following a year of teaching was superimposed on three full years of training. Meanwhile the requirements for all elementary certificates were stepped up. The State Board of Education decreed in the fall of 1930 that on September 1, 1932, seven quarters (two years and a quarter) would constitute the minimum; on September 1, 1933, eight quarters; and on September 1, 1934, three full years. The diploma issued on the basis of these new regulations was good for five years and renewable for an additional five. These changes gave great impetus to the development of an integrated four-year college program.

One of the most important phases of this development was the shift of emphasis from mastery of subject matter of the elementary school to general cultural development. In 1921 all students were required to pass tests in the common branches before receiving certificates, but in 1926 a group of courses classified as "Introduction to Contemporary Civilization" was in-
introduced. These were entitled General Literature, History of Civilization, and Science and Civilization, and totaled 27 hours, that is, more than half of the program for the freshman year. In continuation of this trend an art course and a music course were introduced in 1931 as “Orientation in Fine Arts.” Also emphasized from 1927 on was a program of health education, including course requirements in nutrition, hygiene and physical education. By 1929 there were four two-year curricula in force, that is, primary, intermediate, grammar grade, and rural schools; and five four-year curricula, namely, primary, intermediate, rural schools, junior high school and supervision and administration. This pattern was simplified in 1931 by the introduction of the three divisions that still obtained in the institution in 1949, that is, primary intermediate and junior high school. They were laid out on a three-year basis, the first year, which was the same for all, being devoted largely to the courses for general cultural development described above. The fourth year, except for advanced teaching, was made up entirely of electives, as to the selection of which students were given detailed advice. After 1928 the rural school program lost ground, and in 1931 the special curriculum in this area was abandoned. In 1932, however, other opportunities for professional specialization were provided in the fields of kindergarten and teaching of exceptional children.

The natural consequence of this process of curricular development was the enactment of legislation on February 9, 1933, which gave the Bellingham Normal School authority to grant the degree of Bachelor of Arts in Education. This made the institution a college in fact, if not yet in name, and opened a new era in its career of service to the state.

Other developments in the Legislature of 1933 were less encouraging with regard to the future of the institution. Outgoing Governor Hartley in his last message to the Legislature recommended the abolition of two of the state normal schools. By late February a bill to suspend all three had been introduced, although this measure was not supported by the incoming Governor Clarence D. Martin nor was it expected to pass. A more genuine threat was the drastic reduction of appropriations in consequence of the nearly four rugged years of Depression already experienced by the state and the nation. In January the presidents of the five state higher institutions agreed upon a reduction in the total budget for salaries of 20 per cent. For the Legislature this was not enough. As it turned out Bellingham Normal School was cut back to a total appropriation of $343,000, representing a reduction of 36.6 per cent from that for the preceding biennium. The amount for salaries was reduced by 37 per cent to $283,000. It was therefore necessary for the administration to reduce salaries by 25 per cent and to decrease the size of the faculty by terminations on the ground of financial exigency. Hence in 1933-34 the faculty numbered only 62 as compared with 68 the year before and 73 in 1925-26.

II

The arduous task of administering the Normal School during this period of rapid change and adjustment was carried on by a succession of three presidents. Dr. Nash remained at the helm for two years and two quarters. In December, 1921, he requested the board to accept his resignation as of March 31, 1922, to enable him to accept a call to the presidency of an educational foundation established under authority of the National Council of Congregational Churches of America. Along with his resignation Dr. Nash suggested to the board the propriety of their purchasing the home he was using as his residence and retaining it as state property for a president’s home in the future. In August, 1922, the board acted on this suggestion, and the house on the corner at Oak and High streets was occupied by three presidents in succession until the advent of James L. Jarrett in 1959. In the meantime, the trustees had received Dr. Nash’s resignation with regret and by March 22 had engaged Dwight B. Waldo as Dr. Nash’s successor.
Dr. Waldo had served as head of the Western State Normal School at Kalamazoo, Michigan, for 18 years. He arrived in April 1 to take up his duties and remained for little more than a year. His successor was Charles H. Fisher, who came in August, 1923, with a rich background of experience as head of the Education Department in the State Normal School at West Chester, Pennsylvania; professor of education and psychology at Swarthmore College; executive in the Pennsylvania Department of Public Instruction at Harrisburg; and president for three years of the State Normal School at Bloomsburg, Pennsylvania. The changes in the Board of Trustees during this period were few. Walter B. Whitcomb succeeded Mr. Barlow in 1920 and served as chairman until 1925. Also in 1920 W. D. Kirkpatrick succeeded Mr. Smith and became chairman in 1925. Noah Shakespeare of Everett succeeded Mr. Olson in 1925. Thus the pattern of two Whatcom County residents and one from outside which was established in the teens was restored and maintained until the end of this period.

The office of clerk of the board was continued for only a few years after 1919. Mr. Edson remained in the joint capacity of clerk and registrar until 1920, to be succeeded by F. L. Oslager. In 1921 the financial and accounting functions of the clerk were transferred to the newly created office of accountant, which was separated from the board, the president took over the duties of recording secretary, and Oslager became a full-time registrar. Margaret MacKinnon, who had previously served as assistant to the registrar, took the position of accountant. In 1930 this responsibility was shared with S. J. Buchanan, who became acting accountant in 1930 and financial secretary in 1932.

Important additions to the physical plant were made during the twenties. The first of these was a memorial in the form of a large, rough-hewn block of stone at the northeast edge of the knoll, with the inscription:

Miss Baker died in consequence of a traffic accident in 1921. She had been on the faculty from the beginning and during most of her career at the Normal School had taught natural history and forestry.

In the same year the Legislature appropriated the unprecedented sum of $219,787.50 for the construction of a new women’s dormitory to replace the old Edens Hall. By Christmas the new Edens Hall, “the home of color and light” — as Mrs. Higginson called it, had been completed and the Normal School’s facilities for the housing of students had been greatly expanded and improved. At the same time a building which was originally a private home located on land purchased for the new dormitory was moved to the southern part of the campus to serve as an emergency hospital. The administrators of the estate of Miss Baker turned over to the Normal School complete furnishings for one ward of the hospital. Another improvement of the early twenties was the athletic field named after President Waldo, which was finished in 1923 and served the institution until 1935.

On June 5, 1928, the new library was dedicated in an impressive program that marked the culmination of a long and arduous effort to meet the needs of students for books and study facilities. The stately Romanesque building with its tens of thousands of volumes and numerous files of pamphlets and magazines was indeed a far cry from the single room on the second floor of Old Main housing 800 books with which the Normal School began its work in the fall of 1899. For the first three years the library was technically unorganized, although books were arranged by departments for the convenience of school work on open shelves in the one large...
Normal School, 1899-1933

room which served for a reading room and for all of the other purposes of a library. After the arrival of Miss Wilson in 1902 as the Normal School's first professionally trained librarian, the Dewey Decimal System was installed and the books were classified according to the code of the American Library Association and the Library of Congress. Library instruction began the following year. In 1906 and 1907 respectively two adjacent office rooms were added, and in 1909 two recitation rooms brought the library to the outer limits of the original Old Main. For many years the hundreds of students, the entire library staff, and the whole collection of books and other materials were "cubed, cribbed, confined" in this one space. In 1916 files of magazines and periodicals were stored in a section of the attic, and the students were taken to the auditorium for their library instruction. Thereafter the library managed to secure three other rooms — a larger one to house the library of children's literature and two smaller ones to provide space for the cataloging department, a supplementary reading room for students, and an office for the librarian. In the meantime plans for a new library were taking shape, and President Nash worked hard to secure support for the project from the public and the Legislature. By 1928 the staff of the library had increased from one to six, and the great expansion in enrollment, program, and library materials had induced the Legislature to meet the urgent demand for a library building of generous proportions. Since then 45 classes of students have enjoyed the advantages of one of the best designed, equipped, and stored libraries to be found in teachers colleges throughout the nation.

III

Amidst all the improvements in physical plant, changes in educational standards and program, and the vicissitudes of enrollment the faculty worked faithfully through the strenuous years from 1919 to 1933. While there were a good many changes in personnel, the number of faculty members remained fairly constant. There were 51 in 1919-20, 73 in 1925-26, and 68 at the end of the period.

Committees continued to demand a goodly share of the energies of the faculty, although by 1923-24 the pattern of committee work had undergone considerable changes. In that year there were 15 committees, ten of which — absences and excuses, assembly, athletics lectures and entertainments, life diploma, schedules, scholarship, social life, student loans, and student organizations — corresponded to committees that functioned before 1919. The other five — alumni, curriculum, health, official bulletin and publications — represented new departures in administration. In 1926-27 the Professional Reading Committee was added, but operated for only one year. In 1927-28 the number of committees was reduced to 11 through the amalgamation of those with related functions. Among the new committees those on alumni and curriculum were of special importance. L. A. Kibbe, who came to the faculty in 1917, an alumnus himself, took a special interest in the graduates and was chiefly responsible for the development of an organization and a system of records for the alumni. The Curriculum Committee, which took over the work of the old committees on senior, junior and irregular courses, became increasingly active after the arrival of President Fisher. Under the leadership of Irving E. Miller, who had been with the institution as chairman of the Education Department since 1917, the committee launched into a new and even more vigorous career of pioneering. With 10 or 12 members broadly representative of the various departments, it held regular weekly meetings and subjected the curriculum to continuous study and investigation. Instructors were invited to meetings of the committee to explain the objectives, content, and methods of their courses, to answer questions, and to participate in discussion. While no attempt was made to dictate to any instructor, these discussions served to reduce the over-
lapping of courses and to focus the teaching of all faculty members more sharply on the ends and purposes of the whole Normal School. In addition the committee made studies of the curricula of other institutions, types of educational philosophy, and educational reports, researches and experiments. Regular reports of the committee's work were made to the entire faculty, and all suggestions for curricular change were subject to discussion and vote by the faculty. This new policy of the Curriculum Committee made for unity and a common understanding by the faculty of the functions and aims of the institution.

The development of a professional consciousness in the faculty was particularly marked in the twenties. This had already been manifested at the close of the administration of Principal Mathes by the formation of an organization known as the Faculty Forum. On February 18, 1914, a group of faculty members assembled in response to a call by Acting Principal Eply for the purpose of discussing the desirability of organizing a club for the serious study of modern educational problems. The group decided to inaugurate a program of semi-monthly dinner meetings, each of which would include discussion of a designated subject of professional interest. At each meeting the chairman for the next meeting was to be elected. Mr. Eply was chosen as the first chairman, H. C. Philippi was selected secretary, and a program committee — Dr. Deerwester, (chairman) Lucy S. Norton, and James Bever — was appointed. At a subsequent meeting the name *Forum* was chosen. That the organization early included a considerable portion of the faculty was shown by the attendance of 26 members and guests at the dinner meeting of May 13.

For six years the Forum functioned in a purely local way. The programs were devoted to a variety of professional topics and problems, such as "Simplified Spelling," "The Teaching of Spelling," "The Binet-Siemens, Curtis, and Thomson Efficiency Tests," "The Teaching of Sex Hygiene in the Schools," "The Effects of the Carnegie and Rockefeller Foundations on Our Educational System," "Conditions in Our Training School," "Methods Work in Normal Schools," and "Proposed Changes in Our Course of Study." From time to time the Forum made reports and recommendations to the faculty as a whole, for instance, on the subjects of spelling and changes in the course of study mentioned above.

Early in 1920 the question of Forum affiliation with a state educational organization came up. At a meeting held on March 12, with Dr. Miller in the chair as president, the group decided by a vote of 19 to 12 to become a unit of the Washington State Teachers' League and elected a delegate, Dr. Miller, to attend a meeting of the league to be held in Seattle the following day. Six months later it was agreed that all members of the faculty be considered members of the Forum, that membership in the league be voluntary, and that officers of the Forum also act as officers of the local league unit. On November 16 the Forum approved the affiliation of the State Teachers' League with the Washington Educational Association (later called the Washington Educational Association or simply the WEA) and thereafter acted as the local unit of the latter organization.

By this time the regular meeting time had been fixed for the fourth Tuesday, although there were many special meetings during the early period of affiliation with the state organization. In October, 1925, since faculty membership in the WEA was practically one hundred per cent, it was decided at President Fisher's suggestion that the Forum should meet as a WEA unit immediately before faculty meetings. This arrangement was maintained for more than ten years. One of its consequences was that meetings devoted to the discussion of general professional problems became less frequent and were finally discontinued altogether. From 1925 until the late thirties the Forum functioned almost exclusively as a unit of the Washington Education Association.
Early in the twenties the responsibility of the faculty for concerts and other types of entertainment brought to Bellingham was taken over by the administration. Cooperative arrangements were made with the Community Service Organization and the Bellingham Woman's Music Club which provided the richest of musical fare. In the middle twenties the Moroni Olsen Players began to appear in Bellingham under the auspices of the Normal School and for a number of years presented sterling performances of standard plays, including Anna Christie, The Detour, Autumn Fire, What Every Woman Knows, Outward Bound, and others.

Meanwhile further rich cultural fare was provided for students and faculty at the assemblies held on Tuesdays and Fridays by the Students' Artist and Lecture Series. Many distinguished personalities brought their gifts and talents to the campus between 1919 and 1939.

The development of the teacher education program and the improvement of the physical plant were paralleled by increases in enrollment and changes in the structure of the student body. The third decade began with an enrollment of 1,312, a slight increase over that of the academic year 1918-19. Attendance rose steeply during the six years preceding the deadline of September 1, 1926, for the final issuance of certificates based on only one year of preparation. In fact, the totals of 2,186 for 1923-24; 2,404 for 1924-25; and 2,100 for 1925-26 were the highest reached in the first 50 years of the institution. During the following six years there were ups and downs, but the period ended with a marked decline to the figure of 1,448. Nevertheless the enrollment in 1932-33 was higher by 224 than that of 1918-19.

More striking than the total enrollment figures were the changes in the structure of the student body. At the beginning of the period a great majority of the students, although called juniors and seniors, were actually the equivalent of college freshmen and sophomores. As the institution developed the full four-year program leading to a degree, the number of students carrying on third and fourth year college work increased proportionately, and at the end of the period the student body was perceptibly more stable and mature than it had been at the beginning. Another important trend was the increase in the proportion of men to women.

Student activities during this period were no less strenuous and even more varied than they were during the first 20 years. In 1920 the literary clubs — Philomathean, Alkisiah, Aletheia and Ohiyesa — were still fairly prominent, but of the four only Alkisiah lasted through the decade. To be sure, the Rural Life Club in 1926 changed its name to Vanadis Bragi and began to include literary discussion in its programs along with the study of activities appropriate to communities in which its members might teach. In the same year a
group of budding authors formed the Scribes' Club, which undertook the publication for several quarters of a literary magazine called The Red Arrow.

The Campus YWCA continued to function and in the early twenties was still conducting annual Bible institutes, that of 1921 being the thirteenth in the series. There was some denominational organization of students at the same time, for instance, the Catholic Girls Club in 1919 and a Newman Club two years later. It was not until the late forties, however, that such groups became numerous and developed a coordinated program.

The tendency of the second decade toward the diversification of club activities continued into the twenties. Many new departmental interests were represented. Those of future teachers continued to find expression in the Rural Life Club, and a number of new groups were formed, including the Story Telling Club (later called Leowyrhta), several groups concerned with the activities of Camp Fire Girls, and the Tri C Club, which studied the rural school curriculum. The Studio Art Club and the Home Economics Club maintained their program of activities launched in the teens, and the Camera Club, a science group called the Ephatha Club, Le Cercle Francais, the P.E. Major Club, two Social Science Clubs, and a World Politics Club (later called the International Relations Club) made their appearance. Most of these were ephemeral, but the last named maintained itself from 1926 until mid-century.

At the same time there was a proliferation of social clubs. During the early twenties, as in the late teens, a good many were formed on a geographical basis, including Lewis and Cowlitz County, Norcentra, Skagit County and Tahoma. The Boosters, the Pep Club and the Valkyries were especially concerned with the development of school spirit; the third of these still functions vigorously. Organizations for women included in the early twenties the previously established Young Housekeepers and the Business Girls' League; in 1923 the Women's League, a precursor of the Associated Women Students, was formed, and in the following year a Dames' Club for married women students and wives of men students was organized.

Of special significance was the appearance of a men's club, Hyiu Yakanati (a Chinook Indian expression meaning "much alive"), in 1919 under the sponsorship of Dr. Miller. Before this time there had been little in the way of organized social life on the campus for men. In 1915 a Normal School YMCA had been established with a program of weekly meetings for Bible study and occasional "socials," but this had lapsed during World War I and did not flourish after its revival in the academic year 1918-19. Hyiu Yakanati therefore met a long-felt need and was an omen of the increasingly important role to be played by men in the life of the institution. Further signs were the appointment of Dr. Miller as Adviser of Men by President Nash and the selection in 1924 of W. J. Marquis as the first Dean of Men. While Hyiu Yakanati itself was short-lived, it was the forerunner of several similar organizations, including the Men's League of 1930, the Men's Club of 1931, and the Norsemen of the forties.

During the twenties both athletics and scholarship were for the first time related to club activities. With the formation of the Women's Athletic Association in September, 1922, the emphasis shifted from competition in women's sports to recreation and diversified physical activity. This organization in 1927 undertook the purchase of a ten-acre tract on Sinclair Island and the establishment of Viqueen Lodge in furtherance of its program. On the other hand, the men formed in 1922 a "W" Club to honor the winners of letters in intercollegiate sports. Two years later the administration and the faculty decided that scholarship is no less worthy of recognition by an honorary society than athletics, and the Scholarship Society was established under the sponsorship of Edward J. Arntzen, who continued to act in that capacity for many years. As a further mark of honor for scholarship a handsome cup was initially awarded in the spring of 1931 to Wilfred E. Gunderson.
as the freshman student of highest scholastic attainments during the preceding academic year. Since then the Freshman Scholarship Cup has been inscribed with the names of students who as alumni have consistently done intellectual honor to their Alma Mater.

By the middle of the twenties it had become evident to the faculty and administration that the varied activities of the many clubs needed some coordination. Therefore a Students’ Organization Council was constituted in the spring quarter of 1926 with Miss Hilda F. Rosene as faculty sponsor. In the academic year 1928-28 this council was reorganized under the name of the Inter-Club Council and continued to regulate all club activities under the guidance of Nora B. Cummins, who as Director of Student Organizations served as a representative of the faculty and the administration.

An upsurge of interest in speech activities was shown during the twenties by the formation of the Guy Allison Debate Club (1924) and the Gavel and Pulpit Club (1928). The first of these was named after Guy S. Allison, a graduate of the class of 1907, who in 1921 offered a silver loving cup as a trophy of victory in debates to be staged by the three normal schools. The first contest was held in March, 1921; Bellingham was the loser. The second contest had a similar result, but in the three following years, under the coaching of Alma Madden and Horace G. Rahskopf. Bellingham staged an offensive that ended in the capture and permanent possession of the Allison Cup. In the meantime debates with teams of other institutions, including Linfield College, Pacific University, the University of Washington and Oregon Agricultural College were held, and in succeeding years Colorado College and College of the Pacific were added to the list. Intercollegiate competition became even keener in the years 1929 to 1931, when debate of the no-decision, cross-examination type was introduced. Teams of men competed with representatives of the College of Puget Sound, Seattle Pacific College, Pacific Lutheran College, Weber College, Oregon State Normal School, University of Washington Freshmen, Pacific University, Oregon State College, Linfield College and Centralia Junior College; at the same time Bellingham’s women debaters were matched with teams from several of the institutions just named. Through most of this period intramural speech activities, such as debates between literary clubs and five-minute extemporaneous contests, were also maintained.

Interest in the drama continued unabated through the twenties and after. Plays were produced under various auspices — the Thespian Club, the Drama Club, the Junior Class, the Senior Class, and the Drama Department — with Mr. Hoppe and Miss Madden as directors. Particular attention was given to Shakespeare, beginning in 1924 with A Midsummer Night’s Dream, which was staged in the Greenwood Theater, that is, on the knoll, and included Twelfth Night, As You Like It, Romeo and Juliet, which was another Greenwood production, and The Merchant of Venice.

Meanwhile musical activities, both vocal and instrumental, were developing. Among the vocal groups at various times were the Evening Chorus, a Normal Quartet of women, the Choral Club, the Choral Society, the Clef Club for Women, a Boys’ Quartet, the Men’s Glee Club, a Double Quartet of mixed voices, a Ladies’ Sextet, a Women’s Chorus, and a Men’s Chorus. The most ambitious vocal performances of the period were an operetta, In India, and an oratorio, The Seven Last Words of Christ, which were produced in 1921 and 1926 respectively. More difficulties were encountered in the building up of instrumental organizations. John Roy Williams had an orchestra of only eight in the academic year 1921-22, but two years later the number of players

had increased to 27. This gain was not maintained, however, for in 1926-27 there were only 10 in the orchestra, which was by this time under the direction of Harold B. Smith. The new conductor was obliged to recruit his organization with musicians from off the campus, so that in 1930-31 he had under his baton a little Symphony Orchestra with 45 members, 14 of whom were members of the Seattle Symphony Orchestra, the remaining 31 being from the Normal School and the city of Bellingham. Unfortunately this organization was short-lived, and two years later a Normal School Symphony of smaller dimensions was again working under the direction of Mr. Williams. Besides the performing groups, there appeared on the campus in the middle twenties the MacDowell Club, which engaged in the study of the lives and works of composers.

Although World War I caused the curtailment of the athletic program, by the academic year 1919-20 Normal School basketball teams were again engaged in intercollegiate competition. Football was resumed the following year and suffered no further interruption until World War II. Competition in this sport with the sister institutions at Cheney and Ellensburg became keener with the passing years and was finally established on an annual basis. There was an upsurge of interest in track in the middle twenties which led to meets with the University of Washington Freshmen and to a series of Tri-Normal meets; Bellingham won the championship in 1927. In other sports for men, such as baseball and tennis, interest was not so well sustained on the intercollegiate level. Through the whole period intramural sports activities for both men and women were lively and became increasingly diversified.

Noteworthy in the twenties was the emergence of an elaborate program of outdoor recreation for all students, especially during the summer sessions. Before 1916 picnics and salmon bakes and barbecues had been held by social and literary clubs, but not until July of the year named did the first all-school recreational event take place. This was a train trip to Glacier, where the students were divided into groups to take hikes along various trails. There were other excursions and picnics of a similar character in the years immediately following. In the fall of 1919 Albert C. Herre called attention to the recreational potentialities of Mount Baker and in the following summer led the first school-sponsored ascent. The mountain became such an attraction that in a few years the Normal School joined with the Mount Baker Hiking Club to construct Kulshan Cabin, which was formally opened October 10, 1925. In the meantime a ninety-acre tract on the shore of Lake Whatcom had been acquired by the school for recreational purposes. This was named "Normalstad" in 1922 and was improved and renamed "Lakewood" during the thirties. Not only Lake Whatcom but also the labyrinthine waters of Puget Sound offered recreational opportunities, so that in the summer of 1922 the first all-school excursion by steamer to Victoria was arranged. By the middle twenties other summer recreational activities had been added, such as trips to industrial plants in Bellingham, short evening hikes, Saturday trips, a salmon bake, and hours for play and dancing. The program had become so elaborate by 1930 that a special Summer Recreation Bulletin was issued in order to give full coverage to the plans of the Recreation Committee of the faculty. Particularly active on this body in the twenties and thirties were Lillian George, Elizabeth Hopper, Ruth Weythman (now Mrs. J. M. VanWickle), Mr. Arntzen, Dr. Bond, Mr. Kibbe and Herbert C. Ruckmick. In 1949 the committee began to function the year round in order to take care of its work properly. When a program advertising the College Summer Session in state and national educational journals was launched in 1949, recreational opportunities were given special prominence.

The program of recreation was not confined to the Summer Session. During the late teens and after, an all-school picnic at the state park or Normalstad became
Normal School, 1899-1933

prominent among the events of the spring quarter. In the early twenties regulations were liberalized to permit social dancing on the campus. In 1926 the first Campus Day, combining work and play, was held, and this became an annual affair, although play in the course of time crowded out the work.

The great variety of student activities during this period was reflected in campus publications. The series of Klipsuns continued without interruption, and the weekly school newspaper, The Messenger, met all of its deadlines until the spring quarter of 1928. Its successor was the weekly Northwest Viking, the name being suggested by Mary Hibner of the Messenger staff. During the next year several useful publications appeared, that is, a Student and Faculty Directory, the Self-Starters, which was issued by the Standards Committee of the Women's League, and a Blue Book of general information about the school, the last two being precursors of the Navigator. The short-lived Red Arrow, previously mentioned as the literary outlet for the Scribes' Club, was followed in the academic year 1930-31 by The Pink Pistol, a humorous magazine, which had an even briefer career.

Thus did life on the Normal School Campus share the vicissitudes of the national life during the 14 years preceding 1933. Enrollment rose and declined as requirements for teacher certification changed. The Great Depression that began in 1929 created serious problems for students and faculty and the institution as a whole. Yet in spite of the disconcerting experience of educational inflation and deflation, the Normal School continued to make improvements in standards and programs. In the fall of 1933, with the most acute phase of the Depression past, hope and confidence budded anew on the campus, and the dignity recently achieved by the Normal School's awarding of the degree of Bachelor of Arts in Education gave everyone a heartening sense of new responsibilities and fresh possibilities for institutional growth.
THE FIRST CANDIDATES FOR THE BACHELOR'S DEGREE, AUGUST 1933

The Physical Education Building, completed in 1935.

The undefeated 1938 football team, champions of the Western Intercollegiate Conference.