

Birth Pangs

CHAPTER I

Boise State College as it exists today, has a combination of ancestors from older sections of this nation and, as will be revealed in the following paragraphs, has developed from a combination of secular and religious efforts. People coming from different areas brought to Boise the ideas they had received from educational studies and from the experience of other individuals who came here. The newcomers were not necessarily educators; often they were business and professional men. They brought to Boise the thinking on higher education of New England, the Middle West, California, and the South.

Also, of course, professional educators contributed much to the educational thought of this region. First there was the Elliot, Judd, and Strayer report of 1913 which resulted from studying the needs of Boise public schools and which stated that a junior college was needed to fulfill the educational needs here in Ada County.¹

One year later, Dr. E. O. Sisson, Commissioner of Education for Idaho, stated that a junior college system was needed in Idaho and that Boise was one of the areas that should be considered first.²

In 1920, Dr. J. B. Sears made *The Boise Survey* and again the need for a college in this area was expressed.³

Actually, the first independent study was one brought about through the efforts of Dr. Charles F. Dienst in 1929, when, as Superintendent of the Boise Independent School District, he urged the Board of Trustees to bring an expert in to make a study on establishing a junior college along with one on junior high schools. The person selected was probably one of the most outstanding writers in this field—Dr. Leonard V. Koos of the University of Chicago. He arrived in Boise in January of 1930 following a statement by the Board of Trustees and Superintendent Dienst: "Dr. Koos of the University of Chicago is making an important study of conditions. He could present his findings at community meetings. A printed report will be made available to the people of the community. In brief, this investigation is to secure facts as a basis for the future education program of the community."⁴

Seven months later on August 30, 1930, the Koos' report was made and stated:

These recommendations are, that a junior college be established as a part of the public school system of Boise; that it be maintained in conjunction with the senior high school in the present high school building; that the complete developmental arrangements for the district include the plans already made for a junior high school reorganization, which by removing the ninth grade from the present high school, could make room for a junior college, include a library and laboratory, and provide a suitable gymnasium.⁵

While all the above recommendations were eventually fulfilled, they did not develop in exactly the way Dr. Koos and the local sponsors had expected. The junior college in Boise started as a private organization in 1932; the high school gymnasium was built and ready for use in 1936, and the new junior high school—now called North—opened in 1937. Because of depressed economic conditions, no attempt was made to make the junior college a public institution under the Boise Public Schools. However, by a ten to one vote, a public tax supported

junior college district was created in 1939. It was independent of the Boise Public Schools.

In the Intermountain West, collegiate institutions came into existence largely through the State or a sub-division of the State. In Boise, while public education indicated the need for higher education, it remained for a private religious source to satisfy this need; to initiate action. While secular studies showed the need and created the climate, Boise Junior College was born as an act of the Episcopal Church of Idaho through the decision of its bishop in September 1932.

In 1932, Reverend Middleton S. Barnwell, Bishop of the Protestant Episcopal Church (the oldest protestant church in Idaho), had a secondary girls' academy under his supervision at a time when such institutions had reached a low ebb due (1) to excellent public high schools and (2) to the immediate effect of the greatest financial panic or depression that America has ever experienced. At this time, Bishop Barnwell urged that the excellent plant consisting of St. Margaret's Hall and a number of auxiliary buildings be converted to a junior college, thus offering a college education to the young women who graduated from high schools in this area and were unable to go away to college.⁶

In early February of 1932, the Bishop took his plan to the Chamber of Commerce, and President H. E. McAfee of that organization appointed a committee to meet with the Bishop to consider the establishment of a junior college. On February 15, Mr. B. W. Oppenheim reported that his committee had met with the Bishop and had considered his two propositions: (1) that the Episcopal Church lease St. Margaret's School as a place to house a junior college and at the expiration of three years this property should be purchased by the community, or (2) that the church, under Bishop Barnwell's leadership, operate a girls' junior college for two years as an experiment in junior college work for Boise and the surrounding territory, ". . . asking only the wholehearted support of Boise in this undertaking."⁷

It was recommended by Mr. Oppenheim's committee that the Chamber of Commerce approve the latter plan, assuring the Bishop of the Chamber's support. This motion was carried unanimously.

In the spring of 1932, the Bishop appeared before the seniors of Boise High School and announced his plans to open a junior college for women the following September.⁸ This announcement came during the most discouraging part of the Depression of the thirties, thus affecting vitally the founding and growth of this institution.

Strangely enough, the principal support for the proposed institution came from those who were to be excluded—the young men of Boise High School. Led by their senior class president, Kenneth Robertson, and the student body president, Dean Kloepfer, the young men accosted Bishop Barnwell before he left the auditorium stage and emphatically stated that with no jobs and no money available, they very much needed the junior college. The Bishop replied that he would consider their urgent request, but that the plan he had would take care of only the young women and should young men be included, it would be necessary to enlarge facilities to accommodate them.⁹

Backed by the two young men mentioned above, the Bishop continued to make addresses around the city regarding the proposal for a college. These young men went on a speaking tour to high schools in Nampa, Caldwell, Mountain Home, Payette, and Emmett; met with the school boards, Kiwanians, Rotarians, and other organizations of these cities, and finally, during this period when the Bishop was presenting the college idea, they circulated petitions among the junior and senior class members of Boise High School seeking pledges of interest. The response indicated that more young men than young women were vitally concerned about the establishment of a college.¹⁰

On April 11, Reilly Atkinson, a civic leader and former executive secretary of the Boise Chamber of Commerce, presented the question of raising funds for the erection of a build-

ing at St. Margaret's to provide classrooms necessary to expand the proposed junior college into a co-educational school.¹¹ President McAfee was absent at this particular meeting, but on April 13 he called a meeting for the purpose of considering the proposal to make the proposed college in Boise co-educational. He then introduced Bishop Barnwell who stated that he would include boys if approximately \$20,000 was raised in Boise through the agency of the Chamber of Commerce. Bishop Barnwell then excused himself and the Chamber of Commerce Board discussed in detail the Bishop's proposal.

As a result, Bishop Barnwell was again commended for his plan for establishing a girls' junior college, but the Chamber expressed the belief that the time was not opportune for raising the necessary funds for financing a co-educational institution, reiterating that the Bishop carry out his original plan and establish a girls' school and delay including young men until business conditions were more favorable.¹² The Bishop indicated in later letters to President Chaffee that he had not received the support he expected from civic organizations.

His letter of April 4, 1939 stated:

I was pleased beyond measure to have your nice letter giving me the developments at the Boise Junior College . . .

When I remember the opposition we had in getting this thing under way and the way it is now organized by a vote of two thousand to two hundred, I think it vindicates us all. I am looking forward to long years of prosperity for this school . . . and do take a certain amount of pride in having been instrumental in getting it under way, which I never could have done without the help of you and some of the others there.

On February 19, 1941 he wrote:

I have looked on your growth in Boise with amazement and deep satisfaction. I remember well the day you came to see the President of the Junior College about a job and found instead, a carpenter building benches in the laboratory. I also remember when we started the school, we did so in opposition to practically every organization in the city. Even the newspaper was against us. I felt certain that the junior college idea would sell itself to the city . . .

Finally, by late May 1932, the Bishop's statements quoted in current newspapers indicated that he was considering an

institution that would include the young men of this community. They were making their wants known and were invited to be present when he appeared as the main speaker at the annual picnic of the PTA at the YWCA. His subject was the proposed junior college.

Bishop Barnwell, as head of the college, said that the girls' junior college is an assured fact, but that it will be necessary to raise \$18,000 or \$20,000 by donation to build extra classrooms for the boys, if it is to be made co-educational.

Establishment of this school will have no bearing on school taxes as it is a private institution, privately owned and operated. The school fund is adequate to cover expenses of the school as it has done for the last 40 years. There will be four years of high school and two years of college. It will be a non-sectarian school. It will not be turned over to the state at any future time. Boise parents paid out approximately \$109,000 last year to send their freshman and sophomore children to out-of-town schools.

Dean Kloepfer, president of the high school council, and Kenneth Robertson, president of the senior class, were sent as representatives of the high school. They brought out the fact that there are 59 students at the high school who are now taking post-graduate work.¹³

The young men had laid the groundwork well, meeting three times at the Bishop's home, getting out two petitions for a co-educational institution, and making speeches to interested seniors in the high schools around the Valley. It seems from evidence submitted to the author, that by the first of June, 1932, Bishop Barnwell was strongly considering a co-educational institution with or without the support of civic organizations.¹⁴ However, when the author, fresh from two and one half years of graduate work at the University of California, applied early in August for a position teaching history and other social sciences, the Bishop did not positively commit himself but assured the applicant that within ten days he would make his decision and should it be for a co-educational institution, Eugene Chaffee would be selected as the first full-time male instructor.

On August 15, 1932, the Bishop announced, "The high school continues as formerly for girls only, * while the two years of college work will be for both young men and women."¹⁵

Some days later, just two weeks prior to the announced date of opening, September 6, the Bishop, through his dean, Dr. Dorothy F. Atkinson, stated that registration had reached 72 with "slightly larger registration of boys than girls,"¹⁶ and it would be limited to not over 100 because of the lack of adequate space for classes.

As a result of this twin movement, one by public educators and the other by a top official of the oldest protestant church in the Intermountain area, Boise Junior College was opened on September 6, 1932, with more than 70 students attending and with a full-time faculty of eight and an additional part-time faculty of six. Bishop Barnwell was the first president and Dr. Dorothy F. Atkinson the first dean of faculty.

During the summer, the Bishop had been busy not only securing academic requirements in the way of money and faculty, but was also building "a gymnasium with locker facilities for both men and women,"¹⁷ and had also refurbished a large area in Trinity Hall, converting a ground floor space into chemistry laboratories with a classroom above. These were ready to use when the College opened. In fact, it was in that location that the author found the Bishop when he made application for a position. The Bishop was following his Master as a carpenter in addition to the work of his profession.

Bishop Barnwell's whole background had been that of a Southern gentleman but, as in other pressing needs, he was very adaptable. He was born in Louisville, Kentucky on September 9, 1882 to Stephen Elliot and Elizabeth (Cleland) Barnwell. He received his A.B. degree from Center College in Danville, Kentucky and his B.D. and D.D. degrees from Virginia Theological Seminary. In 1909 he became Assistant Rector at Christ Chapel in Baltimore, Maryland and in 1912 he married Margaret Thorne Lighthall. From 1911 to 1913 he was the Rector of St. Andrew's Church in New Bedford, Massachusetts, and then spent the next ten years at the Church of the Advent in Birmingham, Alabama. The following year he held

the position of Field Secretary to the Protestant Episcopal Church of the National Council. On December 13, 1925 he was consecrated Bishop of Idaho.¹⁸

A student body of around 75 attended the convocation on Tuesday, September 6, 1932. The assembly opened with the invocation by Dean Frank A. Rhea and an academic procession of the faculty. Mrs. Lucille Forter, voice instructor at the new college, was the soloist. The president, Bishop Barnwell, was the speaker, pointing out the value of education during the present times of economic adversity. He stated that a small group of determined dreamers had gone to work to provide higher education for the students and added, "Today in this plant and faculty and *you* we see our dreams come true." He further stated that all achievements begin in vision but succeed only through hard labor and faith. While this was a small beginning there was to be no compromising of high standards and that the future of the institution lay in the hands of the students.

We are here for work; no compromising, no coasting through. The average student working hard will make his way; the brilliant student idling along will fail. Now let me tell you once and for all time, you must make each day's work count; we expect to carry you at top speed every day and those who lose ground will have very little chance to make it up. We are happy because for you we have opened a door; our only reward is to watch you grow in a new appreciation of life; to see in you a deepening sense of wonder in the world which God has given us to labor. We have an amazing world. It has evolved in a political, educational, social and religious way which all adds up to a thrilling pageant where the ignorant man stands a clod while the man of learning thrills at the power, wonder and mystery of it all.

President Barnwell continued by saying that the first object of an education was not to make money, but rather, to acquaint one with the life and the world of which he was a part; that the ignorant man was merely a spectator at a drama he does not understand, while the educated man becomes a functioning part of it and to a considerable degree understands it.

He concluded his address by saying that the next 50 years would be the most wonderful this wonderful world has ever

known. The old world honored the soldier and let control fall into his hands; in the second stage the industrialist was the most honored individual, but now he is breaking; a new type of leader is demanded, one who sees life not in terms of power or of wealth, but in terms of service, ". . . of helping man along the road that began in the dust and ends in God. Give us such men and life is conquered. These are the ways along which we hope you start today."¹⁹

The convocation program closed with a violin solo by Kathryn Eckhardt and a recessional by the faculty.

President Barnwell took a special interest in this new college. A reception for faculty and students was held at his home on the evening of the opening day. His gracious personality at this social gathering and at subsequent ones did much to make the College succeed during the two-year period he had planned as a trial run. The students and faculty walked to this affair since the only car at this first day's reception was an old stripped-down Ford which required the man power of the students and the lone masculine member of the full-time faculty to get the engine running. The car had no starter and it would not respond to the crank.

Now, what of the secondary school, St. Margaret's, on which the College was founded? It had started in 1892 with new buildings and equipment costing \$20,000 on a block of land which had been purchased in 1870 at a cost of \$37.00 for just such a school as St. Margaret's.²⁰ It was located on Idaho Street between First and Second in what was then a location somewhat removed from the city's center.

The main building itself was one of the best constructed in Boise with hard pressed, wine-red brick walls measuring 18 inches in thickness. Every graduating class for a period of 40 years had placed a stone memorial with a class motto, usually in Latin or English, along the east front sill course. At the southwest corner of the block was the Bishop's residence. In the middle of the opposite side of the block on Bannock was the

newly built gymnasium which the Bishop had constructed while acting on the request of the young men to make the institution co-educational. This was a frame building as were the four classrooms which stretched in a single room's width from the little chapel on the corner of First and Bannock to the north-east corner of St. Margaret's. There was no corridor along this group of classrooms, just a covered porch running the full length of the four rooms and facing the quadrangle to the west. They were officially called "Buchan Hall" honoring an earlier principal of St. Margaret's Hall. The students, however, had a far more descriptive name, "the sheep sheds," due both to their structure and to the gray color they were painted.

The major building referred to above, built of the hard pressed brick, was a three-story building and a basement. The first floor level was accented by a stone sill course some four feet above the ground level. The basement area contained the cafeteria for faculty and dormitory residents. The first floor had an auditorium seating 150 persons, the administration offices, a large reception room for visitors, the dean's spacious apartment, and the library which measured about 25 feet by 20 feet in a room adjacent to the corridor leading from the administration offices to the auditorium.

This building was much like those housing academies around Boston; more suited for dormitory needs than classrooms; in fact, the second floor was used entirely for dormitories the first two years. The west end of the third floor was used as a conservatory of music and the east end, an attic area, was used principally for storage the first year and for classrooms and offices the second year.

Some changes were made the second year, 1933-34, on the twin stairways in the center of the building. At that time, partitions were placed up the center of each stairway thus providing for two entirely closed stairways, one to the second floor and one to the third, the latter connecting to classrooms and faculty offices. These partitions on the twin stairways

remained in place for one year only and were removed at the beginning of the third year of the College.

The remaining building was the chemistry laboratory where the Bishop was constructing the laboratory benches at the time the writer applied for a position. Upstairs above the laboratory was a large classroom. This area was attached to the west end of the little chapel and stretched some 40 feet along Bannock. Immediately west, (running at a right angle), was the newly constructed gymnasium built during the summer and early fall of 1932. It still stands at this time and is used as a storage building for St. Luke's Hospital. All the remaining buildings on the block, except the Bishop's residence on the corner of Second and Idaho Streets, have been torn down or moved. One part of Buchan Hall was moved to Vista Avenue and has become a service station. It is so well camouflaged that no one would ever know that it once functioned as college classrooms.

Here, then, was a college new in concept, but old in architectural type and construction, equal in quality to private academies in New England and Virginia, many of which were making the same shift from academy to junior college during the 1920's and 1930's.

When the students gathered for the first convocation on September 6, 1932, there was indeed a happy group of adults and college students. Just a few months before, the prospect of college for these students was indeed a gloomy one. For the newly gathered faculty, which came from almost every section of the United States, it was also a moment of rejoicing. Available, new teaching positions simply did not exist. Those who became members of this faculty had either just completed graduate study or had come from previous positions. A few, mostly part-time instructors, were residents of Boise. These included the music faculty, Dean Rhea, Mrs. Hershey, Louise Jones, Catherine Crossman, and Miss Elizabeth Buehler who

had graduated from Smith College and was hired as the librarian two months after the fall term began.

The students were hungry for an education and truly concerned by the threat of no college education to the extent that all were eager to secure such a prize. They responded like few students have during the history of this institution. This is indicated by a few of the comments received many years later, in 1967 and 1968, from members of that first class:

I came to Boise Junior College as a young Freshman from Notus . . . with only 9 in our graduating class . . . I came quite thrilled to be going on to college . . . It would have been economically impossible for me to go any other place since I was able to live with my aunt and uncle in Boise . . . My cousin from Parma High School was in the same situation . . . We found Boise Junior College very friendly both from the standpoint of the faculty and the students . . . the instructors were as excited about having a college in Boise as we were . . . I found quickly that I couldn't float through as I did in high school and I had to buckle down to study . . . This was important as a part of our early training; thus my year at Boise Junior College laid a firm foundation for further education and enabled me to go on through and graduate with above average grades . . . I'll never forget the watchful waiting while the Gym was constructed. We thought it was just about the finest ever.²¹

I have often felt that I might not have gone to college at all if Boise Junior College had not been available . . . My family was not able to furnish me much more than board and room . . . I have been very grateful for their help and particularly for Boise Junior College's help with part-time employment and a scholarship while I was in attendance there. Thus, thanks to Bishop Barnwell and other community leaders, I was given the opportunity I might otherwise not have been able to secure for myself . . . I remember the friendly attitudes of both students and faculty and the intellectual stimulation of college life . . . I should certainly do the same thing over again as I did then.²²

I welcome the opportunity to give you the basis of my thoughts and hopes as I entered Boise Junior College in 1932 . . . My primary ambition was always to get into West Point . . . I was concerned first with getting an appointment . . . and then passing the mental examination. I looked to BJC to prepare me mentally . . . I felt the faculty and administration were amazingly capable and were of unusual high quality for the place and the times . . . Without BJC I would not have made it to West Point. I had no means for attending any other university and consequently could not have entered the Army through the ROTC program. BJC was critical to my life's career.²³

All during my high school days, I had planned on going to college, but as each year passed, times got harder and harder, and by graduation year in 1932, our family was so hard pressed that the idea of going on was very much in doubt. So when we found that there was indeed to be a school here, I was overjoyed. But even though it was depression time we were all poor together and nobody seemed to mind. What we didn't have money for, we did without. I don't remember who had cars but there certainly was no parking problem . . . The first year I took just general courses, but when they added some education courses the second year, I was quick to add them to my schedule. Here was something that would lead to a job, and a job was what anybody could use when he finished. Education courses included practice teaching and most of this I did in some of the country schools surrounding Boise. After school was out I made application in several county schools and signed a contract to teach at Sweet—grades four through eight—at the magnificent salary of \$60.00 per month, school term eight months. Oh yes, for the privilege of sweeping our own floors, cleaning the boards, and chopping our own fire wood—many knots included—we got a bonus of \$5.00 per month. Pure gravy! My first years' teaching—\$480.00 plus \$40.00 janitor.²⁴

The students were regarded by most faculty members as an alert, persistent, and active group.

The faculty was characterized by the President through his dean, Dr. Atkinson, in these words:

We have an unusually excellent group of instructors. Dr. Elsie J. McFarland of the University of California is to teach German and mathematics. Miss Ada Yost of the University of Idaho and I will instruct in English; Eugene B. Chaffee, an Idaho man who studied at Occidental College and the University of California, will teach history and have charge of the boys' athletics and Mrs. Camille Power, who studied one whole year in France, will instruct in French and Spanish. The music department of the college is unusually strong. The instructors, all well known in Boise, are James Strachan, organist at St. Michael's; Mrs. Lucille Forter, teacher of voice who studied abroad for a number of years; and Miss Kathryn Eckhardt, violin, who is just home from a year of study in Vienna.²⁵

Not included in this listing of academic and music instructors were Ruth Payne, women's physical education and counseling; Louise C. Jones, chemistry; Catherine Crossman, art; Dean Frank Rhea, religion; Mrs. Mary Hershey, Latin; and Mrs. Katherine E. Cole, Registrar and Secretary. All were Boiseans except Miss Payne.

In selecting Dr. Atkinson as Dean, the Bishop had made an unusually wise choice. Here was a western woman (Spokane was her home) who had attended Whitman College, graduated from Vassar, and received her Master's and Ph.D. degrees at the University of Washington. She had taught in Saratoga Springs, New York, and reported directly to the college in Boise after returning from a summer spent in Europe.

Not only were the students grateful for, and enthusiastic about the establishing of Boise Junior College, but equally appreciative were the new full-time faculty members. Three of the four had just finished graduate work after having had previous teaching experience, but few jobs were available. Ada Yost had just received her Master's Degree in English from the University of Idaho after a number of years teaching in the high schools of Eastern Idaho. Mrs. Louise Jones, who had taught at St. Margaret's since 1922, was a University of Oregon graduate and taught chemistry in 1932-33. Mrs. Camille Power had spent one year in Europe and another at the University of Illinois where she received her Master of Arts in French and Spanish. She had previously taught at St. Margaret's in 1922-23. Dr. Elsie McFarland, the first full-time member of the College faculty with a doctorate, had had a position with a private university that had closed its doors. She, too, was faced with the possibility of no position in spite of the fact that her Ph.D. was in mathematics.

The author remembers that at the University of California, he was the only one in the large graduate group in history who was able to secure a position in a college for the fall of 1932. This was true also of two other members of the new faculty.

It is interesting to note that all members of this early full-time faculty except one have been with the College for most of the years since. Each has been praised many times by the students who attended for the quality of instruction given.

The youthfulness of the College and the severe days of the 1930 Depression welded faculty and students together as a

happy pioneering family. Cooperation and appreciation were of the highest quality. This explains the closeness of students and faculty in later years despite the fact that most of the students attended senior institutions all over the country.

The small group that made up the student body the first year shared many pleasant and enjoyable times together. I think our close friendship was due to having a common interest and desire in making sure that this embryonic school thrived and grew. Those of us in that first class can take pride in its steady growth and fine reputation. Looking back, I'm sure we shared a mutual interest in getting the school off to a good sound start. Certainly this common interest drew us close together and made it easier in student affairs to work together as an entity.²⁶

Everything was new; no tradition had been established. Each faculty decision was wrought out slowly and had to be justified on its merit rather than on the appeal to tradition. This same characterization applied to the students as they organized their first newspaper, their student body constitution, the emblem for their athletic teams. This continued for a period of 10 years until World War II broke up some of the continuity because of this disruption in the lives of practically every family.

As a part of registration, physical examinations were arranged by Miss Ruth Payne, women's physical education instructor and Eugene B. Chaffee who also supervised men's physical activities the first year. The students took these examinations in the office of Dr. T. N. Braxtan.

Classes began the same week. The student body was composed of freshmen except for a sophomore or two who had had problems in their preceding attendance at other Northwest colleges. One subject everyone took was English composition and most students also took courses in either history or contemporary civilization.

Few colleges of this period had the intimate relationship of student to student and students to faculty as did Boise Junior College. This, of course, was natural enough since 96% of the students were from Boise and Idaho; in fact, 80% were from Boise alone. They had known each other in high school and

were merely becoming much better acquainted through the student body.

The faculty group was even more closely welded than were the students, since their meetings had no more than eight or ten people in attendance and differences of opinion were thrashed out to arrive at a meeting of the minds regarding the philosophy governing the College and the method of putting these opinions into effect. There was no tradition either formally or informally; the opinion of each teacher was highly valued and time for academic debate did not need to be limited.

The faculty and students knew each other not only from contact in the classroom but also around the campus and in the corridors. The seven blocks from the campus to the center of the city resulted in many conversations between students and faculty as they walked the short distance to Idaho and Eighth Streets.

New instructors continued to be easy to get. Those with doctorates received about \$1,300 a year—a symbol of the depression and the great spread of unemployment in the United States and in the world at that time. New faculty members, added the second year, were: J. Calvin Emerson, chemistry; Dr. Clement F. Sievers, psychology and education; James O. Pence, Laboratory Assistant; Dr. Herbert E. Childs, English; and Phyllis Wilson, Assistant in French.

In 1933, a new freshman class was added with most of the freshmen of the previous year returning as sophomores. The new class lacked somewhat the enthusiasm and dedication of the first class, due largely to the fact that they had not been faced with the prospect of no college education to the degree that the young people who came in the initial class had. The total College enrollment for that year was 125; 80 percent were from Boise.

During both the first and second years, the major problem of the administrator was gaining academic recognition. Since

the College's existence was guaranteed by President Barnwell and the church for only two experimental years, the question of stability of the organization was an impending one.

The College was accredited in March of 1933 by a visiting team from the University of Idaho. For both faculty and students this was a sensitive time inasmuch as the very life-blood could be cut off should the young institution not be accredited. The president, however, had done a very thorough job of preparing for this visit and no serious problem developed. Accreditation, however, was constantly a threat from the first year in 1932 until the College gained regional recognition in the spring of 1941.

Midway through the second semester of the 1933-34 year, the president again approached the Chamber of Commerce, requesting the appointment of a committee to investigate and recommend ways and means that the work at Boise Junior College could be continued. The *Capital News* published this fact and in an editorial of April 21, 1934 stated:

Two years ago when Boise and the rest of the nation were dragging on the very bottom of the abyss of the depression, when most of the wheels of industry and commerce were at a dead standstill, a new and ambitious project was launched in Boise.

Because all communications and nearly all individuals were all but sunk in the slough of fear, gloom, and inertia, the launching of this project seemed extra daring. Dire prophecies were made concerning its fate.

The project was the Boise Junior College. Conveyed as a very practical idea, equipped with high purpose and courage, the project succeeded, despite an apathetic community attitude that was at times almost antagonistic.

This summer the junior college ends its second year. In those two years, scores of young people of this community have enjoyed its advantages. It has established itself on an enviable high scholastic plane. It has become an increasingly important part of the cultural life of southwest Idaho.

From a strictly practical view point, and leaving out of consideration the many intangible, unmeasurable values involved, the junior college has provided a school home for many young people who, during the times of depression, might not have been able to attend college. It has kept others at home who would have gone to distant colleges for the first two years of higher education. And it has kept

in the community untold thousands of dollars which without question would have gone elsewhere.

These considerations are really secondary, but, in view of the present situation, which involves the possibility of a closing of the junior college, are well worth weighing against the cost of maintaining the school as a public institution.

Bishop M. S. Barnwell, who founded the institution two years ago, announced today that he and his church organization can carry the burden no longer.

Two days later another article appeared in the *Capital News* as a result of questions put to leading citizens of Boise, all of whom responded affirmatively to the question of whether the College should be continued.²⁷

On April 24, 1934, President Edward L. Sproat of the Chamber of Commerce introduced President Barnwell to the group and requested that he outline the situation of the College.²⁸ President Barnwell spoke briefly, saying the church must discontinue the operation and requesting that the Chamber appoint a committee to work out a plan for operating the institution under a separate control. The Chamber of Commerce recognized the value of the College, but was fearful lest this was a bid for a public institution and would commit the taxpayers to an increased tax burden during the harsh depression days.

President Sproat appointed the following committee to report back to the Chamber of Commerce: E. A. Crooks, Chairman; Ben Oppenheim; W. E. Graham; Ralph Breshears; and R. B. King. The committee's recommendation was that:

Boise Junior College be incorporated as a non-profit institution with a board of trustees of seven members selected from representative men and women of this community and vicinity, which would lease the property occupied by the junior college from its owners, the Episcopal Church, at a yearly rental of \$1.00 and carry on the work of the junior college. It is suggested that the operation of this plan be made contingent upon:

- A. An attempted enrollment of 200 students in the junior college.
- B. Discontinuation of the post-graduate courses of Boise High School.
- C. Cooperation on the part of the Board of Trustees of the School District.

1. Assisting in the enrollment of high school graduates for the junior college.
2. Assisting in the administration of the fiscal affairs of the college.
3. Interchange of teaching force and facilities where advisable.
4. Fixing a tuition adequate to make the junior college self-supporting, tentatively suggested in the initial promotion at the same figure heretofore charged in Boise Junior College.²⁹

The committee expressed the opinion that under this plan, with the Board of Trustees of the junior college working in close harmony, "The work of Boise Junior College can be continued without added cost either to the taxpayers of Boise or to the state in general."³⁰ The committee further stated that if the work was approved it would be happy to assist in the selection of the Board of Trustees. This plan was approved by the Board of Directors of the Boise Chamber of Commerce on May 14, 1934.

On June 2, 1934, Boise Junior College was officially recorded as Boise Junior College Incorporated. The first board members were O. O. Haga, Chairman; E. A. Crooks; B. W. Oppenheim; Bishop M. S. Barnwell; J. L. Eberle; Ella H. Budge, and J. J. Chapman.³¹

When this report was released, it affected materially those who had worked for the previous two years. Dr. Dorothy Atkinson, academic dean, resigned. After being selected as secretary and clerk to the Board of Trustees, Mrs. Katherine Cole resigned, as did three members of the faculty, Dr. Elsie McFarland, mathematics and German instructor, Miss Catherine Crossman in art, and Miss Ruth Payne in women's physical education.

Dr. Sievers was made acting director of the College during the summer campaign. He, however, indicated around the first of August that he planned to go into insurance work with a friend who had been with him at Huron College in South Dakota.

The College appeared, indeed, to have become an orphan.

¹Koos, Dr. Leonard V. Special Bulletin, Boise Public Schools. *Report Regarding Establishment of a Junior College in Boise*. Issued by Authority of the Board of Education, September 1930. p.3.

²Ibid.

³Sears, J. B. *The Boise Survey*. Yonkers-on-Hudson, N.Y. World Book Company, 1920. p.241.

⁴Board of Education. *Background of the Junior College Investigation included in the Development Program of the Boise Public Schools*. Boise, Idaho, February 1930. p.11.

⁵Koos, op.cit. pp. 9-10.

⁶Board of Trustee Minutes, Boise Chamber of Commerce, February 15, 1932.

⁷Ibid.

⁸Robertson, Kenneth. Letter to Eugene B. Chaffee, November 14, 1967, p.2, para. 1.

⁹Ibid, p.2. para. 3.

¹⁰Ibid, p.2. para. 3.

¹¹Board of Trustees Minutes—Boise Chamber of Commerce, April 11, 1932.

¹²Ibid, April 13, 1932.

¹³*Idaho Daily Statesman*, May 23, 1932.

¹⁴Robertson, op. cit. p. 2. para. 3.

¹⁵*Idaho Daily Statesman*, August 15, 1932.

¹⁶Ibid, August 17, 1932.

*The high school was discontinued after the 1932-33 year.

¹⁷*Idaho Daily Statesman*, August 25, 1932.

¹⁸Biography of Bishop Middleton S. Barnwell. *Who's Who in America*, 1950-51.

¹⁹Original notes of Convocation Speech given by Bishop Barnwell on September 6, 1932.

²⁰Johnesse, Mary Louise, *The History of St. Margaret's School*. pp. 22-23.

²¹Andrews, Oral F. Letter to Eugene B. Chaffee, August 14, 1967.

²²Jorgensen, William E. Letter to Eugene B. Chaffee, August 18, 1967.

²³Gilbert, V. G. Letter to Eugene B. Chaffee, August 3, 1967.

²⁴Hill, Pauline (Johnson). Letter to Eugene B. Chaffee, August 27, 1968.

²⁵*Idaho Daily Statesman*, August 25, 1932.

²⁶Robertson, op. cit. p. 1. para. 3.

²⁷*Capital News*, April 23, 1934.

²⁸Board of Trustees Minutes—Boise Chamber of Commerce, April 24, 1934.

²⁹Ibid, May 14, 1934.

³⁰Ibid.

³¹Ibid, June 2, 1934.