

Running Head: COMMUNICATING HISTORIES

Communicating Histories: Conveying a History Through  
Epideictic Rhetoric, Symbols, and an Interactive Medium

A project presented to the Faculty of the  
Communication Department at Southern Utah University

In Fulfillment  
of the Requirement for the Degree  
Master of Arts in Professional Communication

by

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## Approval Page

The undersigned, appointed by the dean of Humanities and Social Science, have examined the project entitled

Communicating Histories: Conveying a History Through  
Epideictic Rhetoric, Symbols, and an Interactive Medium

presented by Sherstin Creamer, a candidate for the degree of Master of Art in Professional Communication, and hereby certify that, in their opinion, it is worthy of acceptance.

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## Abstract

Communication filters into every aspect of life. Museum exhibitions are no exception. This Master's Project is an attempt to begin focusing communication theories of epideictic rhetoric and symbols within the field of museum studies. The theories helped construct a small museum on the campus of Southern Utah University. The project was to create a touch-screen kiosk that detailed the founding of the university through a series of 90-second multi-media vignettes.



## Introduction

Since the fall of 2003 one of the most historic buildings on Southern Utah University's campus has been undergoing extensive renovation. Old Main, completed in 1898, was SUU's first building. It was built with materials, money, and labor donated by the 1,500 citizens of Cedar City. The community's role in the building and founding of SUU plays an intricate part of how the historical story must be told. Old Main is held close to the hearts of many local citizens and most of SUU's administrators. While maintaining the character of Old Main, renovations were needed to update classrooms for modern technology as well as meet modern seismic regulations.

There was a lot of resistance from people both in the community and SUU when talk of renovating Old Main began. This building is almost sacred hallow ground for many people. However, after some persuading, people recognized that the building would withstand the test of time better if the renovations took place. For four years Old Main has been closed to the public to make the necessary change and now Old Main is ready to reopen her doors to students and the community.

The feelings about Old Main are so strong, SUU President Michael T. Benson and the SUU Administration wanted to highlight the history of this significant building. Alumni Relations, the office of the President, and the



Sherratt Library joined forces to create a museum in Old Main. The main feature of the museum will be a touch screen kiosk, where visitors can learn about the history of Old Main, SUU, and Cedar City. There are artifacts and photographs which may be viewed through a walking tour of the building. The tour expounds on the architecture of the building, highlights faculty art, and explains historical moments.

Communicating histories is a complex balance between epideictic rhetoric, symbols, and visual interactive mediums. It is necessary to understand the persuasive influence of each of these three factors in order to create a museum that will communicate effectively. Special attention has been paid to each of these elements as the Old Main kiosk and walking tour were created. The following literature review expands on these elements to produce a greater understanding.

## Literature Review

The concept of *epideictic* rhetoric is intrinsically intertwined with museum dialogues. Epideictic rhetoric uses the characteristic topoi of praise and blame. The Greek *epideictic* means “fit for display.” Thus, this particular branch of oratory is sometimes called ceremonial or demonstrative oratory. *Epideictic* oratory was oriented to public occasions calling for speech or writing in the present moment. An *epideictic* speech or writing is an embellished statement of facts, with great vivacity, to persuade the audience of the praiseworthiness or blameworthiness of a person, group, or idea (Aristotle). In this specific case, *epideictic* rhetoric will be used as an attempt to persuade the audience that Old Main and SUU have a strong founding story, with ultimate sacrifices made on the institution’s behalf.

Williams (2004) defines *epideictic* rhetoric:

Part of what makes epideictic rhetoric effective (besides an awareness of your audience's values and knowledge) is the use of specific details that reveal qualities of your subject. What you want to do, usually, is highlight positive or negative *abstract* qualities of your subject (p. 1).

Williams’ definition brings new dimension to the application of epideictic rhetoric in the Old Main museum. It is important to understand an audience’s value and knowledge. The primary audience for the museum will be community

members and the secondary audience will be current SUU students. For the primary audience it is necessary to understand the deep connection felt by most community members to the institution. They feel that SUU is *their* school. They built it, they sacrificed all they had to maintain it, and they still give as much to the school as possible. If the historical stories are not told within the context that the community was and still is crucial to the university; the museum will fail and likely offend the community.

It is also important that the secondary audience of current SUU students feel a strong connection to the founding. As the students get a stronger sense of tradition they will likely become more committed to the university. Hopefully the students will get a greater sense of pride in their school resulting in better retention rates and a stronger desire to contribute to the university after completion of their degree. Within the second audience there is a sub-audience of the Education College. Old Main housed the Education College for years, and the building is significant to education majors because the school started out as a teaching school with Old Main as the only building on campus. The third audience to consider is patrons from the Shakespearean Festival who frequently take tours of SUU's campus. The language of the museum must be broad enough that these patrons can feel a part of the stories and hopefully share the desire to see the university succeed further.

The definition of *epideictic* rhetoric is still incomplete. Theodore C. Sorensen defined epideictic rhetoric, "Speaking from the heart, to the heart, directly, not too complicated, relatively brief sentences, words that are clear to everyone" (Applebome, 2008). Using simplistic, concise sentences will effectively communicate a message in a museum medium. The people that will be visiting the museum will likely not plan on spending hours in the building to learn the entire history. The video segments on the kiosk will be limited to 90 seconds. The challenge is going to be communicating the magnitude of the founding stories, including interesting details and facts: in the span of 90 seconds. Speaking from the heart, to the heart, is going to be essential for the success of the Old Main museum. The time to communicate the message is very limited so there will need to be a direct appeal to the pathos of the audience.

Epideictic rhetoric is not the only aspect of the museum creating process to which attention should be paid. The use of symbols in museums is also essential. Symbols are signs with a meaning. Signs not only shape the world around us, they also structure it for action of thought (Aranguren, 1974, p. 11). Symbols are communications that have specific meaning. Usually thought of as being visual, symbols act as communication short-cuts that convey one or more messages that have been learned previously by both the sender and the recipient. Symbols are often more powerful than language alone. According to Aranguren,

“By symbols one should understand images invested with a meaning. The images are given: symbols are made by assigning a meaning to the given images,” ( p. 12). Because symbols are short-cuts they usually by-pass conscious consideration triggering deeply embedded subconscious responses. For example, when you see a person in a Lexus automobile, a wide range of associations about them will likely spring to your mind. You might think that the person is wealthy and pretentious, or you may simply equate this symbol with success. The symbol may even trigger feelings such as jealousy or inferiority.

A common persuasive purpose of symbols is to communicate power. We are programmed by our environment to conform with many symbols, such as a policeman's uniform. The programming is so thorough that many times we do not pause to question whether their request is legitimate and reasonable.

Symbols in the Old Main museum should communicate more meaning with fewer words and persuade the recipient that Old Main and SUU have a strong founding story. Given the time constraints on communicating the message in the museum, it will be necessary to use as few words as possible. If symbols can be used it will be easier to communicate the messages more quickly and effectively.

The interesting and beneficial part is that language in and of itself is a system of symbols. It is impossible to separate language from symbols because in many cases they are one in the same. There are some words that become more

powerful and symbolic because of the strong meaning that is assigned them by a certain person or even an entire community. Michael McGee labels these words as ideographs. The concept of ideographs is defined by McGee as:

An ordinary language term ... a high order abstraction, representing collective commitment to a particular but equivocal and ill-defined normative goal. It warrants the use of power, excuses behavior and belief ... and guides behavior and belief into channels easily recognized by a community as acceptable and laudable. Ideographs signify and 'contain' a unique ideological commitment.

In the case of the Old Main museum it could be argued that several words become symbols and may even border on becoming ideographs. The strongest one that could be argued is the phrase "Old Sorrel." That phrase alone can make many members of the Cedar City community and students of SUU experience a myriad of emotions from the need to persevere and endure, to the expectation of sacrifice and commitment, or even to a sense of pride and tradition. Old Sorrel has come to symbolize the building of Old Main and the sacrifice and hardships of the early founders. Old Sorrel has come to symbolize the founders total support of higher education.

The telling of the stories of the founding of Old Main use language that is rich in symbols. Many of the pictures that are associated with Old Main as well as many of the artifacts that are to be housed in Old Main are symbols. They hold meaning that makes the objects more than just a spoon, a dress, or a level.

Symbols and epideictic rhetoric work together to create the messages that are sent in the museum. However to create an effective museum, attention must be paid to one other aspect in addition to symbols and epideictic rhetoric. The final aspect of communicating the history of Old Main and the founding of SUU is the medium through which it will be communicated; a museum exhibition of historical artifacts and an interactive touch-screen kiosk.

Edson (2001) describes the purpose of museums as “expressing and projecting concepts and attitudes about culture and social value” (Edson, p. 40). He continues by saying that it is necessary to have exhibitions that people understand and appreciate and then they will come. The actual creating of a museum is a process of studying objects and information and then, from the gathered material, constructing a system of beliefs that reflect and communicate the meaning of story being told (Edson, 2001).

Edson submits that the best established method for museum communication is the exhibition, and it is the primary role for museum exhibitions to transmit information as well as cerebral and emotional enjoyment. To create a

museum, technical data must be transformed and communicated for a general audience. Inherent in communication is the exchange of thoughts, messages or information by speech, signals, writing or behaviour. All of those aspects of communication should be incorporated to create a more effective museum (Edson, 2001).

Cabral (2001) continues to define museums saying, “every type of museum has three basic functions, namely, preservation, investigation, and communication” (p. 41). The International Council of Museums uses this definition, “a museum ... acquires, preserves, researches, communicates and exhibits, in order to study, educate and provide leisure, the material evidence of humankind and its environment” (Cabral, p. 41). A museum should communicate the evidence of humankind and its environment. It is supposed to create a dialogue with the public.

An interesting aspect of communicating the story of the founding of SUU and story of Old Main, is that it will be done in the actual building of which the story is being told. The building itself is part of the museum. The actual building and the story are linked so closely as to practically fuse. In this kind of museum “the document (object/cultural asset) is the actual space/setting (the building) as well as the collection” (Cabral, p. 41).



Cabral warns that one does not transform the walls of a museum into a book by sticking large quantities of text on them. The story must be told concisely and with as few of words as possible. An important aspect to remember is “life is not reproduced in a museum, it is represented” (Cabral, p. 42). There is no need to recreate an exact replica of how things would have been during that time. Instead it is important to distinguish unique and telling artifacts from that period that will represent the story. Don’t use two words when one will do and don’t create an entire replication of a room when a simple dress can tell the story.

Understanding the value of representation is important to create an effective museum. An effective museum will also consider the audience it is trying to reach. An effective museum on SUU’s campus will account for the perspective of the community, students, and campus guests.

Edson (2001) validates the idea that including the community perspective is essential to the museum.

The visitor always brings certain assumptions and expectations.

This accumulated cultural identity may, and often does, have a primary influence on the visitor’s mental and visual reception and response to museum exhibitions and programmes (communication) and these attitudes are an extension of the community. The museum and its collections, in the best of

circumstances, become a connection between the community's life experience, and its intellectual growth (Edson, p. 42).

The community of Cedar City is attached emotionally to SUU and more specifically to Old Main. As noted earlier, it is important to maintain that perspective as the stories of the founding are being told.

Selecting the method for the transfer of information in a museum must be carefully and thoughtfully considered. In the case of the Old Main museum the committee decided, through a series of meetings and research, they wanted a touch-screen kiosk, a photo exhibition, and a small artifact exhibition. The touch-screen kiosk portion of the museum was delegated to me. I was also asked to help write some of the summaries underneath the photographs and accompanying artifacts.

To review, the effective museum experience is a blend of the three elements discussed above: epideictic rhetoric, symbols, and an interactive medium. With special attention paid to these three elements, I began my project.

## Creating a Museum

The process of compiling the histories of hundreds of people over several decades was daunting and overwhelming at first. I was first approached by Mindy Benson, Executive Director of Alumni Relations, in April 2007 to help construct the Old Main museum. I was to figure out how to create a touch screen kiosk and an audio cell phone tour. Wanting to utilize the talents and resources already existing on SUU's campus, I enlisted the help of Dr. Matt Nickerson. Dr. Nickerson had been instrumental in developing digital exhibition and historical documentaries. He was also one of the original developers of cell phone audio tours for museum exhibits.

After several meetings with Dr. Nickerson, I had a list of contacts at several cell phone tour companies and a basic understanding of what was going to be required to create a kiosk. Dr. Nickerson emphasized the importance that no single vignette should be longer than 90 seconds and the average should only be 30-45 seconds. I had to tell complete and thorough histories in 90 seconds or less. This was truly a challenge, as with most of the stories I could write 50 page novels about and still not include everything that was important, interesting, or relevant.

Over the summer of 2007 I contacted several touch screen kiosk companies learning about different models, software, and maintenance. I knew that the kiosk needed to have basic software and minimal maintenance to fit the needs of the

university. The majority of kiosk models would fit with the décor of Old Main and I wanted to find something that would blend with the surroundings.

Ms. Benson and I narrowed the list of companies down to three; TouchSource, SeePoint, and Mishap Studios. Each company submitted a bid and the Old Main committee decided that Mishap Studios not only offered the most reasonable price, but was also a local company with whom it would be easier to work. By the time this selection process was complete it was the middle of November.

An Old Main Committee had been formed by the university to decide how the building should be showcased. The committee was comprised of members from the community, past faculty, alumni, current faculty, and current administrators. The committee decided what stories I should write and gave me guidance as to the direction of the project.

In December, after an in-depth discussion with the committee, it was decided that the cell-phone audio tour would be abandoned due to time constraints. The committee would revisit the idea again after Founder's Day to decide if they would like to implement the tour.

## Researching the Vignettes

After the December committee meeting, I was given a list of concepts around which I was to write 20 stories/vignettes about the founding of Southern Utah University. The stories were selected based on criteria set forth by the Old Main Committee.

I was given the book *SUU: The First 100 Years* written by Anne Leavitt (1997), but was also told the book should not be my primary source for historical information. I was asked to use original sources to write my stories to ensure that the information was accurate and didn't lose integrity from summation to summation. Paula Mitchell and Janet Seegmiller, archivists in the SUU library, were instrumental in helping me learn how to use SUU's special collections. Terry Dahlin from BYU was helpful with BYU's special collections and Rachel Bonell with the University of Utah's special collections. I utilized all three institutions' resources because the schools' founding were very intertwined.

Many of the key people who helped with the founding of SUU were the same influential people in the establishing of BYU and the University of Utah. Utah had been a state less than a year at the time SUU began. All of the institutions in the state were in their infancy and advocates for education weren't partisan to a specific institution. They were striving to increase and improve education throughout the entire state. By utilizing the resources at all three

institutions, it gave a more holistic picture of the people and stories involved with the founding of SUU than if I would have restricted myself with just SUU's resources.

I began research by reading comprehensive histories of the era, specifically focusing on the histories of the Southern Utah region. After getting a feel for the time period, I began by reading accounts of the founders. I started with Ann Leavitt's notes from personal interviews she had with many of the founding men and women and with their families. I next went to accounts written by the children of the founders and personal diaries written by the founders.

## The Writing Process

The first stories I wrote were the stories of the founding four teachers; Milton Bennion (Principle), Howard R. Driggs, George Decker, and Annie Spencer Milne. All four of these people lived remarkable lives. After their tenure at SUU, Driggs and Bennion both worked with presidents of the United States at a time when Utah had only just become a state. Bennion served on state and national boards of education. Decker gave his life to the betterment of SUU and her students. Spencer was a landmark lady who proved a woman could be educated, a mother, and still be active in the community. Each of these people could have entire books written about their lives and their remarkable accomplishments. In fact Bennion and Driggs have books written about them. I had to summarize their life in 90 seconds or less.

Only the absolute most important facts and aspects of their lives could be included. Eventually in the final edits of the stories, only the parts of their lives that directly impacted SUU were included. It was difficult to only include the SUU-related aspects of their lives, because many of their truly impressive accomplishments were not achieved until after they had left southern Utah.

As I finished the lives of the founding faculty, I next wrote about the first graduates of the Branch Normal School (later to become SUU) and their accomplishments. I then moved on to the smaller human-interest stories that are

remembered by specific community members such as the brick-making stories, fundraising efforts, and horseblanket stories. These stories were again found in personal diaries, newspaper clippings, and interviews conducted by Anne Leavitt. I wrote about the lumbering expedition, horse blankets, brick-cutting, stone-cutting, raising funds, the fire, and the bell. The final stories I wrote were about the name changes of the university and the transformation of the Branch Normal School in 1897 to current day Southern Utah University.

During the writing process, I was mindful of the language I was using. I knew that many of the words I chose were symbols and that I had to write the stories to please not only the community audience, but students and regular patrons. I couldn't focus too heavily on appealing to the community, but I certainly could not ignore that audience either. Attention was paid to how many times I used certain phrases and names to ensure the message and emotion were being communicated effectively.



### Finalizing the Vignettes for Production

Each of the stories underwent a final edit by myself and by Ryan Paul, a writer and designer from Mishap Studios. We worked together to ensure that I was satisfied that the stories were still historically correct and included important names and places. His role was to make sure the stories were down to the correct length.

I had concerns with the production company. They were not involved in any of the research and didn't know the history of the school, but they still exercised great control in editing the stories. I fought tirelessly for a few pieces, but I lost the battle with Annie Spencer Milne's vignette. The production company argued that to maintain consistency with the other biographies, we shouldn't include anything in her life that didn't directly relate to SUU. I argued that we needed to talk more about her decision to pursue higher education. Not only should we have done that to equalize the lengths of the vignettes, but also because it was unique and groundbreaking for a woman to go on to attain higher education. Regretfully they ended up having the final say in a few of the stories because of the jurisdiction that was given them by the Old Main committee. The committee felt because of Ryan Paul's experience in writing for museum piece, and my lack of experience, that he should have the final say in edits.

As the final edits were taking place, the process of selecting photographs began. Ryan Paul, members from the Mishap Studios team, and I spent two intensive days selecting photographs and designing the basic outline of the kiosk. Selecting photographs was a time consuming and difficult process. We wanted each photograph to serve a purpose and to add meaning to the story. We didn't want to use the same photographs over and over. We also wanted to make sure that the photographs we selected actually portrayed what we described in the vignette.

We created a picture bank online so Ryan Paul, his two production team members, and myself could search through the digital archives and drop the pictures we liked into the picture bank. In this way everyone could contribute pictures and it became more likely we wouldn't miss a valuable picture from the hundreds we were reviewing. We could also use the picture bank to categorize the pictures and get a holistic view of the project. Janet Seegmiller, SUU Archives Librarian, then took the pictures from the picture bank and provided digital versions in high resolution so we could place them in the vignettes without worrying about pixilation.

We next decided that we would have five categories on the home page of the kiosk. We spent some time discussing the titles of each tab because we knew the titles would make a difference of how many people would be interested in

selecting that tab. Finally we settled on these categories: Formidable Foursome, The Founding , First Graduates, BNS to SUU, and SUU Today. Under “Formidable Foursome” we would include the Milton Bennion, Howard Driggs, George Decker, and Annie Spencer Milne vignettes. Under “The Founding” we would include the vignettes about the lumbering expedition, raising funds, the efforts to provide blankets to the lumbering expedition, brick making and rock cutting. The first graduates would have just the one vignette about the stories of what accomplishments the first graduates achieved upon graduation. BNS to SUU would have the stories about the change in names from BNS to BAC all the way to SUU, the stories of the fire and the cast iron bell. The final category of SUU Today would house the current facts about SUU and eventually will be the place where we add vignettes about distinguished graduates.

The last decision made about the kiosk was determining who was going to read the vignettes. I knew that this part of the kiosk was crucial. It didn’t matter how well the stories were written, if the voice wasn’t interesting the stories would lack interest. I suggested that Dean O’Driscoll, Art Challis, or someone from the Shakespearean Festival with a strong rich broadcasting voice read the stories. However the committee was set on having Kent Myers read the stories. He was on the committee and has a prominent place in the community.

## Assessment

At the finish of the project there were things that I felt when really well and things that could have been done better. One of the biggest frustrations I encountered was the editing of certain stories. I felt that important aspects were removed to accommodate time restraints. I spent hours trying to ensure that each of the first four faculty members' vignettes were the same length, only to have that effort ignored during the final editing process. A big part of that frustration was that the only woman faculty member's vignette ended up being about half the length of the men's vignettes.

As the researcher and the writer of the stories I felt I should have had a stronger say in the final editing process. However because of the experience of Ryan Paul the committee gave him final say in the editing process.

Another aspect of the project that left me dissatisfied was the voice the committee chose to read the stories. As I listened to the stories on the final presentation of the vignettes I was disappointed. The voice is not easy to listen to and makes all of the stories sound the same, and to me, boring. In a lot of ways I think it takes away from the entire integrity of the project. Hours of time and attention were paid to ensure that a large variety of audiences would appreciate the kiosk. However the people that I spoke with on Founders Day that liked the voice were those community members who knew Kent personally. The majority

of students I spoke with thought that the voice sounded “hokey” and too “hick.” There were also people who were indifferent. I still believe that more could have been brought out of the stories if they had been read by someone who had a broadcasting voice.

The biggest error in the project was that I failed to cite sources in the vignettes. Because I was writing them as narratives, I didn’t include where I retrieved specific information or quotations. This error could have caused more damage except for the fact that all of the information contained in the stories was fact-checked by the SUU Special Collections archivists and the majority of the stories can be verified with Anne Leavitt’s book. However, I should have included the citations within the written stories.

The most satisfying aspect of the project is the achievement of incorporating elements of epideictic rhetoric. Condit (1985) explains that epideictic rhetoric functions as “understanding and definition, sharing and creation of community, and entertainment and display.” The Old Main kiosk accomplishes all of those. Each of the stories successfully evokes emotion from the listener creating a sense of sharing and community. The vignettes also create a deeper understanding and definition of the founding of Southern Utah University. The interactive touch-screen, pictures, and video footage add an increased element of entertainment to stories. The great part of having the stories shared through the

kiosk was the message was getting communicated in multiple ways. The patrons could not only hear the stories, but they were also watching pictures and videos portraying the same message.

There also emerged several values through the stories through their epideictic rhetoric. Many of the stories could be summed up into one word phrases such as perseverance, commitment, excellence, sacrifice, and endurance. Because the stories hold such strong themes and values it increases their impact because people will walk away with a sense of that value being attached to SUU.

The vignettes are included in the same order they appear on the kiosk. The final draft is included first followed by the final edited version used in the actual kiosk. Some of the final drafts did not need to be edited so there is only one version of those stories included.

## Appendix A

## Formidable Foursome

*Milton Bennion (Final Draft)*

Milton Bennion was 27 years old when he came to Cedar City to assume the position of the principal at the newly established Branch Normal School. He had completed his studies at the University of Utah (then the University of Deseret) in Spring 1897. By Summer 1897 he received an appointment to teach and serve as principal at BNS. And by September 1987 Milton found himself in the role of Principal of the first school of higher education in Southern Utah. In addition to the responsibilities of Principal and administrator, Milton was asked to teach American History and Civics, and the General History courses. These assignments came as quite a surprise to Milton as he had spent his college career studying chemistry, physics, geology, and mineralogy from the brilliant Dr. James E. Talmage.

Milton Bennion was born on June 7, 1870 in the little town of Taylorsville, Utah to John and Mary Turpin Bennion. He was their sixth and final son. Thus he spent his youth roaming free with his brothers and creating mischief with the neighborhood boys snatching melons from local farms. Milton's youth wasn't all play. He spent his summers working hard on the family farm. Milton remarked in his journal, "I learned very early to ride horseback, and my father gave me my

first lesson in driving a team of horses. In our family, the youngest son inherited the job of milking the cows. I began learning this job at six years of age. Since I was the youngest of the brothers, this job stayed with me until I had sons of my own big enough to take over!"

Milton was privileged during the winter months to attend the public school in his home town. Milton was a very diligent student and had a knack for learning. At the age of 10 or 11 he was commended for his progress in grammar and told that he might some day rival Dr. John R. Park, President of the University of Utah from whom teachers received their instruction. At the time, no one knew how true that statement would become. By age 15, Milton was accepted to the Preparatory Department at the University of Utah. He was able to study farming, English grammar, composition, arithmetic, geography and elocution under the attentive care of great minds such as Dr. John R. Park, Joseph T. Kingsbury, and J.H. Paul.

By age 18 Milton was appointed as the teacher of the first four grades in the Village School in Taylorsville with the exorbitant pay of \$30 a month. He did not have the luxury of devoting all of this time to teaching and preparing lesson plans. During this time Milton still had to fulfill his farming duties which including feeding 26 horses, milking three cows, and attending to other farm work and chores.



Milton's career in education was interrupted at age 19 when he was called to serve a mission for the Church of Jesus Christ of Latter Day Saints. Milton immediately accepted the call and left for the distant land of New Zealand for three years. His mission was difficult and challenging, but Milton rose to the occasion and even mastered the difficult Maori language. Milton also credited his mission with teaching him how to deal with all different kinds of people and how to handle difficult situations.

On his return from New Zealand, Milton took the long way home. Over the course of six months he visited Australia, Ceylon, Egypt, Saudi Arabia, Palestine, Italy, Switzerland, France, Holland, and England. Through Milton's travels and his three years of service in New Zealand, he fostered remarkable global insights that shaped his understanding of education and world events throughout the rest of his life.

Milton returned to the University of Utah in the fall of 1893. He also returned to his friend Cora Lindsay, whom with he kept constant correspondence during his 43 month absence. Milton remembers that a week after returning Cora "promised to be my bride at some time, if she didn't change her mind – a wise qualification." Five years later they were married in the Salt Lake Temple.

Milton Bennion was the principal of the Branch Normal School for three years. During those three years he managed to leave an indelible impact on the future of this great University. He brought to the young institution “cosmopolitan experience, a code of personal integrity and honor, a commitment to the enhancement of his students’ character as well as to expansion of their intellect.” And he established the expectation that students would conform to this standard. The expectations that Milton set forth still exist today both among students and faculty.

Milton’s stay in Cedar City was brief due to his mother’s failing health and a desire to be closer to his family. Milton returned to Salt Lake City in 1900. He attained his master’s degree in 1901 from Columbia University in New York City. From 1901 to 1941, Milton continued his commitment to education by serving in various capacities at the University of Utah. He served as a professor and took several leaves of absence to pursue advanced degrees. He served for 28 years as the Dean of the College of Education and for the last year of his career he simultaneously served as Dean of Education and Vice President of the University.

Milton’s impact reached further than the classroom walls as he dedicated his life to community and church service as well. He served as a member of the Utah State Board of Education, the Social Welfare League, President Hoover’s

First White House Conference on Child Welfare, the National Council on Education (where he served as Chairman of the Character Education Committee), the World Federation of National Education Associations, and the General Board of the Deseret Sunday Schools of the LDS Church. He also wrote books that advanced the nation's thinking on key issues related to character education.

It is an understatement to say that Milton Bennion changed the course of Higher Education in Utah. Through all of his achievements Milton never lost touch with his roots or the common people. His sense of humor and ability to make light of serious situations remained a trademark throughout his life. When Milton came out of the anesthetic after his first leg amputation (a second one occurred just prior to his death), he perceived his family to be weighed down by the tragedy of the situation. He said: "Well, if I have to die, I'd rather die feet first than head first!"

Milton Bennion died from diabetes on April 5, 1953, two months shy of his 83<sup>rd</sup> birthday. While his physical mobility suffered in his later years, his mind remained alert until the very end. Le Roy Cowles, a colleague in the college of Education said: "He had the most logical mind I have even known." The University President, George Thomas, observed: "Milton Bennion could sit as judge of his own case and adjudicate it as fairly as any man."

This remarkable University wouldn't have become what it is today without the devotion, commitment, and resolve that Milton Bennion gave to the advancement of Higher Education. <sup>1</sup>

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<sup>1</sup> Beckstead, R.H. (1954). *The life, philosophy and educational contributions of milton bennion*. Salt Lake City.

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*Milton Bennion (Final Edit)*

Milton Bennion was 27 years old when he came to Cedar City to assume the position of teaching principal at the newly establish Southern Branch of the State Normal School, the first such school in Southern Utah. In addition to his administrative responsibilities, he was asked to teach American history and civics and other history courses. This came as quite a surprise to Milton as he had spent his college career studying chemistry, physics, geology, and mineralogy from Dr. James E. Talmage.

Born in the little town of Taylorsville, Utah to John and Mary Bennion, he spent his youth roaming free with his five older brothers, but during the summer they all worked hard on the family farm. Milton wrote "I learned very early to ride horseback and my father gave me my first lesson in driving a team of horses. In our family, the youngest son inherited the job of milking the cows. I began this job at six years of age. Since I was the youngest of the brothers, this job stayed with me until I had sons of my own big enough to take over."

Milton was privileged during the winter months to attend the public school where he was a diligent student who had a knack for learning. By age 15, he was studying in the preparatory department at the University of Utah, and at age 18, he was teaching the first four grades in the Village School in Taylorsville

with the exorbitant pay of \$30 a month. His university education began in the fall of 1893. He received his diploma and his position at the BNS in 1897.

During the three years Milton was principal, he managed to leave an indelible impact on the future of this institution. He brought to the young institution “cosmopolitan experience, a code of personal integrity and honor, a commitment to the enhancement of his students’ character as well as to expansion of their intellect. And he established the expectation that students would conform to this standard. The expectations that he set forth still exist today among both students and faculty.

He became a professor of education at the University of Utah and served for 28 years as dean of the College of Education. As a member of the Utah State Board of Education and other councils and federations, he changed the course of higher education in Utah. Through all of his achievements Milton never lost touch with his roots or the common people. His sense of humor and ability to make light of serious situations remained a trademark throughout his life. He had diabetes and when he came out of the anesthetic after a leg amputation, he perceived his family to be weighed down by the tragedy. He said, “Well if I have to die, I’d rather die feet first than head first.”

His University President George Thomas, observed: “Milton Bennion could sit as judge of his own case and adjudicate it as fairly as any man”

*George Decker (Final Draft)*

George W. Decker had spent most his first 33 years in Parowan when he received the appointment to become one of the first four faculty members of the newly established Branch Normal School in nearby Cedar City. At the time of the appointment, George had been serving as the principal of the Parowan schools for four years. George had completed his studies at the University of Utah (then the University of Deseret) in the spring of 1893 – he was one of four graduates to receive a bachelor's degree that year. Upon graduation he acted briefly as the principal in Payson, Utah but quickly returned to Parowan when the opportunity arose. George received the appointment to be a faculty member at BNS and readily accepted the position. In September 1897 George began his career in higher education by teaching mathematics and the natural science courses. He also held the position as school librarian. Eventually he would serve as Principal of BNS for 9 years.

George W. Decker was born November 11, 1864 in Parowan, Utah. He was the ninth of eleven children born to Zachariah Bryn Decker and Nancy Bean. From an early age, George possessed a curious nature and a strong desire to learn. When the Presbyterian Church opened a library in Parowan, George could always be found there reading. He borrowed every book he could to take home where he would read late at night by candlelight. In order to continue his habit

of reading after dark, George eventually had to begin hauling large loads of wood from the canyons to keep a fire-burning all night long. George read history books and science books. He read works of literature by William Shakespeare, Charles Dickens, Sir Walter Scott, Thomas Paine, and Ralph Waldo Emerson. He read about patriots such as Benjamin Franklin, George Washington, Abraham Lincoln, and Thomas Jefferson. George's knowledge of these leaders honed a sense of patriotism and self-reliance that only strengthened throughout his life.

At age 14 George's fascination with books was interrupted when he became one of the original Hole in the Rock pioneers who were attempting to settle the unknown deserts of San Juan. At first the trek was exciting, but eventually George tired of adventure and abruptly announced that he was heading home alone. Of that bold move he said, "I faced alone the most rugged gorge, the most tempestuous river, the loneliest and most frightening country I had ever seen." His grandson Bruce Ivan Decker recounts a portion of George's expedition, "At one point on his journey home, he came to a place where he just knew there was a cabin, but somehow, now, it was not there. Riding around the area, he thought he heard his pony's hooves making hollow sounds. He dismounted and dug down in the snow. His suspicion was right; he had been riding over the top of the cabin!" Amidst one of the harshest winters seen in years, George remarkably arrived home after 14 days and greeted his mother



suffering from severe snow-blindness. He said, "Had it not been for her care I probably would have been entirely blind."

George slowly regained his eyesight, and again returned to his books. A teacher shortage in Parowan created an opportunity for George to teach for a few years. However he quickly discovered that his informal educational background and 8<sup>th</sup> grade degree were not enough and he felt a strong desire to pursue a formal and higher education.

George was married to his wife Orpha, and they had their daughter Myrtle, when in 1889 he packed up his family and wagon full of supplies and headed for Salt Lake City. George was one of the first married students to attend the University of Utah. He was a little older than average student, but this only made him more determined to achieve and succeed. In addition to his studies George had to balance his family life, and his work. He worked as a carpenter on the old Templeton Hotel and the Salt Lake Temple. His wife also worked part-time in a tailoring shop and took in neighborhood laundry.

Though it was a financial struggle, George received his Normal Certificate in 1892 and the following spring he received his bachelor's degree. It was under the guidance of Dr. John R. Park that George discovered how much he truly loved to teach. He embraced all of Dr. Park's concepts about becoming a successful teacher and strived to emulate them the rest of his life. Upon

graduation he was hired as a principal at Payson and then at Parowan. During the summers he completed work at the University of Chicago and at Monterey Bay, California where he conducted a special study on marine life.

From the moment George W. Decker stepped onto the BNS campus in September 1897 he was beloved by his students. He had an ability to make every student feel loved and cared for, mostly because they knew he was genuinely concerned about them individually. George was especially mindful of the financial struggles his students underwent, perhaps because of his own personal financial struggles while obtaining his degree. He was constantly creating part-time work, quietly paying tuition for others, signing notes or loaning money to students who needed help, and taking students home for supper. He always managed to keep his good works out of the public eye, however after his death packets of letters expressing gratitude were found in his personal effects. He sacrificed everything he had for the institution's betterment. George's children remembered how their mother had painstakingly saved for a living room rug only to give up when George explained "I'm sorry. I have to use that money for a new microscope in the biology department." The school funds couldn't be stretched for such a purchase.

George was so loved by his students that when Principal Nathan T. Porter resigned, 104 students wrote and signed a letter to the Board of Regents

requesting that George be appointed the next principal of BNS. He received a letter from R.D. Allen, secretary of the Board of Regents expressing "I am just in receipt of a petition for the Board of Regents...signed by 104 students of the Branch Normal School asking that you be appointed Principal of the school. The petition expresses in beautiful language the high regard the students have for you. If it concerned me, I believe I would prize the letter more than the position itself." George served as principal from 1904-1913.

George spent his life acting as an advocate for BNS. His son Ivan remembered, "Wherever George Decker went, whether on school business or not, he was always on the lookout to make friends for the BNS and gain new students." He organized musical recruiting trips to local communities in an effort to recruit more students and supporters of BNS. He was tireless in his efforts to expedite the growth of the school and help BNS achieve the status of a full fledged four year college. After his retirement from the position of Principal of BNS he ran for the state legislature and was elected to the office of State Representative. He worked diligently for funding for his beloved BNS, and was able to get the largest budget, up to that time, approved for the school.

The personal sacrifice and love of students George W. Decker exhibited set a precedent for faculty members that has not faded over the years. The great institution of Southern Utah University still stands for unmatched

personalization and care of individual students to which George Decker dedicated his life's work. <sup>2</sup>

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<sup>2</sup> Bennion, S.D., Decker, B.I., Driggs Jr., P., & Milne Jr., D.S. (2006). *The formidable foursome: BNS's founding faculty*. Cedar City, Utah: Southern Utah University Press.

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*George Decker (Final Edit)*

George W. Decker was 33 years of age and had been principal of the Parowan schools when he was appointed to be among first four faculty of the BNS in 1897. At the BNS in September 1897, he began teaching mathematics and natural science courses and served as the school's librarian here in what was known as the Library Building.

From an early age, George possessed a curious nature and a strong desire to learn. When the Presbyterian Church opened a library in Parowan, George could always be found there reading. He borrowed every book he could to take home where he would read late at night by candlelight. In order to continue his habit of reading after dark, George eventually had to begin hauling large loads of wood from the canyons to keep a fire burning all night long. George loved history books and science books. He read works of literature by William Shakespeare, Charles Dickens, Sir Walter Scott, Thomas Paine, and Ralph Waldo Emerson. He read about patriots such as Benjamin Franklin, George Washington, Abraham Lincoln, and Thomas Jefferson. George's knowledge of these leaders honed a sense of patriotism and self-reliance that only strengthened throughout his life.

At age 14, George became one of the original Hole in the Rock pioneers. At first the trek was exciting, but he tired of adventure and abruptly announced

that he was heading home. Amidst one of the harshest winters seen in years, George remarkable arrived home after 14 days and greeted his mother in Parowan, but suffered from severe snow-blindness. His mother treated him and he slowly regained his eyesight and returned to his books.

A teacher shortage in Parowan created an opportunity for George to teach for a few years. He quickly discovered that his educational background and eighth grade degree where not enough. Even though he was a husband and a young father, he packed up his family and a wagon full of supplies and headed for Salt Lake City. He was one of the first married students at the University. Being a little older than the average student made him more determined to achieve and succeed. It was under the guidance of Dr. John R. Park that George discovered how much he truly loved to teach. He embraced all of Dr. Park's concepts about becoming a successful teacher and strived to emulate them the rest of his life. George completed his studies at the University of Deseret in the spring of 1893, one of four graduates to receive a bachelor's degree that year. He acted briefly as the principal in Payson, Utah, after his graduation and then returned to his home town of Parowan for four years.

George Decker was loved and respected by his students. He was especially mindful of the financial struggles of his students because of his own personal financial struggle while obtaining his degree. He was constantly

creating part-time jobs for students, quietly paying tuition for others, signing notes or loaning money to students who needed help, and taking students home for supper. His generosity wasn't known until his children found a packet of letters expressing gratitude after his death. He sacrificed personally for the institution. George's children remember how their mother had painstakingly saved for a new rug only to give up when George explained, "I'm sorry. I have to use that money for a new microscope in the biology department." The school funds couldn't be stretched for such a purpose.

George was so loved by his students that when Principal Nathan T. Porter resigned, a letter was sent to the Board of Regents requesting that he be appointed principal of BNS. He received a letter from R. D. Allen, board secretary, expressing "I am just in receipt of a petition for the Board of Regents . . . signed by 104 students of the Branch Normal School asking that you be appointed Principal. . . The petition expresses in beautiful language the high regard the students have for you. If it concerned me, I believe I would prize the letter more than the position itself." George Decker taught seven years and was principal from 1904 to 1913.

*Howard Driggs (Final Draft)*

Howard R. Driggs was only 24 years old when he arrived in Cedar City as one of the first four faculty members who taught at the Branch Normal School. He stepped onto campus the first day as not only the head of the Department of English and Literature, but also the acting secretary and registrar of the school. He had just graduated from the University of Utah (then the University of Deseret) in the spring of 1897. Howard had always loved literature and poetry and had even been elected Class Poet in 1897 at the University of Utah. For six years Howard bestowed his love of English, literature, and history upon the eager students of the BNS.

Howard Driggs was born on August 8, 1873 in the town of Pleasant Grove, Utah. He was the second of nine children born to Benjamin Woodbury Driggs, Sr. and Rosalia Ellen Cox. As a young boy Howard loved learning and he loved American history. Before Howard was even enrolled in public school he visited his brother's fourth grade class. When his brother was called upon to recite a poem, Howard stood instead and recited the 40 lines of the beautiful poem "Liberty Bell." A few years later, Howard wanted to purchase the book *One Hundred Years of American Independence*. He helped build a home for 11 days earning 25 cents a day to buy that book. At the end of the 11 days he went straight to the bookstore to purchase the book. He had earned \$2.75 and was



sorely disappointed when the store owner told him the price of the book was \$5.00. Howard turned and asked the storeowner, "You know my father, don't you?...could you trust him for the balance?" The store owner responded, "Howard, I can trust you." Even at a young age Howard was known for his good reputation and strong character.

Howard wanted to share his love of American history with everyone. The more he learned about American history the more he wanted to find out about the history of this country. He and some of his friends, in an effort to share what they were learning, would often stage outdoor reenactments of historical events in their hometown.

Howard's family moved to West Jordan, Utah where he attended his first formal education at the Big Blue Schoolhouse. He later attended the Brigham Young Academy where he was inspired to become a teacher by the gifted and renowned head of the academy, Karl G. Maeser. He graduated with a teacher's diploma and taught in Pleasant Grove public schools in the early 1890s. Howard began his studies at the University of Utah in 1895 under the tutelage of Dr. John R. Park. In 1897 Howard graduated the University as Class Poet and was excited to take on the challenge of being one of the founding teachers at the Branch Normal School.

Howard married Eva Frampton on September 8, 1897 in the Salt Lake LDS Temple. Their honeymoon destination must have been Cedar City because first examinations for the term were held on September 15, 1897. Howard and his wife Eva spent the summer of 1898 with colleagues and friends Milton and Cora Bennion studying at the University of Chicago. During Howard's six years at the Branch Normal School he established a rich tradition of celebrating history, literature, and a thirst for knowledge.

Howard and Eva left Cedar City in 1905 to study at the University of Chicago for two years. He returned in 1907 to the University of Utah and graduated in 1908 with a Bachelor of Arts degree. Howard became the supervisor of English in the State Normal school and later the Principal of the Secondary Training School. In 1914, upon the recommendation of Dean Milton Bennion, he was promoted to Professor of English Education at the University of Utah.

During these years Howard's interest in civic duties and education remained undeterred. He served as President of the Utah Library and Gymnasium Commission, President of the Utah Education Association, Editor of the Utah Educational Review, and Vice President of the National Education Association. Howard's commitment to the Utah Library and Gymnasium Commission arose out of his strong belief in the importance of providing

worthwhile reading materials for everyone to enjoy. He told one interviewer that he felt it was not enough to teach pupils how to read well; it was also necessary to provide worthwhile reading material and cultivate in them a lasting love for good books. Due to Howard's efforts and the support of parents and teachers in Utah communities nearly 100 tax-supported public libraries were established in the state within a few years.

Howard wrote more than 50 books during his life, focusing on both English education and history. He received numerous awards and honors. In 1913 he also began writing a series of highly successful textbooks for English teachers called *Live Language Lessons*. He later developed another series of textbooks entitled *Our Living Language*.

In 1918 Howard received his Master of Arts degree and left the University of Utah to study English teaching throughout the country. He went on extensive tours in which he addressed teacher groups, gave demonstrations, and gathered material written by thousands of students at all grade levels. He continued his research in 1923 as he was offered a position as a visiting professor at New York University. The material Howard gathered served as the preparation for his doctoral thesis which he completed at NYU in 1926. He taught English at NYU from 1924 until 1942 when he retired.

After his retirement Howard pursued his lifelong passion of finding and preserving firsthand pioneer stories. In the 1920s and 1930s he had a co-authored and edited several books in the *Pioneer Life Series*. This passion led him to be one of the founding members of the Oregon Trail Memorial Association and eventually serve as President of the organization. He also served as President of the American Pioneer Trails Association.

In the 1950s Howard wrote *New Light on Old Glory*, a pamphlet that describes the origin of the American Flag. It was also produced into an accompanying recording. These materials were adopted not only for use in the New York City schools to teach the story of the origin of the American flag, but also at Fort McHenry in Maryland, birthplace of the *Star Spangled Banner*.

In 1953 Howard presented a collection of his books to President Dwight Eisenhower at the White House. The meeting had been arranged by Howard's friend, Utah Senator Wallace Bennett who knew of the President's interest in Western history. President Eisenhower expressed warm appreciation for the collection.

Howard R. Driggs lived a life entirely dedicated to the advancement of human knowledge. He worked tirelessly to discover new truths about our nation's past and make those truths available to the public. Howard loved teaching. He loved sharing. Howard's grandchildren still remember him

encouraging them to learn and gain different perspectives on life. They continue to practice their grandfather's advice when they visit a new city: "Go to the highest building or place. It will help you get a perspective of the area."

Howard set the standard at this university for a strong desire to strive and to discover new truths through research and study. He never stopped learning or teaching. His legacy will continue on through commencement each year when a new batch of graduates are charged with the mantra Learning Lives Forever.<sup>3</sup>

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<sup>3</sup> Bennion, S.D., Decker, B.I., Driggs Jr., P., & Milne Jr., D.S. (2006). *The formidable foursome: BNS's founding faculty*. Cedar City, Utah: Southern Utah University Press.

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Leavitt, A.O. (1997). *Southern Utah University – The first hundred years: A heritage history*. Cedar City, Utah: Souther Utah University Press.

*Howard Driggs (Final Edit)*

Howard R. Driggs was 24 years old and a new graduate of the University of Utah when he arrived in Cedar City as one of the new faculty members at the Branch Normal School. He came as the head of English and Literature, but was also the acting secretary and registrar. Howard had always loved literature and poetry and had even been elected class poet in 1897 at the "U". For six years he bestowed his knowledge of literature and history upon the eager students of the BNS.

Born in Pleasant Grove in 1873, Howard loved learning and he loved American history. Before he was even enrolled in public school, he visited his brother's fourth grade class. When his brother was asked to recite a poem, Howard stood instead and recited 40 lines of "Liberty Bell." A few years later, Howard wanted to buy the book *One Hundred Years of American Independence*. He worked for a home builder catching adobe bricks for eleven days, earning 25 cents each day. With his \$2.75 in earnings, he went straight to the bookstore and was sorely disappointed when the store owner told him the price was \$5.00. Howard turned and asked the merchant, "You know my father don't you? Could you trust him for the balance?" The store owner responded, "Howard, I can trust you" and he walked out with his treasure.

Howard's family moved to West Jordan, Utah where he received his first formal education at the Big Blue school house. He later attended the Brigham Young Academy where he was inspired to become a teacher by the renowned Karl G. Maeser. With his teacher's diploma, he taught in Pleasant Grove in the early 1890s. His studies at the University of Utah began under Dr. John R. Park in 1895 and he graduated two years later. He married Eva Frampton on September 8<sup>th</sup>, 1897, and their honeymoon destination must have been Cedar City because the first examinations for the term were on September 15<sup>th</sup>. During the next summer of 1898, the Driggs and the Bennions studied at the University of Chicago, and Driggs studied there another year during a leave of absence from the BNS and then two years after he left Cedar City in 1905. He returned to the "U" in 1907 to teach teachers of English.

While a professor at the University of Utah, he devoted himself to the Utah Library and Gymnasium commission. His commitment arose out of his strong belief in the importance of providing worthwhile reading materials for everyone. He told an interviewer that it was not enough to teach pupils how to read well; it was also necessary to provide worthwhile reading material and cultivate in them a lasting love for good books. Within a few years, the commission had helped establish nearly 100 tax-supported libraries in the state.

He also became an author of books for young people and especially loved to write stories that inspired boys to read.

His life's avocation was to find and preserve firsthand pioneer stories which he published as author or editor in the *Pioneer Life Series*. This passion led him to be a founding member of the Oregon Trail Memorial Association and its successor, the American Pioneer Trails Association.

Howard Driggs lived a life entirely dedicated to the advancement of human knowledge. He worked tirelessly to discover new truths about our nation's past and share those truths with the people of America. Howard set a standard at the BNS for a strong desire to discover new truths. He never stopped learning or teaching. Some 40 years after he left Cedar City, his oldest son Wayne R. Driggs became Director of the school, known as the Branch Agricultural College. Their legacy continues through commencement each year when a new batch of graduates is charged with the mantra "Learning Lives Forever."



*Annie Spencer Milne (Final Draft)*

Annie E. Spencer Milne held the unique position as the only woman on the original faculty of the Branch Normal School. In addition to being the only woman on the faculty, she was also the youngest – being only 23 years old when she began teaching. Annie had unknowingly prepared all her life for the opportunities that would present themselves to her at BNS. Annie graduated from the University of Utah (then the University of Deseret) in the spring of 1897 with classmates Milton Bennion and Howard Driggs. After completing a summer of studies at Harvard University in Cambridge, Massachusetts, Annie was delighted upon her return to learn of her acceptance to teach at the newly-founded Branch Normal School in Southern Utah. Annie originally taught her three favorite subjects: music, physical education, and elocution. She taught at BNS for eight years.

Annie Spencer was born on May 21, 1874 in Southfield, Michigan to Thomas Spencer and Sarah Ann Tomalin. Annie was the youngest of three children. Annie's parents had both immigrated to the United States from England shortly after joining the Church of Jesus Christ of Latter Day Saints. Her parents' ultimate goal was to join other church members in Utah, but they were forced to stay in Michigan until they had obtained enough funds to head West. This delay in the journey proved to be extremely beneficial to the education of

not only Annie, but all of the Spencer children. Thomas and Sarah Ann wanted to ensure educational opportunities for their children and were willing to work and sacrifice to achieve that purpose. Annie was able to study music and elocution.

The family purchased a small organ so that Annie could develop and refine her musical talents. She played so beautifully that she was invited to play for a nearby Presbyterian Church for a small salary. Annie also began to work on perfecting her ability to give masterful orations. From a very young age her father remembered Annie standing atop stumps in the dooryard formulating and delivering spirited speeches. Speaking contests were popular in the region of their home and Annie regularly won medals for her orations.

In 1891 the Spencer's had finally saved enough money to complete their dream of moving West. The family sold all of their belongings, except the organ and a sewing machine, and boarded a train bound for Salt Lake City. The family purchased a home but soon discovered that farming out West was not the same as farming in the East. The first year in Utah was a struggle financially. Annie taught piano for 25 cents a lesson and her siblings both secured teaching positions in local schools.

It was during her second summer in Utah that Annie began to rediscover her love of learning that had been fostered so carefully in Michigan. She began

taking courses at the University of Utah from Miss Maude Mae Babcock, who had recently moved to Utah from New York City. Miss Babcock introduced Utah to a newly developed course in physical education. After this summer Annie knew that she wanted to teach physical education and elocution.

Annie continued her studies with Miss Babcock as well as other remarkable educators. She took fundamentals of music with Evan Stephens, noted LDS composer and longtime conductor of the Mormon Tabernacle Choir. She took education classes from Dr. James E. Talmage and art classes with renowned western artists Edwin Evans, James Taylor Harwood, and John Hafen. Annie began offering recitals and performances at social halls and in the Salt Lake Tabernacle. At length she was judged qualified to accept a position as Miss Babcock's assistant.

Miss Babcock invited Annie to join her for a summer of classes at Harvard University. Annie accepted and in the summer of 1897, had the opportunity to study new elements of physical education and new practices in musical compositions in the metropolitan East coast culture. Upon her return Annie was overjoyed to find that she had been offered a position to teach at the Branch Normal School in Cedar City. Annie bade farewell to her family and her beloved mentor Miss Babcock and at 23 years of age boarded a train headed for Milford – completely alone and having no idea what to expect.

Annie was greeted in Milford with a white topped wagon that would escort her the final 65 miles to Cedar City. Annie began by teaching music, physical education, and elocution. Annie was known for her versatility and willingness to expand beyond their fields of preparation. However Annie had spent her entire life loving music, literature, and most recently physical education. She loved her course assignments. After three years and a student populace over 120 people Annie's responsibility of teaching music was passed to O.C. Anderson. The growth of school enabled the hiring of an assistant to her for bookkeeping, typewriting, and in physical education courses. In 1901 Erastis Jarvis Milne was hired as this assistant, due to his favorable reputation and athletic accomplishments.

The two spent their summers taking classes at Lake Chautauqua and acting as chaperones from Miss Babcock's students who were also attending summer classes. Their relationship began as a beautiful friendship which eventually transformed into courtship, and finally a marriage in 1905 in the St. George LDS Temple. Annie and E.J. were key figures in the introduction of the newly invented sport of basketball to the state of Utah. E.J. coached basketball at BNS.

Annie activity's had an impact not only on students but on the community as well. The faculty members of BNS were expected to give two public lectures a

year. Annie always structured her lectures to be musical recitals, which were enthusiastically received by the townspeople. Her attendance at Chautauqua each summer ensured that whatever was going on in the eastern schools was quickly included in the curriculum at the Branch Normal School.

After eight years of service to BNS, Annie and E.J. left Cedar City. The couple had three children to whom they passed on their love of education and athletics. Annie's grandson David Spencer Milne said, "No doubt Annie and E.J. would have been pleased to see the Utah Summer Games hosted on the SUU campus for the past 20 years."

Annie lived to age 95, all the time sharing her love of music, art, elocution, and physical education with those around her. In her later years Annie remarked, "My years of teaching and mingling with the young people and my association with the stalwart pioneers of Cedar City and surrounding towns were the richest and happiest of my life."

Annie's ability to bring modern music and art to a little town in southern Utah left a tradition on this campus that has not faded over time. She played a pivotal role in establishing this institution's foundation of excellence. <sup>4</sup>

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<sup>4</sup> Bennion, S.D., Decker, B.I., Driggs Jr., P., & Milne Jr., D.S. (2006). *The formidable foursome: BNS's founding faculty*. Cedar City, Utah: Southern Utah University Press.

Leavitt, A.O. (1997). *Southern Utah University – The first hundred years: A heritage history*. Cedar City, Utah: Souther Utah University Press.

*Annie Spencer Milne (Final Edit)*

Annie Spencer Milne held the unique position as the only woman among the first faculty of the Branch Normal School and of being the youngest – only 23 years old when she began teaching. She had unknowingly prepared all her life for the opportunities that would present themselves to her at the BNS. She played the organ and took fundamentals of music from Evan Stephens, noted composer and conductor; she took education classes from Dr. James E. Talmage and art classes with renowned western artists Edwin Evans, James Taylor Harwood, and John Hafen who all taught at the University of Deseret, now the University of Utah. But it was Maude Mae Babcock who captured Annie's devotion teaching the new courses in physical education known then as physical culture. She was judged qualified to be Miss Babcock's assistant during her last year of school. Annie graduated in the spring of 1897 with classmates Milton Bennion and Howard Driggs. After completing a summer of studies at Harvard University in Cambridge, Massachusetts, Annie was delighted upon her return to learn of her acceptance to teach at the new Branch Normal School in Cedar City.

In September 1897, Annie bade farewell to her family and her mentor Miss Maude Mae Babcock and boarded a train for Milford, the terminus of the rails in Southern Utah – completely alone and having no idea what to expect.

Annie was greeted in Milford by a white-topped wagon that brought her the final 65 miles to Cedar City and almost immediately she began teaching music, art, elocution and physical culture in the temporary building known as the Ward Hall. While at Harvard in the summer of 1897, Annie learned more about the new game of basketball and she introduced it to students in her physical culture classes. This was likely one of the first girls' basketball contests in Utah. Annie taught for eight years and then married Erastus J. Milne, who was first a BNS athlete and then a teacher at the BNS.

Annie lived to age 95, all the time sharing her love of music, art, and physical education with her children and friends. In later years, she remarked "My years of teaching and mingling with the young people and my association with the stalwart pioneers of Cedar City and surrounding towns were the richest and happiest of my life."

## Appendix B

### The Founding

#### *Lumbering Expedition (Final Draft)*

In the spring of 1897 the Utah Legislature announced that they had authorized a branch of the state's teacher training school to be located in Southern Utah.

Immediately upon learning this news, each of the communities in Southern Utah began appointing committees and making necessary plans to influence the decision of the legislative commission. The community of Cedar City was no different. They created a formal appeal to persuade the legislature, highlighting the advantages of locating the school in Cedar City.

On May 19, 1897 Cedar City was named as the location for the Branch Normal School. Members of the commission publicly said it was because of its central location and its excellent educational record, but privately the determining factor may have been something different. Of all the towns competing for the school, Cedar City was the only one without a saloon or pool hall!

As soon as the community was notified in late May of the commission's action they labored for the next three months to complete the Ward Hall and



make it ready for the first school year. In September, the school opened its doors for the first time.

However the pleasant buzz around the town surrounding the new school didn't last for long. School had been in session for only two months when the Attorney General issued a final ruling that Cedar City's use of the Ward Hall did not comply with the provision of the law which required that the school have its own building on land deeded to the state for that purpose. Furthermore, the Attorney General stated that if a building was not erected by the following September, the school would be lost.

Winter had already set in and the town's building materials had been depleted because of the construction of the Ward Hall. But the people of Cedar City began to show their determination, a determination that continued through the years and never faded - no matter what sacrifice was required. The people stepped forward and argued that nobody was going to take their school away from them, not even if it meant bucking the mountain snows to get the lumber to construct the new building. That, of course, was exactly what happened.

On January 5, 1898, a group of men, the first of a long line of townsmen to face the bitter winter weather of the mountains, left Cedar City. Their task was to cut logs necessary to supply the wood for the new building. They waded through snow that often was shoulder deep, pushing and tramping their way up

the mountains, sleeping in holes scraped out of the snow and covered with mattresses of hay. R.W. Bulloch remembered, "Driving out onto some of the wind-swept, bleak, open spaces, the wind would seem to cut and sting like needles, cutting the flesh off our faces, and our lungs would burn with the cold air." The conditions were miserable. Jim Hunter recalls "It was bitter cold and all the clothing we could put on didn't seem to break it."

It took them four days just to reach the sawmills, located near the present day ski resort, Brian Head. Once there they realized they had to go back to Cedar City again. The wagons they brought with them could not carry logs through the heavy snows, and it was determined that sleighs were needed to accomplish the task.

The return trip was equally grueling. The snow had obliterated the trail they had originally blazed and the snow was even deeper. "There was not even a faint trace of the road we had made the day before and it kept on snowing," remembered Jim Hunter. The wagons could not make it and were abandoned at a clearing. It was in this phase of their march that an old sorrel horse proved so valuable. Placed out at the front of the party, the horse, strong and quiet, would walk steadily into the drifts, pushing and straining against the snow, throwing himself into the drifts again and again until they gave way. Then he would pause for a rest, sitting down on his haunches the way a dog does, heave a big sigh,

then get up and start all over again. "Old Sorrel" was credited with being the savior of the expedition. One of the men who witnessed Old Sorrel's courage and example of steadiness said "Without Old Sorrel I doubt if the lumber would have ever been brought from those mountains."

Every day the lumbering expedition had to conquer new challenges, but they never gave up. The people of the city continued to give of their time and resources and the work progressed. The expedition returned with sleighs and continued their perilous work. They faced fierce blizzards in February and managed to survive one of the harshest winters recorded in that region. Winter days faded into spring days of and new challenges had to be conquered. The team now had to face mud slides where frozen roads had once been. Towards the end of March the route had become so dangerous they were forced to take the long route through Panguitch, Bear Valley, and on up to Parowan before reaching Cedar City.

From January through July Cedar City's dedicated residents kept up their labors and when September 1898 arrived the building was finished according to the agreement. The Legislature approved the building and the Branch Normal School finally had a permanent, secure home in Cedar City. It's inconceivable the amount of sacrifice the people of Cedar City were willing to endure to ensure they kept their school. Thus ends a tale of achievement in education by men who

never attended the school. They were hardy men, rough spoken, who sometimes swore through the tough spots of the journey. But they did it. These men fought for the privilege to have a school whose first class had less than 20 students. Over a century ago they forged the way for the remarkable University and its 7,000 plus students who cross her campus each year. A lot of things have changed but the spirit of sacrifice and endurance have not faded over the years. The sacrifice of the founders was not in vain. Learning Lives Forever. <sup>5</sup>

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<sup>5</sup> Bethers, P.M. (1972). *A history of schools in iron county, 1851-1970*. Cedar City, Utah: Cedar City High School.

Billings, P.W. (1970). *Higher Education in Utah*. Salt Lake City: University of Utah

Dalley, P. (1970). *History of bns-bac*. Cedar City, Utah: Southern Utah University Library Oral History Program.

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Seegmiller, J.B. (1998). *A history of iron county: Community above self*. Salt Lake City: Utah State Historical Society.

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Every day the lumbering expedition had to conquer new challenges. The people of the city continued to give of their time and resources and the work progressed. The expedition returned with sleighs and continued their perilous work. They faced fierce blizzards in February and managed to survive one of the harshest winters recorded in that region. Winter days faded into spring days of and new challenges had to be conquered. The team now had to face mud slides where frozen roads had once been. Towards the end of March the route had become so dangerous they were forced to take the long route through Panguitch, Bear Valley, and on up to Parowan before reaching Cedar City.

Through the intensive labor of Cedar City's dedicated residents the building was finished according to the agreement in September of 1898. The Legislature approved the building and the Branch Normal School finally had a permanent, secure home in Cedar City.



*Raising Funds (Final Draft)*

On Tuesday June 22, 1897, John Parry, Iron County Representative and liaison with Salt Lake City received a disturbing telegram. The telegram was from the University of Utah Board of Regents and was informing John to look for a letter of important urgency that should arrive on Saturday the 26<sup>th</sup>. The much anticipated letter arrived and John Parry read its contents to the school committee and then later to the entire community. The letter explained that the Regents had more carefully read the legislation regarding the funds appropriated for the Branch Normal School. There was a problem. The legislation had been worded in such a manner that the \$15,000 appropriation for funding the 1897-1898 school year could not be released until the permanent building, built on the designated property, was deeded to the State. The Secretary of State and the State Auditor had ruled that the Regents could not release the money until those requirements were fulfilled. This presented a multitude of problems.

The Cedar City community had just finished remodeling the Ward Hall for the purpose of serving as the school building until they could, at a logical pace, complete the permanent building on the designated spot. They had already contracted four teachers for the school year. Without funding that also meant

that they had no way to purchase books and basic supplies needed to operate a school.

The regents suggested a solution – that the people of Cedar City advance the money until the requirements of the legislation were met and the \$15,000 could be released. The community knew that without the advance, school for that year would have to be cancelled. They were determined they would not lose their school. Eight men stepped up from the crowd and offered to mortgage their homes to obtain the required amount. On July 19 John Parry, Francis Webster, Henry Leigh, Joseph S. Hunter, Robert Bulloch, Thomas Jed Jones, L. W. Jones, and John Chatterley signed a contract with the Board of Regents binding them to the expenses that would be incurred throughout the school year.

The school year began in September in the newly completed Ward Hall. And now the community had a race against the clock to complete a building by the next school year. Francis Webster knew that this could not be done without money. It would cost approximately \$35,000 to construct a building that would conform to the specifications outlined in the legislation.

Francis Webster became the face of the campaign to raise funds for the purpose of building Old Main. Francis believed the school would only come to fruition if the entire community worked together. With Francis at the head, the committee gave to the description, “All public and private resources” the most

literal application. They went after the people with all the assurance of ownership and both the weak willed and the willing ones surrendered without argument. William Palmer remembers, "Brother Webster was front in gathering up resources, and he became the 'nut cracker' for the committee. He was sent after the selfish, unwilling men and he was blind and deaf to the word no. "Tut, tut" was his laconic reply to every argument or protest and there is no case on record where he ever came away empty-handed."

Another aged founder remembers Francis Webster's tenacity warmly, "Francis Webster was more than attentive to his duty. His sudden appearance spelled failure to one's own plans, of the fulfillment of one's personal desires. If he asked for some donation of material, and he seemed to always know if you had anything to spare, you might as well say "Yes" immediately, for he always got what he went for. We all gave him credit for not asking something unless you were able to spare."

Francis Webster was not without personal sacrifice. He offered his home, mortgaged his sheep, gave all his wagons and horses to the lumbering expedition, as much money as he had, and all of his time to the building of the Branch Normal School. There are few cases in history when you can explicitly state that an event would not have occurred without the impact of one person. However it is not too unrealistic to say that the men of the lumbering expedition

would not have survived and Old Main may not have been constructed without the determination of Francis Webster.<sup>6</sup>

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<sup>6</sup> Bethers, P.M. (1972). *A history of schools in iron county, 1851-1970*. Cedar City, Utah: Cedar City High School.

Dalley, P. (1970). *History of bns-bac*. Cedar City, Utah: Southern Utah University Library Oral History Program.

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got what he went for. We all gave him credit for not asking something unless you were able to spare.”

Francis Webster was not without personal sacrifice. He offered his home, mortgaged his sheep, gave all his wagons and horses to the lumbering expedition, as much money as he had, and all of his time to the building of the Branch Normal School. Through the efforts of Francis Webster and the community, construction of Old Main began in earnest.

*Horse Blankets (Final Draft)*

The lumbering expedition had begun and it was evident the men who were now living in the mountains in the dead of winter with inadequate protection and supplies. Francis Webster was a member of the building committee and is noted as being the key activist in the community raising funds on behalf of Old Main. When in January 1898 Francis walked into Jethro Palmer's harness shop – Jethro knew it had something to do with Old Main. All Francis said was, "Jethro, I want all the horse blankets you have or can get. With teams working in the cold high in the mountains, they must have blankets."

Jethro responded that the horse blanket season was pretty much over, but Francis was welcome to whatever he had. That response was not enough for Francis and he simply replied, "Well you can make some can't you?" Jethro had never made blankets before, but he figured he could give it a try. But there was one small problem. He had no materials with which to make the blankets. Later that day Francis returned to his shop with a big chunk of heavy canvas, which John Higbee had just donated it for the purpose of making horse blankets. Francis was determined. Jethro took the canvas and inspected it carefully. He then turned to Francis and said, "Canvas is not enough. Good blankets need to be lined."



An hour later Francis came with the lining for the blankets in the form of several extra-heavy stout bed blankets. No one knows how he managed to round up all those blankets in under an hour. He plopped the blankets down on the counter and stared at Jethro and said, "Now if you need help I'll get that too" and walked out.

Jethro enlisted the help of his brothers Ted and Will and they set to work. Jethro recalled the process "We were using our first machine for stitching, and at the time we were making complete harnesses with the use of the new machine. With all the other jobs of harness repair, getting ready for this school lumbering expedition, I made three pairs of extra large horse blankets, complete with lining, buckles, and straps." Jethro and his brothers spent hours carefully sewing the blankets to ensure they were of the highest quality. Their attentive care paid off. The blankets lasted the men who got them for many years and proved to be the most remarkable of all the horse blankets. It was many years before their notoriety waned, for the stitching done with the heavy lined thread outlasted anything previously made.

When Francis came to collect the blankets he noticed the extreme care and detail that must have went into each blanket. He looked at Jethro and said, "You understood that this was a donation job?" "Yes," answered Jethro. "I expected

you would come to that." "The Lord will bless you," replied Francis touched that he would put so much work into a job for which he would see no pay.

Francis's comment in many ways came true and Jethro never regretted the donation. "From the time the first men went into the mountains, there came to my hands a continuous stream of stuff to be mended. I have worked far into the night to have harness or other gear ready for another day's driving. I was glad to do my part. The school was undoubtedly the best thing that ever came into our community, and I have no regrets that I gave of my time and materials as I did. I have been blessed in so many ways." <sup>7</sup>

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<sup>7</sup>Leavitt, A.O. (1997). *Southern Utah University – The first hundred years: A heritage history*. Cedar City, Utah: Souther Utah University Press.

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The blankets worked well for the men who got them. It was many years before their notoriety waned, for the stitching done with the heavy lined thread outlasted anything previously made.

*Brickmaking (Final Draft and Edit)*

The harshness of the winter complicated all aspects of building. However the people of Cedar City seemed to be unfazed by the magnitude of their project. Stone cutters and brick makers worked in sub-zero weather through the frigid months to prepare stone for the foundation and brick for the walls. Their tasks, though less dramatic and less frequently celebrated than the lumbering crew, were a vital part of the construction of the Old Main building.

Jed Jones and Alex H Rollo were directly responsible for getting the brick-making under way. The brick yards were located on the southeastern edge of town. To achieve the completion deadline, a handful of about 20 men worked around the clock preparing bricks. The process of actually making the bricks was an involved one that required constant attention and skilled precision. The brickyard was surrounded by piles of fine white sand and clay soil that constantly had to be replenished. The dry soils were mixed and sieved by being shoveled through large metal strainers, to remove any impurities that could ruin the texture of the bricks. The strained material was then carried to the mixer near the center of the yard. The mixer was a large wooden container which held the mixed sand, soil, and water. At the center of the mixer was a pole with spikes attached and a shaft extending outward. A mule pulled the shaft, causing the spiked pole to rotate, mixing the contents into mud. The mud was drawn from

the bottom of the mixer onto hods and carried on the shoulders of the “mud men” to be dumped on tables and allowed to dry until it was just right to be scooped, by bare hands, into molds that had previously been coated with white sand.

After a little drying in the sun, the molds were emptied, each brick turned several times, then stacked in the kiln and fired. Then the kiln was unloaded, the bricks stacked into wagons and carried to the building site. Every part of the process required a pair of hands. Thousands and thousands of times, the process was repeated until there were over 250,000 bricks completed for the construction of the outside and inside walls of Old Main. <sup>8</sup>

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<sup>8</sup>Dalley, P. (1970). *History of bns-bac*. Cedar City, Utah: Southern Utah University Library Oral History Program.

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*Cutting Rock (Final Draft and Edit)*

A building needs more than lumber and brick to stand the test of time. It needs a foundation and a solid one. The building committee knew this and wanted the foundation and corners of the school building to be built with nothing else but rock.

At the time there were few rock masons in the country, but Cedar City was lucky to have a rock mason in their midst. Herbert Adams became the master stone cutter for the new Branch Normal School Building. Herbert remembers clearly exactly how he got commissioned to work on the Old Main project. "At the insistence of Francis Webster, I put off an anticipated trip to Delamar, to go to my rock quarry out in Dry canyon on the 8th of January and make a start toward getting out the rock for the foundation, the corners and the lintels for the new Branch Normal School building."

Cutting rock and shaping it for use in building was no small undertaking. The stone had to be cut out of the quarry, by hand with primitive tools, and then it had to be cleaned. The rock was then ready to be shaped by Herbert Adams. He was a skilled stone cutter and was able to cut away the excess edges and design the appropriate facets to create beautiful rocks ready for use in the building.

Herbert wasn't completely without help. He enlisted local masons Ed Ashton, William Dover and Bengt Nelson. Together these four men created the

rock that was used for the big arch over the front door, partitions up to the top floor, and the entire foundation. This undertaking lasted from January until June.

Today as you look at Old Main you'll notice nine tiers of stone above the ground to the top of the windows. The whole front entrance, reaching to the top floor is of stone, and all of the white stone has decorative worked carved into it. The foundation is about four feet thick and has withstood not only the fierce winds of Cedar City, but a fire, and over 100 of wear and tear by student, faculty and the community. <sup>9</sup>

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<sup>9</sup> Leavitt, A.O. (1997). *Southern Utah University – The first hundred years: A heritage history*. Cedar City, Utah: Souther Utah University Press.



## Appendix C

## First Graduates

*First Graduates (Final Draft)*

In 1900 the first class of the Branch Normal School had completed the necessary course work required for graduation. The first graduating class consisted of six graduates, each of whom received scholarships to proceed to the University of Utah to complete the fourth year of the normal course work. As per requirement of the scholarship, each of the six students agreed to teach for at least three years upon completion of their studies at the university.

It is impossible to grasp the educational impact of the Branch Normal School upon the entire region as you study the lives and service rendered by each of the graduates. However it is possible to see the BNS left an indelible mark upon the region as its first graduates went on to serve in public education. The graduates helped to realize and validate in a remarkably short time the vision of the founders. The first six graduates were Emma Gardner (Abbott), Joseph T. Wilkinson, Alice Redd (Rich), Ella Berry (Leigh), Julius Sylvester Dalley, and Amelia Dalley (Green).

Emma Gardner was one of 13 children of Royal Joseph and Chloe Louisa Snow Gardner of Pine Valley. She completed her elementary education at Pine Valley and Central schools then attended the BNS for her secondary training.

Emma fulfilled her scholarship contract by teaching for 25 years in Mesquite, Nevada. She became principal of the school and served in numerous civic capacities. Emma married David Arthur Abbott of Mesquite on September 16, 1909 in the St. George LDS Temple.

Joseph T. Wilkinson Jr., was the fourth of five children born to Joseph T. Wilkinson and Elizabeth Emily Wells of Leeds. Joseph began his education at the local elementary school in Leeds, but when he was nine his family moved to Cedar City where he completed elementary school. He worked with his father and brothers publishing the *Iron County Record*. When the BNS opened in 1897 Joseph was one of the first students. After graduation from the University of Utah, Joseph fulfilled his scholarship contract teaching at schools in Hurricane, Rockville, Springdale and Moccasin and Cane Beds, Arizona. His normal schooling framed a teaching career that extended over many years.

Alice Redd (Rich) was the 13<sup>th</sup> child of Lemuel Hardison Redd and Keziah Jane Butler of New Harmony. After her graduation she taught for a year at Pioche, Nevada, then on to Paris, Idaho to teach at the Fielding Academy. It was there that she met and married fellow teacher Abel Sargent Rich. They settled in Brigham City, Utah and three of their seven children became teachers.

Ella Berry (Leigh) was the seventh of eight children born to William Shanks Berry and Rebecca Rocena Beck of Kanarraville. Ella attended the

Parowan Stake Academy and entered with the first class. After her graduation from the University of Utah she taught just three years in the Iron County School District before marrying Harry Leigh. Harry was a young businessman and through the years his business prospered as did their family of nine children.

Julius Sylvester Dalley and his twin sister were the eleventh of twelfth children born to James and Johanna Bollette Bertelsen of Summit. Julius loved to learn and attended school through the fifth grade. Because there was no advanced school work available he attended this highest grade three consecutive years. He then attended the Parowan Stake Academy for a year before in the fall of 1897 he entered as part of the first class of the BNS. After his graduation Julius fulfilled his scholarship contract by teaching for a year in the basement of the tabernacle in Parowan. He then spent his life teaching all over southern Utah and Arizona. He taught in Summit, Monticello, Utah and Moccasin, Arizona and finished his career in Kanab, Utah. He was a strong civic leader, involved in education his entire life.

Amelia Dalley (Green) was a half-sister to Julius. She was born to James and Petrine Berleson Dalley. She and her twin sister Minnie were the ninth and tenth kids of fourteen children. Amelia was educated in the elementary schools in Iron County and enrolled at the BNS in the fall of 1897 at age 20 to complete her secondary schooling. Amelia fulfilled her scholarship contract by teaching for

a year in a one-room school teaching 1-8<sup>th</sup> grades in Summit. She then accepted a position teaching 5<sup>th</sup> grade in Cedar City's elementary school. She married Geroge Bernard Green in 1907.

This group of six friends moved to Salt Lake City together for their obligatory year at the University of Utah. They rented a small house and all lived together with Petrine Bertlesen Dalley acting as their chaperone and house-mother. It's hard to grasp just how many lives these six graduates either directly or indirectly impacted. The numbers are astronomical. And just imagine – in 2007 the same school that graduated these six students over a 110 years ago - graduated 1,343 students. It's difficult to comprehend just how much these six graduates influenced the future of not only SUU, but the entire region.<sup>10</sup>

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<sup>10</sup> Billings, P.W. (1970). *Higher Education in Utah*. Salt Lake City: University of Utah

Dalley, P. (1970). *History of bns-bac*. Cedar City, Utah: Southern Utah University Library Oral History Program.

Leavitt, A.O. (1997). *Southern Utah University – The first hundred years: A heritage history*. Cedar City, Utah: Souther Utah University Press.

*First Graduates (Final Edit)*

In 1900 the first class of the Branch Normal School had completed the necessary course work required for graduation. The first graduating class consisted of six graduates, each of whom received scholarships to proceed to the University of Utah to complete the fourth year of the normal course work. As per requirement of the scholarship, each of the six students agreed to teach for at least three years upon completion of their studies at the university.

The first six graduates were Emma Gardner (Abbott), Joseph T. Wilkinson, Alice Redd (Rich), Ella Berry (Leigh), Julius Sylvester Dalley, and Amelia Dalley (Green).

Emma Gardner completed her elementary education at Pine Valley and Central schools then attended the BNS for her secondary training. Emma fulfilled her scholarship contract by teaching for 25 years in Mesquite, Nevada. She became principal of the school and served in numerous civic capacities.

Joseph T. Wilkinson Jr., began his education at the local elementary school in Leeds, but when he was nine his family moved to Cedar City where he completed elementary school. He worked with his father and brothers publishing the *Iron County Record*. After graduation Joseph fulfilled his scholarship contract teaching at schools in Hurricane, Rockville, Springdale and Moccasin and Cane Beds, Arizona.

Alice Redd (Rich) came from New Harmony. After her graduation she taught for a year at Pioche, Nevada, then on to Paris, Idaho to teach at the Fielding Academy.

Ella Berry (Leigh) of Kanarraville, attended the Parowan Stake Academy and entered with the first class. After her graduation from the University of Utah she taught just three years in the Iron County School District before marrying.

Julius Sylvester Dalley of Summit loved to learn and attended school through the fifth grade. Because there was no advanced school work available he attended this highest grade three consecutive years. He then attended the Parowan Stake Academy for a year before in the fall of 1897 he entered as part of the first class of the BNS. After his graduation Julius fulfilled his scholarship contract by teaching for a year in the basement of the tabernacle in Parowan. He then spent his life teaching all over southern Utah and Arizona. He was a strong civic leader, involved in education his entire life.

Amelia Dalley (Green) was educated in the elementary schools in Iron County and enrolled at the BNS in the fall of 1897 at age 20 to complete her secondary schooling. Amelia fulfilled her scholarship contract by teaching for a year in a one-room school teaching 1-8<sup>th</sup> grades in Summit. She then accepted a position teaching 5<sup>th</sup> grade in Cedar City's elementary school.

This group of six friends moved to Salt Lake City together for their obligatory year at the University of Utah. They rented a small house and all lived together with Petrine Bertlesen Dalley acting as their chaperone and house-mother. Just imagine – in 2007 the same school that graduated these six students over a 110 years ago - graduated 1,343 students.

## Appendix D

## BNS to SUU

*BNS to BAC (Final Draft)*

Only one year after Cedar City had been selected as the site for the Branch Normal School, the Brigham Young Academy established a branch in Beaver, just 50 miles to the north. It was a good school and drew students from the surrounding areas. In 1908, St. George had an academy also sponsored by the LDS church which kept students at home. Competition for students became an issue. Cedar City was at a slight disadvantage because the fourth year of the normal course work could only be completed in Salt Lake City on the University of Utah's campus. The residents of Cedar City rallied again to help ensure the safety of their school. They lowered rents and even took students into their homes. Finally in 1910 Cedar City gained an advantage of finally being able to offer the fourth year course work in Cedar City. But it was still not enough.

It became apparent that if the BNS was going to survive it was necessary for it to become a full-fledged, four year college. With each session the State Legislature made it more and more difficult to obtain money to maintain the school. The state also made it obvious that they would not grant any money for the establishment of another state college because they did not see the necessity. There was the possibility of the University of Utah allowing college courses to be



taught at the BNS. However the University of Utah had made it clear that they had no intentions of allowing the BNS to ever advance beyond a school for educating teachers. It began to appear that the only hope for the school to advance to college level would be to sever its relationship with the University of Utah. The community became divided. There were people who felt that the emphasis of the school should more closely reflect the agrarian society that fostered it. Those people favored the proposition that the Branch Normal School be transferred to affiliate with the Utah Agricultural College in Logan. Others felt the cultural advantages that had come from the affiliation with the University of Utah would be lost in such a move and the quality of education would be diminished.

The issue became heated and there was deep emotion on both sides. An article published in the March issue of the student newspaper reflects the intense debate occurring between the students, community, and legislature about changing the purpose of their beloved school. Stephen R. Wilkinson wrote "The bill stated that we shall have the same appropriation to support the agricultural school. So the expense problem is going to be entirely done away with by the state giving the same amount of money, but we use it to learn how to feed hogs instead of making public school teachers for the purpose of educating our children."

There was apprehension among the educators as well. Many of them feared that the emphasis upon normal courses would diminish if the change in mother institutions occurred.

State Representative Wilford Day and State Senator Henry Lunt declared themselves to be firm supporters of the proposed change and pledged to work for the advancement and avowed needs of the school. Every progressive step of the Cedar City school had been accompanied by political maneuvering and a measure of intrigue, and 1913 proved to be no exception.

Representative Day and Senator Lunt strived to rally the legislature and their constituents. The opinions were varied, they ranged from support of the change to concern that an emphasis upon "hog raising" would negatively affect the status of the school. Both legislators believed in the future of the BNS. However they were going up against some fierce opposition. Dr. Joseph Kingsbury, President of the University of Utah, Dr. William Stewart, Dr. Joseph F. Merrill and other members of the university faculty as well as their legislative representatives operated a well organized opponent.

Midway into the session Representative Day and Senator Lunt brought a contingent of their legislative colleagues, accompanied by Dr. Kingsbury to visit the Branch Normal School. During his visit at the BNS Dr. Kingsbury called a meeting to discuss the change of the school. Interestingly, absent from the

invitation-only meeting was Representative Day who had really been the prime lobbyist on behalf of the BNS. At that meeting an agreement was made not to pursue the change during that year.

The legislative group returned to Salt Lake City arriving on the morning of the last day that legislation could be introduced. Representative Day, having been absent from the meeting therefore feeling no obligation to abide by the promise to not pursue the change, hurried to poll his colleagues in the House. He determined he could garner enough support to pass legislation for the change. Day rushed into town to the office of Judge Hammond to obtain help in drafting the bill.

The next day President Kingsbury called Representative Day. "He tapped me on the shoulder and told me that unless I would withdraw the bill, he would fight me to the bitter end; that he would write to all of the daily papers in Salt Lake; and that he would defeat the measure. I told him that with me it was a matter of principle; that the state demands industrial education and we would have it. I told him if he wanted a fight, all well and good, but that he would find it hard."

No one knows quite what happened overnight, but the next day Dr. Kingsbury delivered a message to Day stating the fight was off. Dr. Kingsbury

may have made a declaration of peace, but nevertheless a battle ensued in both houses of the legislature. After a ferocious fight, the bill miraculously passed.

Cedar City people had been nervous the entire time for fear that the legislature might decide to just eliminate their school altogether. They were relieved that their school had been preserved, but they were still a little uneasy. Dr. John A Widtsoe, President of the Utah Agricultural College immediately arrived in Cedar City to calm their fears. After his remarks most citizens recognized that this was a giant step forward. Their school could now offer college classes in any course of study. Their school had the potential to one day become an independent college! On September 22, 1913 Cedar City began a new chapter in their history with the first day of classes at the new Branch Agricultural College.<sup>11</sup>

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<sup>11</sup> Bethers, P.M. (1972). *A history of schools in iron county, 1851-1970*. Cedar City, Utah: Cedar City High School.

Billings, P.W. (1970). *Higher Education in Utah*. Salt Lake City: University of Utah

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*BNS to BAC (Final Edit)*

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It became apparent that if the BNS was going to survive it was necessary for it to become a full-fledged, four year college. With each session the State Legislature made it more and more difficult to obtain money to maintain the school. The state also made it obvious that they would not grant any money for the establishment of another state college because they did not see the necessity. The University of Utah had made it clear that they had no intentions of allowing the BNS to ever advance beyond a school for educating teachers. It began to appear that the only hope for the school to advance to college level would be to sever its relationship with the University of Utah. The community became divided. There were those who felt that the emphasis of the school should more

closely reflect the agrarian society that fostered it. They favored the proposition that the Branch Normal School be transferred to affiliate with the Utah Agricultural College in Logan. Others felt the cultural advantages that had come from the affiliation with the University of Utah would be lost in such a move and the quality of education would be diminished.

Iron County State legislators Wilford Day and Henry Lunt declared themselves to be firm supporters of the proposed affiliation change and pledged to work for the advancement and avowed needs of the school.

Representative Day and Senator Lunt strived to rally the legislature and their constituents. The opinions were varied, they ranged from support of the change to concern that an emphasis upon "hog raising" would negatively affect the status of the school. Both legislators believed in the future of the BNS.

University of Utah President Joseph Kingsbury adamantly opposed the change. Representative Day recalled "He tapped me on the shoulder and told me that unless I would withdraw the bill, he would fight me to the bitter end; that he would write to all of the daily papers in Salt Lake; and that he would defeat the measure. I told him that with me it was a matter of principle; that the state demands industrial education and we would have it. I told him if he wanted a fight, all well and good, but that he would find it hard."

Despite a tough legislative battle and much opposition the bill approving the change in affiliation passed during the 1913 session.

The residents of Cedar City feared that the legislature might decide to just eliminate their school altogether. Dr. John A Widtsoe, President of the Utah Agricultural College immediately arrived in Cedar City to calm their fears. After his remarks most citizens recognized that this was a giant step forward. Their school could now offer college classes in any course of study. On September 22, 1913 Cedar City began a new chapter in their history with the first day of classes at the new Branch Agricultural College.

*Fire in Old Main (Final Draft)*

The morning of December 12, 1948 should have been like another other Sunday. It was a clear, crisp, wintery morning. There was no way to tell that this morning would change Cedar City forever. As Jack Walters and his father Roy were returning with the newspapers Jack was to deliver to the homes on his route, they noticed something unusual. There was smoke rising from the top of the Old Main building on Temple Hill. The two men rushed to the nearby home of Eldro Rigby, manager of the college farm, to sound the alarm. By the time they reached the Rigby home, flames were visible through the roof of Old Main.

Rigby called the fire department and then called Edward Matheson, the school custodian, who was the first to reach the blaze. Matheson threw off all the electrical switches to the building, but the fire was already blazing through the dry attic.

As students became aware of the situation they rushed to the scene and formed a human brigade up the steel fire escape and began to retrieve all that was possible of the precious books and artifacts housed in the historic Old Main. Retired Cedar City Fire Chief David E. Bentley was only 14 years old at the time, but clearly remembers that winter morning. "I could see black smoke coming from the college...I quickly dressed and ran from my home ...up the hill towards the Old Main building. As soon as I reach the top of the hill, Sheriff Art Nelson



put me in line with other students to help save the books. We worked furiously, passing piles and piles of books to safety until the fire reached the library. Books were then quickly thrown out the windows, which damaged some, but saved many from certain destruction." The students worked undeterred until they were forced to vacate the property only moments before the burning roof caved in. They were then forced to standby and helplessly watch the remaining materials be consumed by the blazing inferno.

Almost in a daze, Professor Parley Dalley stood at the corner of the building, pouring water towards the flames with a garden hose. The Cedar City Fire department arrived on the scene only to discover that the new truck they had purchased that could pump 750 gallons per minute...did not have a nozzle that fit the hydrants located on campus. While the fire continued to grow in strength, precious minutes were lost stringing the fire hose from the door of Old Main east on the sidewalk to the 300 West and College avenue intersection where there was a hydrant that would fit the powerful hose. By the time this was done, the fire had such a hold on the building that the firemen couldn't do much more than contain the flames. During all of this, on the West side of the building firemen worked diligently with a 1939 Studebaker, a booster pump and 200 gallons of water, but all they were able to do was spray the embers coming from the roof.

Ralph Hazon, Orwin Green, and other courageous Firemen took a hose into the burning building in an effort to contain the flames. But by the time they reached the stairwell the smoke and fire were so strong it made it impossible to advance any further. As they began to withdraw the fire reached the tower containing the cast Iron Bell. The most dramatic moment occurred when with a resounding clang, the bell crashed from floor to floor, falling finally to ground. The bell had been constructed by the local Iron Works Company and was so badly cracked that it was unsalvageable. Many townspeople fought to save the bell, but it was eventually melted down and used for other purposes.

It took about three hours to get the blaze under control. During that short time virtually everything in the building was consumed by the flames or completely destroyed. The community just had to watch as the building that so many of their families had sacrificed everything for – went up in flames.

Several old men, who 50 years before had been young men filled with dedicated determination, now stood sadly by. These were men of the lumbering expedition and the building crews of 1897. They watched tearfully. Rob Bulloch recalled the emotion he felt as he watched the historic structure he built go up in flames, “It was the older men then, who could see what could be done, and they filled us with enthusiasm so that we did what was needed. Now it is our turn to enthuse the young ones to get this building rebuilt.” The whole community was

in mourning. Not so much for the loss of the books, furniture, and paintings which could be replaced, but for the loss of an integral part of Cedar City's proud heritage.

As the ashes settled it was time to assess the damage. The art department and library had been demolished. Art professor Mary L Barstow's paintings, a lifetime of work, were completely destroyed in the fire. Only about 20 percent of the library collection had survived the fire. Those few books were carried to the cafeteria where students attempted to place them in some semblance of order. The business department on the lower floors of the building had been protected by the falling books and the machines and equipment from that department were salvaged.

Administrators and faculty members met early on Monday morning to discuss what should be done. True to the resolve of the Cedar City community, they were not going to let the tragedy of losing their beloved and cherished Old Main prevent them from moving forward. By Monday afternoon regularly scheduled classes were back in session. While crammed into inadequate spaces, none of the classes were forced to move off campus. Students and faculty entered into a spirit of cooperative effort and virtually no class time was lost.

President Wayne Driggs was dedicated to the concept that, even though the cost would be greater, they were going to remodel and restore Old Main

maintaining the original exterior and its historical integrity. The fire again brought the town and college into cooperative effort. With much tenacity and lobbying on the part of the citizens of Cedar City and repeated refusals to take “no” for an answer, Governor Maw appropriated \$150,000 so that the repairs for Old Main could begin immediately. Cedar City would be back within the walls of their beloved Old Main before two full school years had passed.<sup>12</sup>

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President Wayne Driggs dedicated to the concept that, even though the cost would be greater, they were going to remodel and restore Old Main maintaining the original exterior and its historical integrity began a community fund raising campaign. Utah Governor Herbert Maw appropriated \$150,000 so that the repairs for Old Main could begin immediately. Cedar City would be back within the walls of their beloved Old Main before two full school years had passed.



*The Bell (Final Draft)*

Southern Utah University is a school rich in traditions. One of those traditions began in 1923 with the installation of the bell in Old Main. This historic bell was actually given to the Branch Agricultural College by a group of women.

A group of prominent local women founded the Home Economics Club. They organized the club to raise and maintain a financial fund that could be used to give assistance to any student who needed help completing their schooling. These spirited women strived to use their funds to contribute to any worthy cause. They decided to purchase a cast iron bell which they intended to give to the high school. However after the purchase had been made they realized that the high school had a flat roof and no way house a bell.

The ladies decided they should give it to the Branch Agricultural College with the suggestion that it be placed in the cupola atop Old Main, at this time the Library Building. The fact that the gift weighed 1,800 pounds presented an overwhelming challenge to the school. However the school graciously accepted the gift.

The students in the mechanic arts departments, with their inventive teacher, Mr. Croft , solved the dilemma. Utilizing their collective muscle power they employed the department hoist and some steel cable and managed to fit the bell into the small tower. They also fashioned a mechanism that could be use to

ring the bell. The bell rope extended from the operating crank, ending in a loop just below the ceiling. A tall pole with a hook facilitated the ringing of the bell.

The bell rang every morning at 8 o'clock reminding students and the town of the hour *and* of the school. The bell also rang to announce every athletic contest, at home or away, in which the BAC was victorious. The bell quickly found an endearing place in the hearts of the townspeople and the students of the school. For 25 years, every time the bell rang it reminded the community of their connection with the school they had worked so hard to build and to which they continued to expend their energies to sustain.

On a cold winter morning in December 1948, Old Main fell victim to fire. As the cupola containing the bell was consumed by the flames, the bell that had become a treasured tradition – came crashing down. You could hear the bell clang as it plunged from floor to floor until it finally crashed into the ground and fell completely silent.

No amount of optimism or work could restore the beloved old cast iron bell. A fund was started by students, alumni, and the community to place a carillon in the cupola of Old Main. The electronic carillon could imitate the sound of the swinging bell, but could also broadcast Christmas music during the

wintry months. By December 1949 the new carillon was installed and little by little people transferred their affections and forgot the original bell.<sup>13</sup>

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months. By December 1949 the new carillon was installed. Many believe the bell was melted down and used in other building projects.

*BNS to SUU (Final Draft)*

The history of Southern Utah University has been one of constant evolution and perseverance. The school began as a Branch of the State Normal School under supervision by the University of Utah who acted as its mother-institution. Normal schools were created to train high school graduates to be teachers. Its purpose was to establish teaching standards or norms: hence its name. In essence it was a teachers college. The institution was known as Branch Normal School from 1897 to 1913.

In 1913 after much lobbying on behalf of Cedar City the Branch Normal School changed to the Branch Agricultural College. This transfer to the BAC meant not only a change in mother-institutions, but also a change in purpose. The Utah Agricultural College located in Logan became the new supervisor and the school now was able to offer classes outside the field of teacher education. Agriculture, domestic science, commerce and engineering courses were now offered in addition to the normal school coursework. The institution retained the title of Branch Agricultural College for 40 years.

The college had experienced expanded influence over the growth and development of southern Utah. It had become more than a community college. It was a regional educational center. There were many people who had been bothered that the name of the institution was simply the name of the school that

governed it. The college needed a more valid name that would more accurately coincide with its history and mission. In June 1953 the Board of Trustees approved the name change and the Branch Agricultural College officially became the College of Southern Utah. The change of the name did not signify any change in status. In fact, the full official name was College of Southern Utah, Branch of the Utah State Agricultural College. But that title was so cumbersome that it was known simply as the College of Southern Utah.

The school kept growing and progressing. In 1961 the athletic department moved into competitive athletics with four-year schools. It was receiving accreditations and recommendations from governing bodies to move to an independent four-year institution. In each department there were evidences of progression and each was an incremental step in strengthening the petition for expansion. In 1965 with the efforts of Senator Dixie Leavitt, President Royden C. Braithwaite, and Hazen Cooley, the College of Southern Utah became an independent four year liberal arts college. For the first time in its 68 year history the school would have a governing Board of Trustees whose sole concern was the well-being and progress of the institution. The school was now officially a state school and many people believed the name should reflect the school's status. In 1969 the College of Southern Utah changed its name to Southern Utah State College.



The school grew in size and prestige. After a re-imaging campaign in 1989 the student population grew 22 percent to 3,612 students. It became clear that this state college in the South had become a force in higher education. The mission and role of SUSC aligned with the mission and roles of other institutions nationwide that were operating under the title of university. Research had proven that more credibility was associated with diplomas that said *university*, which in turn made graduates more marketable. SUSC wanted and deserved that prestige. There was some opposition in the state with people saying that there would be too many universities, that SUSC was too small, or that their focus wasn't enough on research, thus not deserving the university title. However with the diligent efforts of Regent Michael Leavitt, Senator Dixie Leavitt, Representative Haze Hunter, Institutional Council Chair Kay McIff, and the untiring efforts of President Gerald Sherratt the mission was accomplished. At 11:15 on February 14, 1990 Governor Norman Bangerter signed legislation into law which changed SUSC to Southern Utah University. The change in name officially took place at midnight on January 1, 1991. A New Year and a new era for the school began in style with community festivities filling the night and the following day. A new age had dawned. After years of sacrifice and service,

Cedar City was now home to a university – to the one and only, Southern Utah University.<sup>14</sup>

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<sup>14</sup> Leavitt, A.O. (1997). *Southern Utah University – The first hundred years: A heritage history*. Cedar City, Utah: Souther Utah University Press.

*BNS to SUU (Final Edit)*

In 1913 after much lobbying on behalf of Cedar City the Branch Normal School changed to the Branch Agricultural College. This transfer to the BAC meant not only a change in mother-institutions, but also a change in purpose. The Utah Agricultural College located in Logan became the new supervisor and the BAC became able to offer classes outside the field of teacher education. Agriculture, domestic science, commerce and engineering courses were now offered in addition to the normal school coursework. The institution retained the title of Branch Agricultural College for 40 years.

The college had experienced expanded influence over the growth and development of southern Utah. It had become more than a community college. It was a regional educational center. To reflect that change, in June 1953 the Board of Trustees approved the name change and the Branch Agricultural College officially became the College of Southern Utah.

The school kept growing and progressing. In 1965 with the efforts of Senator Dixie Leavitt, President Royden C. Braithwaite, the College of Southern Utah became an independent four year liberal arts college. For the first time in its 68 year history the school would have a governing Board of Trustees whose sole concern was the well-being and progress of the institution. The school was now officially a state school and many people believed the name should reflect the

school's status. In 1969 the College of Southern Utah changed its name to Southern Utah State College.

The school grew in size and prestige. After a re-imaging campaign in 1989 the student population grew 22 percent to 3,612 students. It became clear that this state college in Southern Utah had become a force in higher education. The mission and role of S USC aligned with the mission and roles of other institutions nationwide that were operating under the title of university. Research had proven that more credibility was associated with diplomas that said *university*, which in turn made graduates more marketable. S USC wanted and deserved that prestige. Due to the diligent efforts of Regent Michael Leavitt, Senator Dixie Leavitt, and the untiring efforts of College President Gerald Sherratt the mission was accomplished. At 11:15 on February 14, 1990 Governor Norman Bangerter signed legislation into law which changed S USC to Southern Utah University. The change in name officially took place at midnight on January 1, 1991. A New Year and a new era for the school began in style with community festivities filling the night and the following day. After years of sacrifice and service, Cedar City was now home to a university – to the one and only, Southern Utah University.

*SUU Today (Final Draft)*

If the founders could walk across the campus of Southern Utah University today they would probably be humbled to find how their great work was the catalyst to creating this magnificent institution. A school that started with only 20 students and one building, now has over 38 buildings serving the educational needs of over 7,500 students each semester. The founding four faculty members has catapulted to over 230 part-time and full-time faculty members.

Starting out as a Branch Normal School the institution offered one course of study – teacher education. Now Southern Utah University offers over 121 areas of undergraduate study and eight graduate programs. SUU's education department is still one of its finest programs being known as one of the strongest in the West. However SUU is not lacking in other academic fields with recognitions being award to the communication, psychology, chemistry, business and nursing departments. [insert super smart quote] SUU's business school has received the AACSB accreditation which is the highest ranking a business department can receive and fewer than 15% of business schools nationwide receive this ranking. In 2007, 86% percent of SUU students who applied to professional pharmacy schools were accepted. The American Association of Colleges of Pharmacy reports a national rate of 25%. SUU's Medical School acceptance rate is 80%, Dental School is 84% and the national rate of accepted is

38%. One hundred percent of SUU students applying for admission into optometry, physicians assistant, and physical therapy schools are accepted.

SUU maintains a small private institution feel at a public institution price. It still believes in a personal education where the faculty are connected to their students on a personal level and care about how they are doing in all aspects of life. [ insert quote about personalization of SUU] In an effort to preserve that tradition, SUU keeps its classes small: 83% have less than 30 students, 50% have less than 20 students. And unlike most larger institutions, over 98% of all SUU classes are taught by faculty with the highest degree in their field, not by graduate assistants.

In the past four years SUU has been ranked in Consumers Digest's top ten best values of all public schools in the nation twice. It has been named as one of America's Best Value Colleges for 2008 for the third straight year. The Princeton Review named SUU as a Best in the West College in 2006. US News and World Report ranked SUU as one of America's Best Colleges in 2007, and then again for 2008—paying particular attention to SUU's high-quality graduate programs.

But SUU is committed to engaging students in more than just academics it's committed to engaging students in all aspects of life – including sports, recreation, and student life. SUU supports 17 NCAA Division I athletic organizations in the Summit League, WAC and Great West conferences. [insert

quote about athletics] SUU is also home to the only Olympic sized swimming pool in Southern Utah and has a climbing wall located on campus. SUU's Outdoor Recreation Center sponsors student-based outdoor activities every semester, offering information on anything from where to go hiking and camping to emergency survival and the current ski conditions. SUU is located within ½ day's drive of at least 11 national parks and recreational areas including Zion National Park and the Grand Canyon; an attribute few schools can brag about.

Student life is a major component on SUU's campus. SUU has nearly 150 student-based organizations with a club for every interest. The Southern Utah University Student Association sponsors events on a regular basis that cover a broad spectrum of activities. [insert SUUSA quote] They sponsor everything from Homecoming festivities, Winter Ball, SummerFest, and more. SUU's campus is also home to the nationally recognized and Tony Award-winning Shakespeare Festival which offers students the opportunity to attend state-of-the-art productions.

SUU's campus is bustling with exciting opportunities that would surely make the founders smile. The school that so many of the people of Cedar City fought to maintain has grown into a remarkable institution that students feel privileged to attend. They recognize the sacrifices that have been made for them

to obtain higher education. A school rich in heritage and tradition, it is not difficult to understand the caliber of students that SUU attracts. Southern Utah University has become a part of Southern Utah and welcomes all who desire to obtain knowledge. Learning Lives Forever. <sup>15</sup>

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<sup>15</sup> SUU Office of Marketing and Public Relations materials.

SUU Welcome Center and Admissions materials.



*SUU Today (Final Edit)*

They actually chose to scrap this story and run the Admission Office recruiting video on a loop instead. That is why the above draft was never finalized with quotes. The committee might remove the video in a few weeks and put this story in. The kiosk is a work in progress. The set up of the software was done in a way that it will be easy to add stories over time. Right now the Old Main committee has commissioned me to write 12 more stories about distinguished graduates. The hope is that they can keep make the kiosk more and more informational by adding stories every few months.

Appendix E

Pictures of Old Main Kiosk



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### Vita

Sherstin Creamer was born in Richfield Utah. She graduated from Richfield High School Summa Cum Laude and as the General Sterling Scholar. She received her Bachelor of Science in Public Relations, Summa Cum Laude, from Southern Utah University where she was on a 4-year leadership scholarship.

Among her various activities, Sherstin was involved in the SUU Honor college, the SUU chapter of the National Society of Collegiate Scholars and the Kappa Mu Chapter of Lambda Pi Eta. She served as President of Lambda Pi Eta for the 2005-2006 term. Sherstin was also the 2006 recipient of the Elaine C. Southwick award, the most prestigious award given to a female student at SUU for service and scholastic achievement.

Sherstin's research interests lie primarily in apologia and leadership communication. She will be applying for admittance into the Educational Leadership PhD program at Brigham Young University for Fall of 2009. She hopes to develop a theory and educational program combining leadership communication theories and self-efficacy theories. She believes there is a connection between underachieving students and their self-efficacy. She thinks if leadership communication techniques were applied to underachieving students

the way they are applied to excelling students there would be an improvement in the underachieving students self-efficacy resulting in improved grades.

Sherstin is a 2008 candidate for the Master of Arts in Professional Communication from Southern Utah University.