2. Bishop Barnwell's College

A photograph of the student body and faculty, taken opening day, September 6, 1932, and a portrait of Bishop Middleton S. Barnwell, prefaced Eugene Chaffee's history of the college. In chapter one, "Birth Pangs," he recalled the circumstances that preceded that memorable day when forty-one young men sat on the lawn in front of their Episcopal school. Thirty-seven young ladies stood on the steps above them with Bishop Barnwell and fifteen full or part-time faculty wearing academic robes.

St. Margaret's Hall, a Gothic stone-trimmed, three-story brick structure erected in 1892, on Boise's tree-lined Idaho Street between First and Second streets, had been a girl's preparatory school for forty years. Nearby stood the rectory (restored at the old state penitentiary in the 1970s), a frame gymnasium named for Bishop Ethelbert Talbot, and a one-story classroom building which honored Frances Buchan, the first principal of St. Margaret's school. On the corner across the street from St. Luke's Hospital (opened in 1900) was a small chapel called Trinity. In the center of the block southwest of the campus was the two-story stone Assay Office erected in the 1870s, still well preserved in the 1980s.

St. Alphonsus Hospital, built by the Catholics in 1895, was several blocks northwest of the college campus near the Ada County Courthouse and the State Capitol Building (completed in 1920) which occupied two blocks at the eastern end of downtown. The freshmen were a pleasant seven block walk from the business district dominated by what was then Idaho's tallest building, the recently completed twelve story, sculptured concrete Hotel Boise. The popular turreted Idaho (1900), and the Owyhee (1910) hotels were several blocks west of the red brick and frame buildings housing "Chinatown," largely along Seventh Street (Capitol Boulevard) south of the State House.

The Public School Field (Cody Park, acquired in 1930), which eventually became a junior high school campus, was three blocks southeast of St. Margaret's Hall, beyond the intersection of Broadway and Main Street, which at this point became Warm Springs Avenue. At the east end of this avenue laced with streetcar tracks, where many of the wealthy and influential bankers, lawyers and merchants lived, was the aging Natatorium swimming and dancing spa, erected in 1892. The striking sandstone City Hall, unfortunately removed a decade later, stood in the heart of Boise's business hub, and the Carnegie Public Library (1905), so vital for the college students for many years, was near the high school between Eighth and Ninth Streets. The bell towers of the grade schools, and the steeples of more than twenty churches representing, besides the major denominations, Adventists, Jews, Christian
Scientists, Mormons, Friends and Nazarenes poked above houses throughout the neighborhoods. The largest theater was opened by three-term mayor James E. Pinney in 1908; the newest was the ornate and exotic Egyptian completed in 1927. Municipal Park off Warm Springs Avenue was about ten blocks southeast of St. Margaret’s Hall, while Julia Davis Park (once an orchard) bordered the north side of the Boise River across from the municipal airport which would eventually become the college campus.¹

The nation’s depressed financial condition was dramatized in Boise a few days before the college opened when the mature, heretofore reliable Boise City National Bank, founded in 1886, collapsed in late August. Subsequent depositor runs forced the first bank with a national charter (1867) to close temporarily, leaving Lynn Driscoll’s First Security Bank to function alone until October. This crisis just days before students arrived, excited the community when Barnwell and his faculty opened the semester.

Franklin Roosevelt’s bank holiday followed in March, 1933, and Idaho’s cooperative governor C. Ben Ross soon formed favorable relationships with New Deal agencies that eventually allowed more money per capita for Idaho than Congress spent in most western states. A few dollars trickled down to higher education, while federal money was allotted for needy students by the National Youth Administration.

Some of the young men who served in the Civilian Conservation Corps (Idaho had about fifty CCC camps) saved part of their government pay. Other fortunate students found part-time work. The college was largely dependent on the Episcopal Church (for two years), registration fees and the contributions of community groups until the Legislature passed a junior college tax law in 1939.²

While mentioning certain events preceding the founding of Boise Junior College, Chaffee cited the plan Chicago’s Leonard V. Koos prepared for the Boise Independent School District in 1930. Koos had urged that the college be housed
with the high school, and principal D.H. Halloway had asked that this be done after observing the summer programs on his campus. However, the Board objected.

Already planning to revamp the traditional two-level, eight and four-year system by establishing the city’s first junior high school, the Board decided both the intermediate school and the college could not be funded. Besides, they were unhappy with superintendent Charles Dienst, who had asked Koos to make his study. The principal of the high school before accepting the superintendency in 1925, Dienst was a “cock-pit executive on a solo flight... who knew more than Christ,” said one strong-willed trustee who had suppressed fraternities and sororities. Also dissatisfied with the football coach and the librarian, the trustees fired them, while Dienst’s contract was not renewed some months after the Episcopal Bishop began what the school board and other officials were not quite ready to do.3

THE BISHOPS

Builders of institutions of higher learning, particularly after Bishop Philander Chase opened Kenyon College at Gambier, Ohio, in 1824, Episcopalians and other theologians planted numerous schools, academies and colleges as Americans migrated westward. Idaho’s first Bishop, Daniel S. Tuttle (1867-1887), encouraged the founding of St. Michael’s parish school, opened in Boise by G.D.B. Miller two years after the Civil War. Believing education and religion went hand in hand, Tuttle organized additional schools throughout his missionary district, which included Utah and Montana. His successor, Ethelbert Talbot (1887-1899), the nameless Episcopal Bishop of Wyoming in Owen Wister’s The Virginian, was responsible for the 1892 completion of St. Margaret’s Hall on land Tuttle had acquired. After Talbot’s departure, James B. Funsten (1899-1918) enlarged St. Margaret’s Hall, and his successor Frank H. Touret (1919-1924) continued the school.4

Shortly before Touret’s resignation due to illness, and the arrival of Kentucky-born (1882) Middleton S. Barnwell, the Department of Religious Education, formed in 1920 within the National Council of the Episcopal Church, appointed a Commission on College and University Work. Barnwell, who had married Margaret Lighthall in Syracuse, New York in 1912, was a field secretary the year before his
consecration as Bishop of Idaho in 1925. The "infectious ardor" of his colleague who headed the higher education commission made the church "college-conscious," and Barnwell, with degrees from Virginia Theological Seminary, believed as had Tuttle that education was "the chief handmaid of religion." This conviction was expressed in 1931 by a contributor to the Journal of Higher Education, who concluded that church-related colleges should provide a liberal arts curriculum, rather than technical or scientific education, with emphasis upon teaching rather than research. This is what Barnwell had in mind when he founded Boise Junior College. 5

Barnwell was not a professional educator. However, he arrived in Boise with previous experience in higher education and he soon learned that public school officials, businessmen and civic leaders had been discussing college needs for more than a decade. Many years later, after retiring as the Bishop of Georgia, Barnwell told Chaffee, "I only laid the egg, but you hatched it." While admitting, "I am no educator and never have been," he was the persistent promoter of the college when, as he said later, "Practically every organization in the city, even the newspapers were against us."

Some Episcopalians and other former students who had attended St. Margaret's School for Girls, or enrolled their children there, were also negative. A member of the 1927 class whose mother had graduated in 1897, recalled that some faculty and students had felt that Barnwell was not as interested in the school as his predecessors, Talbot, Funsten and Touret had been. Friendly, yet not as attentive, the Barnwells were, nonetheless, in harmony with the Episcopal commitment to higher education. Thus, Boise Junior College was an outgrowth of the Bishop's attitude. Getting rid of the girls' school by turning it into a college was "a wonderful way to do it," this St. Margaret's alumna admitted. 6

Barnwell concluded that certain townspeople who were reluctant to endorse his proposition in 1932, opposed the establishment of a college. Hesitant at the time, some of the people who remained undecided, such as banker Lynn Driscoll and other members of the Chamber of Commerce, became ardent college patrons long before it became a tax-supported institution. Several of them came forward when Barnwell stepped down, after the National Council of the Episcopal Church found it necessary to reduce severely its 1934 budget. 7

A Boise resident since 1925, Barnwell was acquainted with many of the civic leaders when he decided to commit the southwestern region of his diocese to the college. In seeking patronage beyond church membership the Bishop had two related objectives in mind; financial assistance since the school would enroll students of all faiths, and the eventual perpetuation of a public institution. Since the School Board and the Chamber of Commerce were not yet ready to actively endorse the recommendations of educators who had urged the formation of a junior college, the Bishop would establish one, asking only the "wholehearted support of Boise."

Understandably, Barnwell was disappointed when the reaction, as he met with individuals and various groups, seemed to be halfhearted. Recalling the Bishop's efforts two years later, the Capital News observed that Barnwell's idea, one of "high purpose and courage," had succeeded "despite an apathetic community attitude that was at times almost antagonistic." 8

When the college opened, the Statesman announced the convocation planned for the following day and recalled the highlights of the occasion thereafter on the front page, including Barnwell's speech on the value of education. He would like to be selfish and trade places with them, Barnwell told the freshmen, because the next fifty years were apt to be the most wonderful the world had ever known. Believing that Versailles had brought to a close the "war to end all wars," the Bishop said that "in
the old days the world was for the soldiers, then the idealist; today a new type of leader is required. One who sees life not in terms of power nor of wealth, but in terms of service." And during the months that followed the Bishop practiced what he preached as the college got underway.9

For the Bishop and most of the people involved the experience was a labor of love; starting a college was exciting, absorbing and challenging. The students, Eugene Chaffee recalled, were "hungry for education" and the faculty led by Dean Dorothy Atkinson, with a doctorate awarded by the University of Washington, worked well together. Salaries were not large enough to attract highly qualified people had there been jobs available elsewhere. Chaffee, hired to teach history and supervise physical education classes, believed he was the only history graduate at Berkeley who secured a college position and two of his BJC colleagues made similar observations.10

Public school salaries were "greatly reduced," the State Board admitted in 1932, and twenty-three one-room rural schools had been closed. Salaries began at thirty-five dollars a month, and several teachers "patriotically volunteered" to instruct for room and board. However, a member of the first BJC class taught grades four through eight the following year at Sweet, northwest of Boise, for sixty dollars each month (plus another five for doing the janitorial work); about half the salary of her instructors at the college. The several doctorates were paid $1,300 for the school year, which was less than salaries in the junior college division of the University of Idaho, then in its fourth year.11

Boise Junior College instructors, who began at about $1,000 with room and board, were paid slightly less than some of the older high school teachers. Faculty living in their own homes or apartments received the same amount with no compensation for room and board, while salaries at Pocatello's junior college ranged from $1,500 to $3,000 during the early 1930s. Among the better paid professionals in the area, the professors "had a feeling of affluence in comparison with the boys from the farms," who were getting twenty-six cents for a bushel of wheat. Yet Pocatello's school was struggling because the Legislature's appropriations decreased by over thirty percent. Albion Normal School's president Clarence E. Bocock, who died in an auto accident shortly after the fall, 1932, term opened, had cut expenses to
Boise State University: Searching for Excellence, 1932-1984

the point his successor found nearly $10,000 of the budget unexpended. All of this “surplus” reverted to the state.12

Oklahoma's junior college salaries, which started at $1,800 for instructors, averaged about $2,000 for professors. In Utah, where the Mormons were turning their colleges over to the state, the “meagerness” of the wage-scale was “almost beyond belief.” Some of the instructors at Dixie College in St. George received $1,000, but the median in 1934 was equal to the top salaries at Boise Junior College in 1932. At Weber College in Ogden, eight of the twenty-five faculty members were paid $1,600 while six at the bottom of the scale taught for $1,000 or less. Thus, compensation at the private college in Boise was about the same as some of Utah's public colleges, but lower than wages paid in Pocatello, where salaries were less than the pay at Moscow.13

T H E F A C U L T Y

A regular paycheck was denied thousands of Idahoans, including some educators, when Barnwell's faculty eagerly joined him in his venture. “Instructors were easy to get,” Eugene Chaffee recalled, and teachers with master’s degrees, if not doctorates, were readily found until World War II. Elsie McFarland, with a University of California Ph.D. in language, was teaching at a small college in Spokane when she heard that a similar school was opening in Boise. Paid just $360 a year at Spokane, plus a box of apples, twelve cans of kitchen cleanser and a dozen rolls of toilet paper, McFarland gladly accepted the slightly over one thousand dollar salary Barnwell offered with a room at St. Margaret's, board and laundry. “It was as if the heavens had opened,” she recalled at an alumni banquet many years later. With the job market so tight, the faculty, Chaffee wrote, “was even more closely welded than were the students.”

Curriculum planning and problem solving were commonly shared by the dozen people attending faculty meetings. “Grading,” it was decided during the September 22, 1932, meeting called by Dean Atkinson, would be based upon a standard rather than a “curve system.” A week later the student government committee, chaired by Chaffee, proposed guidelines that were adopted and the students proceeded to organize. Elsie McFarland’s curriculum committee invited two students to join them, the beginning of what Chaffee considered an “unusually intimate relationship . . . of students to faculty.”14

The Boise experience was much the same as it was at other struggling private junior colleges where learners and teachers were drawn from a homogeneous society, but the faculty and students of the class of 1932, who returned in May, 1982, for the fiftieth anniversary banquet, felt that their school had been something more than ordinary. Former professors, a librarian, an engineer, a musician, and a retired military officer recalled that while Bishop Barnwell, who was busy with church responsibilities did not instruct, the door to his office in his home near St. Margaret's Hall was always open, as he encouraged the development of a congenial campus life.

Barnwell, who presided over the college without pay, was an attractive man, an articulate speaker and a quick thinker, recalled James Strachan, whom the Bishop appointed head of the music department. Organist-choirmaster at St. Michael’s Cathedral and composer of the college hymn “Les Bois,” Strachan developed his courses with eventual University of Idaho accreditation in mind. Barnwell gave him a free hand to do what he thought best. The department offered no salaries. Voice
instructor Lucille Forter, who had studied in New York and London and violinist Kathryn Eckhardt, recently a student in Vienna, received room and board plus the fees they charged their private students as did Adelaide Anderson, a graduate of Chicago Musical College. After money became available for salaries, the music courses became one of the notable features of the curriculum.

Camille Power, a University of Illinois graduate with a masters degree, found Barnwell to be an "outgoing, sympathetic, charming person," when the Bishop interviewed her in Chicago. Although he told her he was ashamed to offer such a small salary, Power did not hesitate, and came to Boise to teach French and Spanish. She soon became acquainted with Ada Yost, a University of Idaho graduate in English, and chemist Louise Jones who had been teaching the girls at St. Margaret's since 1922.

Eugene Chaffee, a graduate of Occidental College founded by the Presbyterians (the church of his father, a minister) in Los Angeles, was a University of California graduate student home for part of the summer when he met Barnwell. Dropping by St. Margaret's Hall, Chaffee found that the clergyman was also a carpenter, building a chemistry lab and working on the gymnasium. Barnwell was, it seemed to Chaffee, a "Southern gentleman" who was very adaptable. "His . . . personality . . . did much to make the college succeed" during his two-year "trial run." 15

Shortly before Chaffee's visit, Barnwell said at a May, 1932, P.T.A. picnic that the non-sectarian school he proposed should not become a burden for taxpayers. However, the college was destined to become a state institution some thirty years later. It was Barnwell's responsibility for two years, a private college incorporated by Boise businessmen the next five years, and a public college supported by the taxpayers of the district until the state took over in January, 1969. 16

To say that Barnwell's trial run laid a firm foundation for a permanent institution would be stating the case too strongly. Had the individuals who continued the college for a variety of reasons not stepped in to form a private corporation, the life of the school would have been just two years. Yet, as members of the faculty and the student body testified, the Bishop's college was successful in terms of a pleasant, productive academic experience for both learners and teachers.

Most of the classes were accredited by the University, while the student body increased to 125 (eighty percent from Boise) the second year. Developing a liberal arts curriculum with exceptional music and language departments for such a small school, the faculty encouraged student government and coached athletic teams that brought recognition to the college.

Had the Barnwell years not produced an institution of worth in the eyes of the incorporators of 1934, the college would not have been continued by them and probably no one else. Thus, the students who took their studies seriously and participated so enthusiastically in sports, drama and other extracurricular activities, were responsible, along with a determined faculty and a dedicated churchman, for the creation of an attractive community asset.

Bishop Barnwell and friend. Shirley Barnwell Gleason
School Bells

Kenneth Robertson, president of the first class as well as the captain of the football team, and another high school senior, Dean Kloepfer, had urged Barnwell to make the college coeducational. When classes began, these eager petitioners who were unable to attend college elsewhere, were enrolled without charge. Barnwell probably paid the $60 tuition out of his own pocket, Robertson believed. They purchased their books and supplies, but these things were their only direct expense while attending Boise Junior College the next two years.17

William Jorgensen, who came to Boise from Pocatello in 1931, also found Barnwell to be a "great benefactor." Jorgenson's mother, reading about the college in the newspaper, encouraged her son to apply even though the two dollars a day he was earning digging ditches was needed for family sustenance. Aware of his poverty, Barnwell's secretary Katherine Cole (who doubled as registrar) allowed Jorgensen to enroll without a fee. In lieu of paying tuition, he pressed the electric button in the auditorium that rang bells at the beginning and end of each fifty-minute class. Jorgensen remained the bell-ringer until graduation, when Cole's successor Mary Hershey (who also taught Latin) was assigned the task. Noting that she was occasionally too busy or forgetful, engineering and physics instructor Douglas Cruikshank set up an automatic system.

Ringing bells to mark the beginning and end of classes, soon to be discarded by many colleges, was as traditional as the large covered bell mounted on top of school houses and churches. Also commonplace was the practice of addressing students as mister or miss and the use by students of proper faculty titles. This acceptable formality contributed to high morale, some alumni recalled, remembering that there was a salubrious intimacy between teachers and learners. Contrasting college life with their high school experience, they felt that their professors treated them as mature individuals. In so doing, the level of instruction was "quite collegiate." Barnwell, an informal person willing to set routine church duties aside, built a testing device for the psychology lab, delivered an occasional lecture, and addressed the student body assembled in St. Margaret's Hall. Appearing with him occasionally was St. Michael's Dean Frank Rhea, who became the Bishop of Idaho several years after Barnwell's departure.18

Many of the colleges founded by religious bodies eventually became secular with token support from the founding church. Launched by the Presbyterians in the 1890s, the College of Idaho at Caldwell was this kind of institution by the 1930s, as was Chaffee's alma mater, Occidental College in Los Angeles. The Rexburg and Nampa schools remained sectarian, as did St. Gertrude's College in Cottonwood, but Barnwell never considered Boise Junior College to be a religious school.

The Bishop was tolerant and broadminded, alumni and teachers remembered, and on one occasion instructors found reason to be forbearing. Dropping by Atkinson's
office, where several teachers consistently gathered on Friday afternoons, Barnwell offered cigarettes while betting one of the women she could not smoke a cigar. Rising to the challenge, she puffed while the Bishop held the match. Moments later she felt quite ill.

Prominent among campus visitors was William E. Borah, at the height of his Senate career by the 1930s, who addressed the need for recognition of Russia during one of the assembly programs held in Trinity Chapel. Unlike the days when St. Margaret’s was an Episcopal school for girls, the chapel had become a universal structure. Years later, long after the college became a tax-supported institution, the frame church erected by Daniel Tuttle, the first Bishop of Idaho, was moved to the campus and Christ Chapel, like Trinity at St. Margaret’s fulfilled campus needs.¹⁹

ORANGE AND BLUE

Elected president during the first assembly convened soon after classes started, Kenneth Robertson met with the council, chosen (as he was) by a “standup vote.” Together, they wrote a constitution for the student body based largely upon a similar Boise High School document. Individuals and committees recommended a name for athletic teams, school colors, and a pep song. The melody for the song was “stolen” from Cornell University, while orange and royal blue were chosen because no other school in the region had this combination. “We knew the horrible colors of the teams we played,” Robertson recalled.

Organized inter-collegiate athletic contests were not attempted the first year when theater was a major activity. Once fielded, the football squad, named “Broncos” by a near unanimous vote of the student body, wore cast-off uniforms during the four games played the fall of 1933. Coached afternoons by the high school’s ”Dusty” Kline until Max Eiden arrived from the University of Idaho in 1934, the team’s wins and losses were about even.

The basketball team, coached part-time by bookkeeper Stanton Hale (who would one day head an insurance company), practiced on the gymnasium’s hardwood floor laid upon concrete, and played some games in the high school gymnasium where they competed in the city league. Always short of funds, the athletic teams did not travel widely. Exceptional was a trip by bus to Eastern Oregon Normal School at LaGrande, where the crowd laughed when the “pintos” jogged onto the floor because most of the Oregon players towered above their young opponents. However, spectators cheered when the Broncos won the game.

Considering the variety of sports for women, Boise Junior College seemed ahead of the times. But the situation was a matter of circumstance. Ruth Payne was named the full-time instructor for female physical education before Barnwell decided to enroll boys as well as girls, and there was a scramble for coaches when more males than females registered. Chaffee assisted the track team while the high school’s Kline coached football until Eiden took over. Jeanne Meyers replaced Payne in 1934, and fresh orange and blue uniforms were acquired for the pep band as well as the varsity teams.²⁰

Boise Junior College was similar to other schools rather than different, as far as women’s athletics were concerned. Most colleges had been offering intramural basketball, tennis, swimming and other sports for women, as well as men, for many years. Once underway, there was little treading of unusual curricular ground at Boise. Still the school did not simply mark time during the Barnwell years. Most of
the students returned as sophomores and the next freshman class was larger than the first one. Capable music instructors attracted talented students ("Music Week" was a local tradition) as the double-quartet Songsmiths and the Glee Club began performing in nearby communities.

"Frenchies," a candy and soda fountain place about four blocks east of St. Margaret's, was a gathering spot, while the campus "hang-outs" were near the auditorium entrance and around the handful of vintage cars parked nearby. Boys frequently collected at the gymnasium, making it resemble a young men's club, one student recalled. It had ping-pong tables but less heat than the other buildings. Nevertheless, some assembly programs were held there and Talbot served admirably for matinee dances. The outdoor place for conviviality was the plot of grass with a stone bench called the "backyard campus," which was much smaller and therefore much more intimate than the front lawn. "There is a friendly spirit of comaraderie in our backyard; we have many common interests," a coed recorded. Mingling with students and other faculty there, Elsie McFarland grew tired of the overused slang expression "snazzy" she heard repeatedly. Boys, girls, popular attire and cars were snazzy, exuberant admirers frequently exclaimed.

The library, a pleasant reading room in the Hall's Annex seating about thirty readers, housed slightly more than two thousand volumes by the end of the first year. Of this number, less than three hundred books had been added to the St. Margaret's collection; which included about five hundred duplicates and several sets, Elizabeth Buehler reported in June, 1933. Remarkably, only one replaceable volume valued at sixty cents was missing. About six hundred books were received the following year plus thirty-three periodicals, which made the tiny library seem stuffy.

Students studied at the public library several blocks west of campus when ventilation and heat were "practically minus quantities" in St. Margaret's Hall. Scholars returning in September, 1939, found that the library had been moved to the auditorium where over a hundred students could be accommodated. Lighting had been improved, and about nine hundred volumes enhanced the collection. While adequate at the time, more space was needed the following year and twenty-five years were to pass before the college was able to construct a legitimate two-story library building.21

Remembered by members of the class of 1934 were the occasional afternoon teas, hosted by Margaret Barnwell in the rectory, or Bishop's House as it came to be called. The conversation there and the affability of the Barnwell's and the faculty led Chaffee to conclude that the college had enlisted "a happy group of adults and . . . students" who developed friendships in the classroom, around campus, and in the corridors. This intimacy and familiarity also bred mischief during the school's first year.

Toilet bowls snitched from a storeroom were sitting on the desks of Ada Yost and Eugene Chaffee when they arrived well-primed for their lectures the morning after Halloween. Both teachers managed a good-natured reaction, but the second time someone put one of the glossy white commodes on Yost's desk, she turned to the boys thought to be guilty and ordered the toilet's removal. "If this happens again you can take turns sitting on it during class," Yost scolded. The bowl never appeared in the classroom again.

Yost, Chaffee, art instructor Kathryn Crossman and other teachers gained student approval of certain rules such as the ban on smoking, which were generally observed. Mentioned in the twelve-page 1932 catalogue were respect for order, morality, personal honor, and the rights of others. Those who failed to express an
"appropriate attitude" toward the college, the instructors, and their studies might have their registration cancelled, but discipline problems were rare. Most of the students were like George Taylor, who confessed, "I was so overjoyed to be able to start college . . . that tiny institution . . . took on the awesome proportions of Harvard, Columbia or Oxford."

Pauline Johnson, another member of the 1934 class of twenty-seven graduates, recalled that students and faculty were "all poor together and nobody seemed to mind." She could not remember who had cars, but recalled that there certainly was no parking problem around St. Margaret's Hall. Among those who lived there was
uncle "Mid" and aunt Margaret's niece, Shirley, whose home was in Glenarm, Kentucky. Shirley retained fond memories of the girls there, carrying on correspondence with several of them and her closest friend Dorothy Hallett, the Barnwell's English maid.22

Financial crises required Barnwell, who would reluctantly withdraw church support at the close of the second year, to consult frequently with his advisory board of eleven men and women representing various community interests. The budget was lean, nevertheless they agreed that the students should have a newspaper, *The Roundup* (first published in October, 1933) and the 1934 yearbook, *Les Bois* (dedicated to the Bishop) despite the shortage of funds. Departing for New York with Margaret shortly before the first issue went to press, Barnwell told editor Victor Lemon he planned to be a frequent contributor as the newspaper became a binding influence upon the student body. Although the football team had fumbled the ball several times while losing, 6-0, to Catholic St. Joseph's School, Barnwell congratulated them in the campus press because the boys clad in orange and blue had displayed courage and fairness. Years later when the newspaper was changed from *Roundup* to *Arbiter*, Chaffee supposed some people felt the need for a more pretentious name. It became simply *The University News* in the 1980s, while *Les Bois* was no longer published after 1978. So important to the members of each class, the newspaper and the annual remained an entertaining and valued record of former activities and a source of enjoyment at alumni reunions.23

**F R O M   C H U R C H   T O   C H A M B E R**

Like Annie in the popular musical based upon the famous comic strip of the 1930s, the college became an orphan when the Episcopal Church decided to withdraw assistance early in 1934. While the church furnished the physical plant, much of the money expended beyond the sixty dollars tuition each semester was raised by Barnwell and his friends. Nonetheless, the Bishop had warned in 1932 that his church probably would not be directly involved for more than two years. The campus structures could be made available for a token one dollar a year, but operating expenses had to be found within the community. Colleges were phased out all over the country during the Depression, and the survivors were in places such as Boise where sympathetic citizens scantily sustained the institution.24

The newspapers and the Chamber of Commerce, reluctant to endorse the Bishop's proposed enterprise during the spring and summer of 1932, were generally committed two years later. Converted to his cause, editors, bankers, lawyers and merchants came forward when Barnwell told them he must step down. "Junior College in Peril," the *Capital News* declared in April, 1934, while recalling that the launching of the college had seemed "ultra-daring." Now it was far too worthy and necessary to be permitted to perish. Just two days later the press reported that the Chamber of Commerce was seeking ways to finance the college.

Attorney Oliver O. Haga told the *News* he was convinced that Boise should do everything possible to keep the college, one of the "large assets" of the community. Financier Theodore Wegener agreed, otherwise "we should certainly be foolish." Thereafter, the Chamber's Edward Sproat appointed a committee, following Barnwell's address, and the officers proceeded to incorporate the college.25