

HISTORY OF CHICO STATE COLLEGE

by

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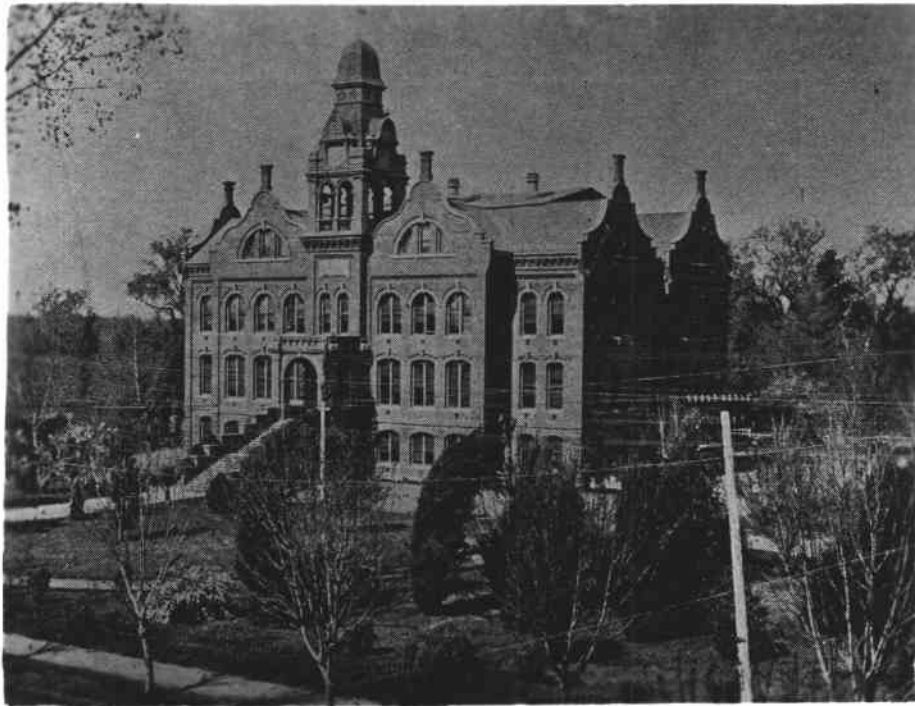
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G.E.M.



Normal School

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I INTRODUCTION	1
Statement of the Problem	2
Significance of the Study	4
Sources of Materials and Ideas	4
Treatment of Data	5
Limitations of the Study	7
II EARLY HISTORY OF CHICO STATE COLLEGE	8
Founding of the School	8
Physical Plant	25
Operation of School	30
III LATER DEVELOPMENTS OF CHICO STATE COLLEGE	33
Part A--Transitional Normal School Period .	33
Philosophy	42
Campus Development	55
Part B--Change to a Professional Institution	68
Professional Advancement	68
Increase in Training School Facilities	77
Summer School	83
Expansion Program	86
Part C--The Four-Year State College	96
Scope of School	96
Growth of Campus	97
Training School	98
IV SUMMARY	100
LIST OF SOURCE MATERIAL	103
APPENDIX	105

LIST OF ILLUSTRATIONS

	<u>Page</u>
West Side of Normal	26a
State Normal	26a
Laying Corner Stone 1888	28a
Graduating Class 1891	28a
Covered Passageway	59a
Training School	59a
Industrial Arts Building	69a
Gymnasium	69a
Corner Stone Ceremonies	81a
Model Rural School	81a
After The Fire	83a
Laying Corner Stone	83a
Bidwell Hall	93a
Administration Building	93a
Library	94a
Auditorium	94a

LIST OF APPENDIX

	<u>Page</u>
1888 Corner Stone Contents	105
Program of Studies, 1889	107
Graduating Class Program	110
Opening Day Program	111
Faculty of Chico Normal School to 1900	112
Copy of Model Rural School Agreement	113
Graduation Requirements, 1912	115
Graduation Requirements, 1924	118
Graduation Requirements, 1927	120
Graduation Requirements, 1930	122
Graduation Requirements, 1931	124
Bachelor of Education Requirements	126
Summer School Agreement	127
Corner Stone Laying, March, 1929	129
Corner Stone Box Contents, 1929	130
Presidents and Years of Service	132
Campus Organizations, 1939	133
Original Campus Northern Branch of State Normal School, 1910	135
Present Grounds of Chico State College, 1939 . . .	136
Chico State College Summer School Campus, 1939 . .	137
Graph of Yearly Graduates	138
Source of 1896 Enrollment	139
Source of 1937 Enrollment	140
Comparative Area Map	141

HISTORY OF CHICO STATE COLLEGE

CHAPTER I

INTRODUCTION

This study is an attempt to collect and record significant, authentic data and information concerning the Chico State College throughout its transition from a Northern Branch State Normal School to the present time; to present in an orderly manner the change in educational thought and philosophy due to a changing social order. Change in educational philosophy must precede physical changes; therefore the changing needs of students determine the scope of any educational institution.

As such an institution fills the need of the individual student, so do these students serve the community in which they reside. Therefore, if the school is to function to its optimum capacity, it becomes necessary for it to keep in tune with the area which it serves. The unique position in which Chico State College finds itself is that of being the only institution of higher learning in northern California, a region comprising some 44,701 square miles of territory in which are located approximately 197,080 people.* It becomes of interest, and perhaps importance, to record these facts concerning

* Appendix, p.141.

the influence the school has exercised upon this area through its program of teacher training.

This study is an accurate recording of events in the building of an institution which has meant much to the community of Chico, which has unquestionably left its cultural mark upon the people of the area which it serves. Through its leadership it has attempted to meet social changes by an ever-progressive program of studies.

STATEMENT OF THE PROBLEM

The problem of this study is to unbiasedly and accurately record the established facts concerning the growth of Chico State College; to assist the reader to a better understanding of the varied and complex educational problems of the past; and through an evaluation and recognition of the past, to enable him better to cope with whatever problems are present in his own educational institution.

The study will be developed under four headings:

1. Historical Background. Steps in the historical background of Chico State College include the early land grants upon which the school is located, the origin of elementary education in California, the certification of

teachers, the community interest in the school, and a discussion of the legal machinery involved in promoting and developing the Normal School.

2. Transitional Period of the Normal School. The transitional period will be explained by a brief treatise on the rules and regulations governing the school and the change in status and function of the school from a three-year course of study to the four, the five, and finally the six-year teacher preparatory program.

3. Period of Professional Advancement. The period of professional growth includes the advancement of the Normal School to a professional basis having as its ultimate objective the training of teachers for the elementary grades, and the gradual expansion of the program into special fields looking toward the goal of a four-year State Teacher's College and the granting of the Bachelor of Arts degree.

4. The Four-Year State College. Under the heading of the four-year State College are included (1) the liberal arts type of education, (2) the broadening of collegiate standings, (3) the present status of the training school.

SIGNIFICANCE OF THE STUDY

It is the purpose of this study to present a detailed and authentic history of Chico State College that shall serve as:

1. A source of early historical information concerning the conditions surrounding the Normal School's establishment.
2. An indication of the change in philosophy of the institution to meet changing conditions.
3. A study of the growth of the factors which go to make up a public higher educational institution.
4. An attempt to develop an appreciation of the need for a flexible educational program to meet the changing needs of a community.
5. An example of the broadening aspect of student life.
6. An indication of present status and probable future of the institution.

SOURCES OF MATERIALS AND IDEAS

Information in recorded form was the only type used in this study. Wherever in the checking of the validity there was an indication of unreliability, the material was discarded, accuracy being of first consideration.

The work has been somewhat hampered by various factors, such as (1) a fire which destroyed most of the school records, (2) the sources of material being scattered, incomplete, and at times unavailable, (3) sources which were later found to be inaccurate. The following sources of information have been used in this study:

1. Files of the Chico Enterprise for material concerning the early development and founding of the institution.

2. Yearly catalogues of the school.

3. Minutes of the Board of Trustees of the Chico Normal School, from July 24, 1908, to May 27, 1921.

4. Year books of the school.

5. School newspapers.

6. Butte County Hall of Records.

7. California State Library.

8. Chico Chronicle-Record Weekly.

9. Personal Interviews.

10. Unclassified newspaper clippings.

TREATMENT OF DATA

The information gathered for this study has seemed to fall into definite classifications, not always chronological. After an analysis of the problem it was deemed

advisable to recognize these classifications and divide the study into four chapters as follows:

I. Introduction.

The introduction deals with the reasons for and the evaluation of the problem.

II. History and Development of the Northern Branch State Normal School.

This chapter traces the steps leading to the establishment of the Northern Branch State Normal School.

III. Steps in History and Development of Chico State College.

This chapter is divided as follows: Part A, dealing with the transitional Normal School period; Part B, dealing with the professional development of the college; and Part C, dealing with the four-year college.

IV. Summary.

In this chapter are summarized the purpose of the study, the divisions under which it is developed, the sources of data, and the plans for future development of Chico State College.

LIMITATIONS OF THE STUDY

Early in the course of this study, it became evident that three factors might hinder the progress of the work. The first, and probably the greatest of these, was the problem of the availability of material; the second, no similar study was procurable; the third, because no original negatives were available, early day pictures had to be reproduced from photographs and catalogue pictures.

CHAPTER II

EARLY HISTORY OF CHICO STATE COLLEGE

FOUNDING OF SCHOOL

Early Grants

The Chico State College campus lies on two original land grants which were issued by Governor Manuel Michaeltorena in 1844. The first grant, founded on a Mexican one and made to Edward A. Farwell on March 29, 1844, consisted of five square leagues or 22,193.93 acres. This grant extended along the south side of Chico Creek from about Pine Street in Chico to the Sacramento River, and thence southward for four or five miles to a point now known as Ord Ferry. The campus is situated in the northeastern portion of this grant. Chico Creek separates the present campus into two parts and was also the dividing line between the Farwell Grant and the Arroyo Chico Rancho. General Bidwell acquired both of these tracts by purchase.

The three original gifts of land made by General and Mrs. Bidwell to the state of California for a Normal School site were located on this tract.* The present Administration building, Library, Industrial Arts building, Training School, Auditorium, and Music building are situated here.

On November 18, 1844, Manuel Michaeltoarena, then Governor of California, issued to William Dickey a grant extending from the Sacramento River on the west along the north side of Chico Creek for approximately fifteen miles, thence north for two or three miles. General Bidwell purchased this grant, which contained 22,214.47 acres, from William Dickey in 1849 and filed a petition for confirmation in March, 1852. The patent to John Bidwell was issued in April, 1860.¹ Bidwell mansion, now known as Bidwell Hall, and the present athletic field are located on this grant.

Certification of Teachers

Early California education received little attention previous to the time of the constitutional convention in Monterey, in 1849. The reasons for this neglect are

¹ Mansfield, Geo. C. History of Butte County, p.179.

* Appendix, p.135.

obvious: first, the population consisted primarily of men seeking fortunes in gold; second, the population was widely scattered; in fact, it was difficult to maintain a school for even four months. "Fortune hunting was the supreme intent of early Californians; all other interests in which civilized society is supposed to be concerned were, for the time being, held in abeyance."¹

Article IX of the constitution, as drawn up by this convention, provided for "a system of common schools to be maintained and kept up for at least three months each year, and any money derived from land granted by the United States for the use of the common schools was to be held as a trust fund for that purpose, and any district neglecting to keep and support such a school may be deprived of its proportionate share of the interest."²

The Legislature of 1879 provided "that the state school money be used only for the common schools and said school to be kept open six months in every year."³ It also provided that the public school system should include "primary and grammar schools, and such high

¹ Brown, Sherman L. The History of the Training and Certification of Secondary Teachers in California. A thesis, U. C. 1934.

² Article IX, Section 2 and 3 of Calif. Const. of 1849, Chapter II, p.1.

³ Ibid. Section 4 of Calif. Const. of 1879.

schools, evening schools, normal schools, and technical schools as may be established by the Legislature, or by municipal or district authority."¹ Thus we find here the first constitutional reference to a recognition of the future need for a teacher-training institution.

By an act of the Legislature in 1852, the State Board of Education was created to consist of the governor, the state superintendent of public instruction, and the surveyor general.² The duties of this board were largely financial, but the establishment of such a board is significant as it eventually centralized the power of standardization of teacher-training and certification.

Moreover, the Legislature of 1879 further provided "that the County Superintendents and the County Boards of Education shall have control of the examinations of teachers and the granting of teachers' certificates within their respective jurisdictions."³ This law made no reference to minimum standards of proficiency required for teachers. Each board was free to establish whatever standards it saw fit and to meet local conditions as they

¹ Article IX, Section 5 of Calif. Const. of 1879. (Amended 1902).

² Compiled Laws of the State of Calif. 1850-1853, Chap. 179, Sec. 1, p.883.

³ Article IX, Section 5 of Calif. Const. of 1879. (Amended Nov. 4, 1884).

arose. At present "county boards of education may, on examination, grant elementary school certificates to candidates who comply with certain specified requirements." Also "each city, or city and county, board of examination has power to examine applicants, and to prescribe a standard of proficiency which may entitle the person examined to receive elementary school certificates."¹ These certificates entitle the holder to teach in any elementary school under the particular board's jurisdiction.

The first normal school work undertaken in the state of California was initiated in San Francisco in 1857 by George W. Minns, John Sweet, Ellis H. Holmes, and Thomas S. Myrick. These men conducted a city normal school, which met one evening a week, and which all city teachers were required to attend. This school continued for five years, and it was unquestionably the work of this school which led to the establishment of a State Normal School in 1862. This State School was opened on Powell Street, San Francisco, but by Legislative Act² in 1870 was moved permanently to San Jose.³

¹ School Code of Calif. Act 7519, Sec. 5.241.

² California Statistics, 1869-70; 787, ch. 529.

³ Earll, Lillie, Normal Record, 1910, "Charter Day Number," p.1.

A total of eight state normal schools have been established in the state of California. These, in order of establishment, are San Jose in 1862; Los Angeles in 1881, a school which developed later into the University of California at Los Angeles; Chico in 1887; San Diego in 1897; San Francisco in 1899; Santa Barbara in 1909; Fresno in 1911; and Humboldt in 1913.¹ Today seven of the original eight normal schools have as their major objective the training of teachers, although the pendulum of change is moving swiftly towards a liberal art course with teacher-training as a secondary objective. All seven have gone through a period of transition from normal schools to state teacher colleges and finally to State Colleges, all for the purpose of developing better leadership, which, in turn, means for California a better citizenry.

Until 1881, the only available teacher preparatory work in the state was carried on at San Jose. In that year legislation was enacted providing for a branch school at Los Angeles with a vice-principal in charge. The administration was at first carried on by the principal of the San Jose School, but later this school became an independent institution.

¹ Sutton Civil Government in Calif., American Book Co., 1914, p.282.

Legal Aspects

Previous to the founding of the Los Angeles branch, a proposal for the establishment of a northern branch Normal School was begun in Chico on February 2, 1880, when a meeting was called for that purpose which elected John Bidwell president, A. H. Crew vice-president, N. C. King secretary, and J. F. Watson and G. W. Dorn committee men. Resolutions were adopted petitioning the Legislature to establish a branch school at Chico and provide funds for building and maintaining such a school. A committee was appointed to to to Sacramento and talk with the Senate committee of Education. The Assembly Committee finally recommended establishing five state normal schools, to be located at San Jose, Santa Rosa, Los Angeles, Nevada City, and Redding, but the bill was subsequently killed in the Assembly.

Three years later, in 1883, the subject of a northern branch of the state normal school was again brought up. Senator Clay W. Taylor, of Shasta County, introduced a bill to establish a school in Shasta County. When the bill came up in the Senate, the words "Shasta County" were deleted, but the bill was defeated.

Assemblyman Allan Henry of Chico introduced a bill in the Assembly appropriating \$50,000 for a school in northern California. Senator A. F. Jones introduced a like bill in the Senate. Both bills called for a location north of Marysville, the selection of the site to be made by the Trustees of the State Normal School. The bill received the unanimous support of the committee of the Assembly. Before the final passage of the bill, however, Assemblyman Shannihan of Shasta County tried unsuccessfully to limit the southern boundary of the district in which the school was to be located by the fortieth parallel, and thus to exclude Butte County.

That the citizens of Northern California were not agreed upon the establishment of a school in their section of the state is evidenced by the following notation from the Oroville Mercury: "It seems that the state is to be influenced with another educational humbug provided the governor does not veto it, as we sincerely hope he will." On March 9, 1887, a telegram from Sacramento announced the Governor had signed the Normal School bill, the text of which follows:

Section 1--There shall be established in the northern portion of this state a school to be called the Northern Branch State Normal School of California, for the training and education of teachers in the art of instructing and governing the public schools of the State.

Section 2--The Trustees of the State Normal School are hereby appointed and created Trustees of said Northern Branch Normal School, with the full power to select a site for the permanent location for the school in some county north of the city of Marysville. Said Trustees shall, within thirty days after the passage of this Act, examine the different sites offered by the people of the northern part of the State for the location of the school buildings, and select therefrom a suitable location for the said Northern Branch Normal School, provided, that no buildings shall be erected for said school until a deed in fee simple of the land selected by the Board of Trustees of the State Normal School shall be made the State.

Section 3--Said Northern Branch State Normal School shall be governed and regulated by the same laws now governing and regulating the State Normal School.

Section 4--The sum of \$50,000 is hereby appropriated out of any monies in the general fund of the State, not otherwise appropriated, for the building or purchase of a site and buildings for said Northern Branch State Normal School.

Section 5--The Controller of the State shall draw warrants from time to time, as the work shall progress, in favor of the Trustees of the said State Normal School, upon their requisition for same, provided that the cost to this State for the erection of said school buildings shall not exceed the amount herein appropriated.

Section 6--The said buildings shall be erected, and the monies herein appropriated therefore, expended under the direction of the Board of Trustees of the State Normal School, and all labor performed upon said buildings shall be by the day's work.

Section 7--This Act shall take effect and be in force from and after its passage.

That the legislators foresaw the need for uniform regulation of teacher preparatory institutions is evidenced by the following rules passed by that body early in 1887:

The Normal Schools at San Jose and at Los Angeles, and any Normal School established after the first day of January, eighteen hundred and eighty-seven, by the State, shall be known as State Normal Schools, and shall each have a board of Trustees, constituted as follows: The Governor and State Superintendent of Public Instruction shall be members of each Board, and there shall be five members, whose term of office shall be five years, who shall be appointed by the Governor; provided, that the Trustees of the State Normal School in office June thirtieth, eighteen hundred and eighty-seven, shall hold office until the end of the term for which they were appointed; provided, that no appointment made after the approval of this Act shall be for a term of more than five years, and the Trustees in office when this Act takes effect shall become members of the Board of Trustees of the Normal School located nearest to their residences.¹

This act further specified the duties of the board, stated the function of the State Normal Schools to be the education of teachers, and provided for the establishment and maintenance of the model or training schools in which pupils of the Normal School must teach. This board was authorized to prescribe a uniform series of text books for use in State Normal Schools, uniform courses of study, and uniform admittance regulations, and to grant diplomas of graduation to students recommended

¹ Chico State Normal School Catalog, 1896, pp.30-2.

by the faculties of the various Normal Schools--"said diploma to entitle the holder thereof to a grammar grade certificate from any city, city or county, or County Board of Education in the State."¹

Selection of Site

After the signing of the Normal School bill by Governor Bartlett, real interest in the school became manifest. Sites were offered in every sizable town in the district north of Marysville; these included Oroville, Gridley, Chico, Red Bluff, Anderson, Redding, Shasta, Willows, and Colusa. The contest between the various towns may be best described by a news item in a valley paper. "While Chico claimed a temperature of 100° Fahrenheit on the hottest days in summer, Red Bluff was accused of recording a temperature of 101°, Oroville 101½°, and Colusa 102°. Redding was described as unbearable." The few degrees difference in temperature was considered a potent argument.

After the Governor's signature had been affixed to the Normal School bill on March 9, 1887, the Trustees were limited to thirty days in which to select a suitable

¹ Chico State Normal School Catalog, 1896, pp.30-2.

site for the school. Oroville was the first town visited by the Commissioners. Mr. Ralph C. Rogers, in behalf of Oroville, offered twenty acres of land at Thermalito and \$5,000 in cash as an inducement to locate the school there. Chico was visited next. As General Bidwell was in the East when the Normal School bill was signed, H. H. Camper, in charge of the Bidwell office, wired for instructions. The General replied, "I will give ten acres on the east side of the Shasta Road near Sandy Gulch. This is the best site for a normal school in Northern California." This site, however, was not acceptable to the committee, who wired General Bidwell accordingly. His answer was, "You may take anything on my farm but my dooryard." Another proposed tract for the school was a seven-acre site in Chapmantown, owned by Mayor Hubbard of the firm of Hubbard and Earl; another was a tract on Pomona Avenue, owned by Assemblyman Allan Henry. The advantages offered by Chico were summarized as follows: first, it had pure drinking water; second, temperatures during the summer were a few degrees less than those of other towns under consideration; third, Chico had the best health record of any town in this territory; fourth, it was centrally and

conveniently located for trains and stage services; fifth, it was noted for its large and beautiful residences.

At a mass meeting of Chico citizens, a committee of fifteen leading citizens was elected to assist Butte County representatives in securing passage of the Normal School bill. This committee was composed of William Earll, chairman; H. H. Camper representing General Bidwell; Allan Henry; Dr. R. C. Mason; Wattson Chalmers; T. H. Barnard; A. L. Nichols; J. W. B. Montgomery; A. H. Crew; Charles Faulkner; L. H. McIntosh; F. C. Lusk; L. W. Burnham; A. J. Bryan; J. W. Dorn. These men were later requested to continue the school location fight. After looking over available locations in Chico, this committee decided that eight acres in a cherry orchard was most acceptable and this became the site of the present administration building. The only objectionable feature was a railroad track running up the center of the street in front of the proposed site.

Red Bluff was Chico's strongest opponent for location of the school. Citizens presented a united front, even to having a feminine delegation give an osculatory salute to all visiting commissioners.

On March 26, 1887, the Trustees of the State Normal School, Messrs. Low, Blair, Archer, and Derman,

Governor Bartlett, and Superintendent of Public Instruction, Hoitt, arrived in Chico. Accompanying the delegation were Professor Allen, Principal of the San Jose Normal and Secretary of the Board, Assemblymen Knox and Brierly of Los Angeles, Adjutant General Crosby, General Davison of Sacramento, General Jones and Judge Leon D. Friar of Oroville. The guests spent two days visiting Chico's eight proposed sites and later visited Red Bluff, Redding, Anderson, Shasta, Willows, and Sacramento.

The following week the commissioners met in San Francisco to decide on a location and asked that the claims of various towns be presented in writing. according to the San Francisco papers, the commissioners went into session Thursday evening, April 6, and refused to admit outsiders and reporters. In all ballots taken that day, Chico and Red Bluff were tied with three votes each.

Because of the absence of Mr. C. W. Childs, whose proxy to Professor Inman (one of the committee of 15) was not acceptable to the group, final decision was laid over to the next day. Since the law required the matter to be settled not later than Saturday, April 8, these resolutions were unanimously adopted on April 7:

That Chico, Butte County, be and shall hereby be selected as a location for a branch Normal School for Northern California and that

the eight acres of land on Chico Creek along the railroad track, a part of General Bidwell's cherry orchard, be selected as a site; provided that there be given with the land permanent water rights and all water needed for school and irrigation purposes free of cost.

That a committee of two be appointed to act with the Governor in the matter of making the papers to be submitted to the Attorney-General.

The Board met in San Jose. On April 8 Chico received the following telegram: "Chico has the unanimous vote of the Board. Commence painting red. Burnham."

The whole town entered into a celebration; whistles bells, pistols, firecrackers, shooting, and children all contributed to the general noise of rejoicing.

Of the committee F. C. Lusk received special commendation for his untiring efforts in behalf of Chico, and General Bidwell for his generous gift. Mr. Lusk was later elected chairman of the first Board of Trustees of the Chico Normal and served in that capacity for many years. A celebration was tendered the committee of fifteen on their return to Chico. Upon their return to Chico from the East, General and Mrs. Bidwell were given an enthusiastic reception.

On April 19, Governor Bartlett appointed the following men to serve as Trustees of the Northern Branch State Normal School at Chico: General John Bidwell, F. C. Lusk, J. W. B. Montgomery, L. H. McIntosh, and A. H. Crew, and

authorized them to handle all construction details of the school. The newly formed Board elected a temporary set of officers: J. W. B. Montgomery, chairman, and F. C. Lusk, secretary. Later F. C. Lusk was elected permanent chairman of the group.

At a meeting of the State Normal School Trustees in June, 1887, the following resolutions were submitted and approved:

1. Resolved, that the thanks of the Board be and are hereby tendered to General John Bidwell for the generous and munificent donation of the beautiful site of the Northern State Normal School, together with the privilege and water supply.

2. Resolved, that the thanks of this Board be and are hereby tendered to the people of Chico for their liberal donation of \$10,000 to be expended to further the interests of the Northern State Normal School.

At about the same time the committee of fifteen sent the following letter to General Bidwell:

General John Bidwell

Dear Sir:

The undersigned, who were selected by citizens of the city and vicinity, as a committee to present to the Board of Trustees of the State Normal School the reasons why the Branch Normal School for Northern California should be located at Chico, having concluded their labors, feel they can not dissolve without expressing to you, on behalf of those citizens, their appreciation of your magnificent donation to the school and the general welfare of the city. Your gifts, free of charge or expense, of eight acres of land in the form

of a parallelogram, facing First Street covered as it is with choicest fruit trees, and your donation with it of a perpetual water right from Chico Creek for all purposes of irrigation or otherwise needed for the State, constitute an everlasting monument to your interest in the cause of education, and entitle you to the sincere gratitude of Northern California. While we realize the intrinsic value of the gift, which cannot be estimated at less than \$20,000, we are entirely conscious of the fact that it was no more than could be expected of your well-known generosity and public spirit, and from the unvarying interest you have always shown in everything that concerned the prosperity, growth and welfare, both material and moral, of the city of Chico and vicinity. While we should have gladly paid you, as we offered and expected to do, a part of the value of the land, we fully recognize and appreciate the high motives that have led you to decline our offer, and resolve to give the entire tract and water right as a donation. We sincerely thank you, and with renewed expressions of our good will and well wishes for your future, we are respectfully

Wm. Earl
Wattson Chalmers
A. H. Crew
Z. W. Burnham
H. H. Camper
I. H. Barnard
Chas. Faulkner
A. J. Bryan

Allan Henry
A. L. Nichols
L. H. McIntosh
G. W. Dorn
C. C. Mason
J. W. B. Montgomery
F. C. Lusk

Committee

General Bidwell's reply to the resolutions and the letter of thanks, given before the citizens assembled at Armory Hall, was, "I have only done my duty to my community in donating the eight acres. Every citizen must consider it his duty to do everything he can for the cause of education and his community."

PHYSICAL PLANT

Building

So far the San Jose Board had handled all routine business of the new institution. However, at their meeting in San Jose on December 28, 1887, they delegated their powers to the Chico Trustees and suggested to the Chico board (1) that they advertise for bids for materials, (2) that they ask for plans and specifications, and (3) that no plans should be accepted unless the building could be completed within the State Appropriation, cost of plans and specifications not to exceed \$1000.

The rules of the San Jose Board of Trustees, insofar as they were applicable, were adopted temporarily, after which the Board adjourned. This committee advertised at once for plans. The San Francisco Chronicle of December, 1887, reported on the progress of the proposed branch normal school at Chico as follows: "At a meeting of the trustees of the state normal school held at San Jose December 28, the plans submitted several months ago by Percy and Hamilton, architects of San Francisco, for a branch normal school to be located at Chico were accepted."

Type. The plans called for a three story brick building* with Elizabethan gables and artificial stone trimmings of Romanesque design. The form was to resemble a Latin cross, one hundred fifty feet long and one hundred sixteen feet wide, the whole to be surmounted with a dome one hundred eight feet high.

The first floor contained two training school rooms, five practice rooms, a teacher's room, a parlor room for teachers, a laboratory, a three-room apartment for the janitor, a cloak room, and a room for school apparatus. The rear wing of the building was to remain unfinished until such time as the trustees determined what departments should be housed there, and the legislature appropriated sufficient funds. A fire wall seventeen inches thick separated the wings. The second floor contained an assembly hall sixty by fifty-two by twenty feet, one class-room, and two cloak rooms. The third floor was to be used as a museum, and the attic was to remain unfinished. Double walls surrounded the structure, with an air space between to keep out dampness. The floors were double, with an inch of mortar between the flooring to deaden the sound. A large clock which could be seen from quite a distance, occupied the tower.

* Fig. 2, p.26a.

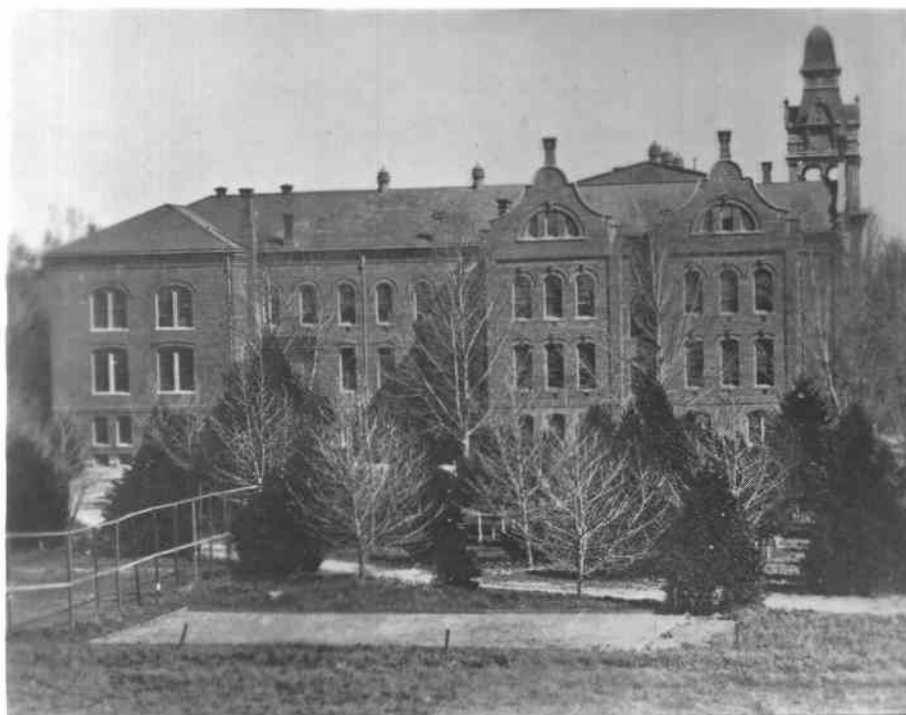


Fig. 1. West Side of Normal



Fig. 2. State Normal

Construction. When Percy and Hamilton's contract for the construction of the building had been accepted by the Chico Trustees, preliminary work was begun. This consisted first of removing the trees on the ground and staking the site. The ground was then flooded with water, and a band of horses was turned in to trample and harden it.

Cost of construction was divided as follows: the legislative appropriation of \$50,000 for actual construction, to which was added \$10,000 donated by Chico citizens; an appropriation by the legislature of 1889 of an additional \$40,000 for construction of additions to the already existing north wings and for equipment, the addition making the building rectangular in shape; and appropriation by the legislature of 1899 of \$25,000 for the completion of the addition and equipment.

On November 1, 1887, the laying of the concrete foundation was begun. This foundation was seven and one-half feet high, being six feet thick at the base and two at the top. Brick for the structure, 290,000 in all and burned in a new kiln a few miles west of Chico, was furnished by Barnham and King.

Work on the building was resumed June 25, 1888. The trustees set July 4, 1888, for the laying of the corner stone* and gave the Masonic lodge charge of the ceremonies.

Accordingly Worshipful Master E. T. Reynolds of Chico Lodge No. 111, A.F. & A.M. contacted the Grand Lodge of California to perform the ceremony with the assistance of the local Lodge. The town planned a Fourth of July celebration with a parade and circus. At four o'clock the citizens of Chico assembled at the site of the new Normal School to witness the corner stone ceremonies. A temporary floor had been laid over the basement walls, and a table, placed before the Grand Master and Grand Officers, held the open Bible on which was laid the golden scale and compass, the book of constitution, a golden vessel containing corn, the two vessels containing oil and wine, the three orders of architectures, the working tools, and the copper casket containing the deposits to be placed beneath the corner stone.

After the dignitaries had taken their places, F. C. Lusk, President of the Board of Trustees of the Northern Branch State Normal School, addressed the

* Fig. 3, p.28a.



Fig. 3. Laying Corner Stone, 1888



Fig. 4. Graduating Class. 1891

Grand Master and requested him to lay the corner stone of the building. With appropriate remarks, the copper box with its contents was lowered into the cavity, and the stone was placed in position. General Bidwell delivered a brief address, after which the benediction was pronounced by the Grand Chamberlain.*

By September, 1888, with thirty-five men working on the building, the first floor framework of the building was complete, and the walls of the second story were going up.

The original legislative appropriation was insufficient to construct and equip the entire building. On February 9, 1889, the Senate passed a bill authorizing the additional funds. Senator Campbell, one of four senators who opposed passage of the bill, requested an investigation of the proceedings of the Chico Normal Trustees. This delayed construction work until March 9, when the committee had completed its examination and found both records and work satisfactory.

On March 23, in spite of rain, the first coat of paint was on all woodwork; plasterers were waiting to do their work; and the stairways were being put in. It appeared the school would be ready for fall occupancy.

* Appendix, pp.105-6.

OPERATION OF SCHOOL

Selection of Faculty

By April 20, 1889, the Normal Board of Trustees announced the appointment of the following faculty members:* Edward T. Pierce, Principal; Carlton M. Ritter, instructor in mathematics; Mrs. Emma Straight, preceptress; Minor L. Seymour, instructor in science; and A. E. Garlich, teacher of music. Mr. Pierce, Mr. Ritter, and Mrs. Straight were all graduates of the Albany (New York) Normal School, but for some unannounced reason Mrs. Straight never became a member of the faculty. Mrs. Emily Rice became preceptress. The following year Mr. Washington Wilson and Esther M. Wilson were added to the faculty as principal of the Training School and teacher of Music and Drawing respectively.

The Northern Branch State Normal School at Chico opened its doors to students on September 3, 1889. Seventy students registered the first day, and the total for the semester was ninety. According to the Chico Weekly Chronicle-Record of February 1, 1890,

* Appendix, p.112.

one hundred fifteen were expected to register for the second semester. The places from which early students came and the number from each place may be found by referring to Appendix, page 139.

That the opening of the Normal School was of considerable importance is evidenced by the fact that all schools were dismissed for a forenoon program.* The program consisted of music by the school and by various individuals, addresses by Superintendent Hoitt, P. T. Hendricks, General Bidwell, A. H. Crew, Professor E. T. Pierce, and others, with devotional introduction and conclusion by two local ministers.

Graduation of First Class

On June 20, 1891, fifteen students, having completed the prescribed two-year course of study, were graduated from the Normal School. The following were members of this class:** Leora B. Collins, Lillian Earl, Mabel D. Hendricks, Jeannie M. Lowell, Julia D. Mann, Cora Nason, James C. Ray, Samuel S. Ray, Charles A. Reynolds, Lorinda M. Sauber, Josie I. Small, Gladys M. Spencer, Stella M. Stiles, Hazel R. Wood, and Esther A. Wright.¹

¹ State Normal School Catalogue of 1897.

* Appendix, p.111.

** Fig. 4, p.28a.

Graduation week, from Sunday's baccalaureate service by Reverend E. E. Graham until the class reception Thursday evening, was a busy one. On Tuesday afternoon, with appropriate ceremonies, the graduating class planted on the campus a Sequoia gigantea and on Thursday morning the graduating exercise took place, with each member of the class contributing to the program and President Pierce making a few remarks and awarding the diplomas.*

A reception to the graduates followed in the hallway on the second floor; and visitors were shown the apparatus and museum.¹

¹ Chico Weekly Chronicle-Record, June 20, 1891.

Note: The Chico Enterprise files was a source of information for this chapter.

* Appendix, p.110.

CHAPTER III

LATER DEVELOPMENTS OF CHICO STATE COLLEGE

PART A--TRANSITIONAL NORMAL SCHOOL PERIOD

As is customary in the administration of educational institutions, the normal school at Chico was conducted under regulations stipulated by the Board of Trustees. Details of and comments on those regulations follow.

First:

Admission

Every person making application for admission as a pupil to the Normal School, must at the time of making such application file with the Principal of the school, that he enters the school to fit himself for teaching, and that it is his intention to engage in teaching in the public schools of this State, or in the State or Territory where the applicant resides.¹

Here is found a specific charge placed upon the institution and upon the individuals that training is to be conducted with a definite purpose in view. Yet because at this time it was the only northern California publicly maintained school beyond the elementary grades it actually

¹ 1896 State Normal School catalog at Chico, p.5.

served a double purpose; first as a teacher-training institution, and second as a university preparatory school. For as the years passed the curriculum was continually broadened until at present the Liberal Arts students outnumber those training to be teachers. Second:

Candidates seeking admission to any of the classes in the Normal School must be at least sixteen years of age and must possess a good moral character and good bodily health.

Candidates holding any one of the following credentials may be admitted to the first term of the lowest class without examination:

1. A County Grammar School Diploma.
2. A High School Diploma.
3. A Teacher's Certificate of any grade.
4. A certificate of promotion from the ninth year of California city schools.¹

A casual reading of the above regulations discloses nothing of particular significance. However, the policy of admission age is important and was lowered to fourteen for two reasons: lack of high schools and the need for additional background work before the professional teacher training preparatory course.

Entrance Requirements

The first entrance requirements for the Northern Branch Normal School at Chico were:

Admission to Junior Class:

1. Age 16 years.

¹ 1896 State Normal School catalog at Chico, p.5.

2. A valid certificate, state or county, of any grade, or a diploma of graduation from some county grammar or public high school in the state.

3. Applicants may also be admitted on examination. They must present certificates of good moral character and pass an examination in Spelling, Reading, Geography, Arithmetic, and Grammar.

They must be able to spell correctly most of the words in the California State Speller, to read with ease and intelligence, and to write legibly.

In language they must be able to analyze sentences; give the office, construction and classification of the parts of speech; to properly use capital letters and the marks of punctuation; and to speak and write good English.

In Geography, they must have a definite knowledge of the physical features of the globe and its political division; also, an intelligent idea of the animal, vegetable, and mineral production of each continent, and the industries of its people.

In Mathematics, they must understand and be able to apply readily all of the principles of Arithmetic.

Pupils will be admitted to the Middle Year only after passing a rigid examination in the work of the Junior Year.

Applicants for admission must sign the following declaration, 'I hereby declare that my purpose in entering the school is to fit myself for teaching, that I intend to teach in the public schools of the State of California.'

A deposit fee of \$5.00 is made with the School to be refunded on leaving, if all library

books have been returned, and there are no charges for injury to reference books, building, or apparatus.

Tuition is free.¹

Examinations for Normal School entrance were to be held sometime in August in Yreka, Redding, Quincy, Susanville, Red Bluff, and Colusa.

Further changes in entrance requirements came in 1897 when the school went on a two-year professional training basis. These changes were:

1. The student must be of good physical health;
2. The holder of a teacher's certificate of any grade, or of a diploma of graduation from the ninth grade of city schools, from the grammar schools of any county, or from any high school organized under the laws of the state; and
3. Able to pass a creditable examination in the following subjects: Arithmetic, Grammar, Geography, United States History, Reading, Spelling and Penmanship.

For advanced standing:

1. The applicant must, in addition to the foregoing, be able to pass a creditable examination in all subjects of the course which he wishes to omit.²

¹ Chico Weekly Chronicle Record Vol. 35, July 13, 1889.

² State Normal School Catalog, 1897, pp.13-14.

At this time tuition was free. A small charge not to exceed \$5 for the four-year course was made for laboratory work.

The next change came in 1910, when the age requirement was lowered to fourteen years to provide for the high school training period.

Certification

The State Normal School at Chico opened in September, 1889, with a three-year course beyond the ninth grade--one year of preparatory and two years of professional training. In 1897, four years above grade school were required for Normal graduation unless a student was a high school graduate from one of the four high schools in northern California, in which case he was admitted to professional training. President Ritter, in his report of July 1, 1898, says, "The four year Normal course makes stronger teachers than the one's admitted to professional standing only."¹ Again in 1906 the requirements were increased to three years preparatory and two years professional, a total of five years and the Normal School, in

¹ President Ritter's report to Normal Trustees on July 1, 1898.

its preparatory work, was competing with the high schools. Perhaps a word of explanation for this stand and for another change in 1910 is in order.

The grammar school of this period was quite definitely a preparatory school for college and university study. The higher institutions of learning were dominated by the classical idea of training. This form of preparatory work was not in harmony with the best thought and expression of the men then charged with teacher preparation.

In 1910, the requirements for a teaching credential were changed to six years--four years of which were equivalent to a broad high school training in harmony with the idea of Normal entrance and teacher preparation.

Governing Board

The following, taken from Section No. 3501 of Laws Relating to State Normal Schools, says in part:

Each State Normal School shall have a Board of Trustees, constituted as follows: the Governor and State Superintendent of Public Instruction shall be members of each Board, and there shall be five members, whose term of office shall be five years, who shall be appointed by the Governor.¹

¹ 1896 catalog of the State Normal School at Chico, p.30.

This paragraph might have had disastrous results upon our early teacher training work had we not had officials who remained true to the American ideal of free public education for every youth.

These institutions were further charged as follows,
Section No. 1487:

The State Normal Schools have for their object the education of teachers for the public schools of the state.¹

Section No. 1489; governing the powers and duties of each Board of Trustees, in part says:

To prescribe rules for their own government, and for the government of the school. To prescribe rules for the reports of officers and teachers of the school, and for visiting other schools and institutions. To establish and maintain training or model schools, and require the pupils of the Normal School to teach and instruct classes therein. To elect a Principal and other necessary teachers, fix their salaries, and prescribe their duties. To issue diplomas of graduation upon the recommendation of the faculty of the school.²

The joint Board of Trustees further provided for the control and expenditure of all monies, for the keeping of records of proceedings, for the annual report to the governor on all matters pertaining to the school. It

¹ State Normal School Catalog of 1896, p.30.

² Ibid., p.30.

also established the time and meeting place of the Boards of Trustees, both severally and jointly, to prescribe a uniform series of text books for use in the State Normal Schools, to prescribe a uniform course of study, and to set the time and standard for graduation from the State Normal Schools. The diplomas granted by the several State Normal Schools entitled the holder to a grade certificate from any Board of Education in the state authorized to grant it.

Legislative enactment, then, authorized the establishment and procedure of the administrative machinery necessary to the operation of a state institution. It was befitting that the men who helped locate the Normal School in Chico should be its first local Board of Trustees. They were: F. C. Husk, President of the Board; General John Bidwell, Vice President; and the executive committee comprised of W. H. Crew, S. H. McIntosh, and General J. W. B. Montgomery. The president of the Normal, who was always secretary of the board, was responsible for the making of the yearly report to the governor.

The local board was governed by the actions of the Joint Board of Trustees of the State Normal Schools of

California. The following is a list of its members as contained in the 1897-98 Chico Normal Catalog:

James H. Budd	Ex Officio Governor.
Samuel T. Black	Ex Officio Superintendent of Public Instruction.
Carlton M. Ritter	Ex Officio President of State Normal School at Chico.
Ambrose H. Randall	Ex Officio President of State Normal School at San Jose.
Edward T. Pierce	Ex Officio President of State Normal School at Los Angeles.
Reverend E. E. Graham, D. D.	Chico.
George E. Harvey	Chico.
Doctor C. A. Oliver	Chico
Charles A. Andrews	San Francisco.
J. E. Doolittle	San Francisco.
James M. Pittman	San Jose.
Roley E. Wilhoit	Stockton.
Fulalia A. Wilson	Temescal.
J. Marion Brooks	Los Angeles.
T. P. Lukens	Pasadena.
A. E. Pomeroy	Los Angeles.
Percy R. Wilson	Los Angeles.
John C. Fisher	San Diego.
W. R. Gray.	San Diego.
Charles T. Hinde	San Diego.
Thomas A. Toland	Ventura.

Officers of the Board

Governor James H. Budd	Ex Officio President.
State Superintendent S. T. Black	Ex Officio Secretary.

From time to time the personnel of both boards was changed, but in 1915 the State Department of Education assumed control. The administrative officer

directly in charge of the State Normal Schools was the Superintendent of Public Instruction (this control is still the same).

Philosophy

The first curriculum offered by the Northern Branch State Normal School at Chico required three years for completion.* Some students of sufficient preparation were admitted to advanced standing, which shortened their training period to two years.

In 1897 the requirements were changed to four years of two 20-week terms beginning each September and February. The school was conducted under four separate departments, English, Science, Mathematics, and Education. Work in the English department (120 to 140 weeks) included the fields of grammar, composition, word analysis, literature, reading, and rhetoric.

A description of the type of work given in the Department of English at this time follows:

First Term

Readings: Hawthorne's 'Tales of the White Hills and the Old Manse.' The aim being that the student shall read understandingly and

* Appendix, p.107.

intelligently, making a careful study of words and synonyms. Special drill is given in diacritical marks and spelling, using the text-books as basis.

Whitney's 'Essentials of English Grammar.'

The foundation work is thoroughly reviewed, and, so far as possible, investigation is made into the logic of Grammar.

Second Term

Coleridge's 'Ancient Mariner;' Milton's 'L'Allegro' and 'Il Penseroso.'

Reading and spelling conducted same as first term, more stress being laid on the literary value of the selection. The student is required to give the thought orally so far as is necessary to the understanding of the poem.

Scott and Denny's 'Composition Rhetoric:' constant writing on subjects assigned in the Rhetoric and those drawn from outside sources. Daily oral composition.

Gayley's 'Classic Myths,' used as text-book. Readings are given from classic authors to familiarize the student with the embodiment of the myth in literature and to awaken his interest. The readings are illustrated by a fine collection of photographs.

Third Term

Lowell's 'Vision of Sir Launfal,' 'Commemoration Ode,' Holmes' 'Chambered Nautilus,' Bryant's 'To a Waterfowl,' 'Thanatopsis,' Longfellow's 'Psalm of Life,' Holmes' 'The Last Leaf.'

The following is an outline of the method of study:

- I. Thorough knowledge of the author's life.
- II. Analysis of thought of poem.
- III. Passages committed to memory.
- IV. Topical analysis.
- V. Diction.
- VI. Allusions.
- VII. Figures of Speech.
- VIII. Meter.

Rhetoric reviewed by topical outline.
Daily oral compositions. Short written compositions carried through the term, based on Newcomer's 'Composition' and other work.¹

That there was a combined recognition of the practical with the aesthetic values of education, and an early attempt to realize those values is given in the following description of the "Sloyd" course:

The German Card-board Sloyd is taught, as it is believed this department of manual training is the most practical for the great body of students who go hence to teach in the public schools. Sloyd, like its sister art, Drawing, is a language by which the student may express his thought, and, like Drawing, is a strong factor in intellectual development and culture. It enters into close sympathy with the aesthetic nature and feeling, stimulating the imagination and encouraging the student of self-reliance in making discriminations and judgments with reference to the use and harmony of color tones. The models are all common sense, useful objects, and commend themselves to the consideration of any who desire to learn an inexpensive and thoroughly practical form of Manual Training.²

¹ 1898 catalog of the State Normal School at Chico, pp. 15 and 16.

² Ibid., p. 32.

Administrative

That "American Democracy" was accepted as a principle is self-evident in the first sentence under the following rules of discipline. That, however, this principle needed restraining is illustrated under "Discipline" and "Suggestions to Students."

Discipline

Matters of discipline are based upon the humane theory of self-government. He only is able to govern others who is able to govern himself.

The regular study hours, from seven to ten p. m. should be unremittingly observed on all days except Fridays and Sundays.

All unnecessary promenading upon the public streets should be avoided.

Absence or tardiness, except in case of sickness, should be entirely unknown.

Keeping the company of the opposite sex is, as a rule, inconsistent with strong work in school.

The habit of speaking of teachers, pupils, or others, in complaining or uncomplimentary terms is harmful to the well-being of the speaker, and should be suppressed in its incipency.

It is the duty of everyone to be cheerful; to avoid worrying; to be just; to be healthy. Hence, each student should be regular in all matters of exercise, diet, sleep, and study.¹

¹ 1898 Catalog of State Normal School at Chico, p. 14.

Suggestions to Students

Students will please remember:

1. That they are ladies and gentlemen.
2. That good order is indispensable to the best work.
3. That there should be a definite time for study, a definite time for exercise, a definite time for meals, and a definite time for sleep.
4. That there should be absolutely no talking in the library, and no loud talking or laughing in the class rooms, corridors, or assembly room.
5. That there should be no gathering in groups or useless promenading upon the public streets, or absence from rooms during study hours.
6. That no one can do the best work and retire later than 10:30 p. m.
7. That absence and tardiness should be unheard of except in case of illness.
8. That politeness, generosity, and industry are always sure to be appreciated.
9. That regular, moderate, and enthusiastic participation in athletics is of inestimable value.
10. That regular attendance upon the services of that church with which they have been connected in their home life is a duty of the highest importance.¹

Rules and Advice to Entering Students

All pupils in any department of the school who do not room or board with their parents or legal guardians, shall be considered as boarders, and shall be subject to the following rules:

1. Before securing boarding places pupils must consult with the Principal or Preceptress, and

¹ 1898 Catalog of State Normal School at Chico, p. 17.

they will be permitted to board only in families approved by the faculty.

2. Ladies and gentlemen shall not be allowed to board in the same house.
3. Permission must in every case be obtained from the teacher in charge, when pupils desire to board in families where boarders are taken who are not connected with the school.
4. Brothers and sisters shall be allowed together provided there are no other boarders in the same house.
5. Examine the course of study carefully and decide how much of the work you thoroughly understand.
6. No chance to make up back studies. Do not be anxious to enter advanced courses.
7. Obtain a letter from your County Superintendent, if possible, nominating you for the position. This will be all the recommendation you require.
8. All pupils entering a Normal School should come with the sole purpose of preparing for teaching; those who are not actuated by this purpose should seek an education elsewhere.¹

In the July, 1899, Normal Record, President Ritter discussing problems confronting the Normal School, one of which is that of attendance, says, "The first four years was one of rapid growth in attendance. During the next four years the registration dropped far down, and the succeeding two years showed a sharp rise." This indicates that Principal Pierce was a good administrator, recognizing the function and need of the Normal School.

¹ Chicgo Weekly Chronicle-Record, vol. 35, July 13, 1899.

The reasons as set forth by President Ritter for the decline in attendance during the next four years during Principal Pennell's regime are:

1. That his qualifications for the position were inadequate.
2. That he was unfamiliar with the needs of the students.
3. That he was unacquainted with the work of the Normal Schools--their aims and functions.
4. That he lowered entrance requirements, and thus allowed unprepared students to enter professional work.
5. That he changed the course of study to enable students to get a diploma in one year after High School graduation.

It is fitting that the philosophy of the first administrator of the Chico Normal should be in harmony with the rules and regulations set down by the Boards of Trustees. Following is a brief summary, published in the Overland Monthly of July, 1896:

1. Student to pursue course of study planned especially to prepare him for teaching.
2. Observe and practice methods of instruction; also personal contact with children which is necessary to their understanding.

3. Professional attitudes are best learned in pedagogical surroundings.
4. Acquisition of interest and momentum for students to continue in their chosen field.
5. Normal schools should receive students directly from ninth grade. Normal better able to do the preparatory training.
6. Raise entrance requirements as fast as conditions in school below them will permit.
7. Normal School must expand, if it is to fulfill its needs.
8. Training School developed which will be a teaching laboratory.
9. Adequate financial assistance to allow proper faculty teaching load which will insure advancement professionally.¹

The change in 1906 from a four to a five-year institution resulted from the need for a broader preparatory background. There was little change in either the number or type of subjects offered, the chief difference being in the time given to each. As yet, high schools were of insufficient number or grade to do the necessary preparatory work. In fact, it was not until 1912 that the Normal was able to drop the high school training division. Meantime the Trustees of the Normal School, upon the President's advice, expanded

¹ Pierce, E. T. Overland Monthly, 28:163-221, July, 1896.

the course to six years; four years preparatory and two years professional for certification of its graduates. This four-year course, which has been referred to as one of Industrial High School preparation, included the following program of studies:

Year I	Year II	Year III	Year IV
<u>First Term</u>	<u>Third Term</u>	<u>Fifth Term</u>	<u>Seventh Term</u>
English Music Algebra Elementary Agriculture	English History Geometry Art	English History Arithmetic Chemistry	English History Physics Elective Industries
<u>Second Term</u>	<u>Fourth Term</u>	<u>Sixth Term</u>	<u>Eighth Term</u>
English Music Algebra Botany or Zoology	English History Geometry Art	English History Physical Geography Elective Industries	English History Physics Elective Industries. ¹

In the three and four-year preparatory program, the department of Manual Training was introduced in the Art course to further a "knowledge of woods and a reasonable degree of skill in the use of woodworking tools, also applied drawing."²

On the subject of electives, the following is quoted from the 1902 Circular of Information:

¹ Chico Normal School Catalogue for 1902.

² Ibid.

Arrangements are now made whereby students who give evidence of fitness, and who possess the necessary prerequisites of training, may substitute electives for sixth term English, third term Algebra, fifth term Geometry, Botany, Zoology, Physics, Chemistry, General Biology, fourth and fifth terms Art, third term Music, second and eighth term History and Philosophy of Education. But not more than one subject may be cut in any one of the eight departments of work; all substitute electives must be undertaken as matters of convenience in arrangement of program; and the head of each department is the final judge of fitness and prerequisite for election.¹

The fields of general expansion of the school include, in addition to the two previously mentioned, Practical Mathematics, Botany, Zoology, Music, Domestic Science, and Physical Education.

The earliest form of Physical Culture was calisthenics. From this start the work rapidly spread into the fields of baseball and football, the first football team being organized in 1896. In 1904, Football, Baseball, Basketball, Track, Croquet, and Tennis were being given and weekly military drill was conducted by Captain White of Company A.

That athletic competition at the Normal in 1897 was not satisfactory is evidenced by summarized statements from the Principal:

¹ Chico Normal School Catalogue for 1902.

1. That athletic competition would be allowed only with other Normal School teams.

2. That games would be allowed only once each year.

3. That this stand was due to unsportsmanlike and undignified action of the crowds at games.

By 1903 athletics at Chico Normal School had almost died out--lack of funds, due in part to poor management, and loss of interest being responsible. But this condition gradually changed and not only was the work continued but two years later in 1905 two periods of activity per week were required for graduation.

President Ritter further states that the attendance shrank until the seventh and eighth years, where the school closed with the smallest number in its history with the exception of its first year.

By common consent a change was made and a new head (now called president) was elected by the Joint Board of Normal Trustees.

The philosophy of C. M. Ritter, first president of the Normal, is most interesting. He says,

These are the days, and this the country in which it becomes necessary to study conditions and theories and evolve principles rather than deal with formal method study. Much of the time of the past thirty years

in Normal schools has been employed in attempting to establish a set method for that, but of late it has come to be realized that the highest aims of Normal Schools is not so much methodology as the study of mind and mind growth, health and physical development, morals and moral atmospheres, social and political institutions and their needs and aims.¹

It is said of President Ritter that he was a policy developer; that he was a leader of educational activities throughout Northern California; that he raised entrance requirements; that he attempted to elevate the standard of moral improvement, and to increase professional training. Much stress was laid upon practice teaching in the Training School under actual conditions, and the standard of his faculty was continually raised. Altogether, a great improvement resulted from his two-years administration.

The administrator immediately following President Ritter was one of the strongest and best qualified administrators in the history of the school and it was due to an unfortunate circumstance that Doctor C. C. Van Liew was removed from office. (He was later exonerated). He believed that the Normal School was obligated to a broader training program than teacher training; to this end he pledged himself to a program including industrial

¹ Ritter, C. M. Aims, Normal Record, 1:1-2.

and manual education for both boys and girls. During his term Manual Training, Home Economics, Agriculture, and Physical Culture were added to the curriculum.

In 1906 came the expansion of the preparatory term to three years, increased to four years in 1910, and the recognition of a student's right to elect subjects for specialized training, provided the Department Head deemed it advisable and the student had a satisfactory background. Entrance requirements were raised to admit only those students who were sixteen years of age and who had completed ninth grade work.

His belief that better teachers could be produced only through an enriched curriculum, plus a well-prepared faculty is evident. On July 17, 1910, he filed with the Board of Trustees, the following, which they accepted:

That on and after this date only those people would be considered for regular appointment to secondary instruction who had a diploma from some College or University in good standing and who had at least one year's successful teaching experience. And for elementary instruction and supervision only those persons who were at least graduates of Normal Schools, and who have had several years experience as elementary teachers, and who have done some work in specializing along the lines of their proposed supervision.¹

¹ Board of Trustees minutes for the Chico Normal School, July 10, 1910.

He also had an agreement between the Normal School Trustees and the city Board of Education, whereby the Training School would become a part of the city system, yet remain under administrative control of the Normal. This arrangement, which still exists, will be dealt with in detail under the Training School discussion in this study.

A more complete comprehension of his philosophy of education is to be gained by reading the following excerpt from his address to the graduating class of January, 1905:

The newer type of scholarship, which has already announced its coming, is mastery of things that count, regardless of the time or place of origin. Now the ideal culture is the culture that stands for things usable and for the power to use them. There is no body of knowledge which may be rejected so long as it continues its contribution to real, active, human life. Not in the narrow sense, then, but in the broadest, highest sense the growing aim of education with this people is the power to do, under the guidance of a liberal knowledge of means, methods, and ends.¹

CAMPUS DEVELOPMENT

Student Organizations

The first student activities were confined to literary and debating societies, but there is no

¹ The Normal Record, X:5-8, Feb. 1905.

record to indicate when the first one was organized. In June, 1891, there were two on the campus, the Alpha and Adelpia, but the campus was unable to support two organizations; and in 1896 they were combined as Alpha-Adelpia. By 1898 there were three societies on the campus, the membership of which was restricted to students, faculty, and alumni. They were:

1. Normal literary--leading society
2. Young men's debating society
3. Young Women's Christian Association

By 1901, three paternal organizations had made their appearance upon the campus. They were:

1. Alpha Sigma Phi, composed of 19 men
2. The Owl Club, with a membership of six men
3. Pi Phi Beta, a woman's organization with a membership of 13

The Normal Record, a monthly magazine published by the students of Chico Normal School in the interests of teachers and students of California made its appearance in 1896, the subscription rate 50 cents per year or 10 cents per copy. In 1908 it became a quarterly to provide time for a larger magazine.

The Student Loan Fund originated in 1902 from \$15, proceeds of a play "Esmeralda" given by the student body. The 1910 Normal Alumni Association donated \$50 and the fund was thereafter called the "Alumni Fund." The graduating class of the same year donated \$100, the proceeds of a play. For many years the senior play proceeds were given to this fund. Alva W. Stamper was from the beginning custodian of this fund. He died in 1918, and since that time the fund has carried his name. At present one of the faculty is custodian.¹

The Alumni Association constitution was adopted on June 19, 1903, and has since functioned in various degrees of success, depending on the leadership and the direct need of the organization.

The "Associated Students of the State Normal School at Chico, California" was organized in 1901. The following concerning the function of the organization is found in the Normal Record of October, 1901:

For the first time in the history of our school its students have formed themselves into an organized body. The need of such an organization has long been felt by both students and faculty, and it is with great satisfaction that we survey the important work just completed. We have a

¹ Meriam, M. E. Normal Record, June 1918, p.35.

unified student body, alive with the spirit of the institution, and we hope through it to accomplish more in the future than has ever been accomplished by students of this institution in the past.

That it should be well governed is the first essential to the welfare and progress of an organized body. We have kept this fact ever before us, both in the forming of our constitution and in the selection of our officers, and we are justly proud of both.

Our constitution has for its model that of the student body of Stanford University, and we believe it to be the best suited to our needs of any we could choose. May the students of the Chico Normal ever be loyal to it and to the spirit of the school.¹

Physical Plant

The first main construction work after the completion of the original building was made possible in 1903 by legislative appropriation of \$28,000 for an addition to the Normal. This annex, placed on the rear of the building,* consisted of two laboratories for chemical and physical science, with a 70-seat lecture room between them; it also added a gymnasium and converted the assembly hall into an auditorium seating over 600, with a platform unit that could accommodate a chorus of 100. The next legislature

¹ Van Ritter, C. C. Normal Record. 4:7-7. Oct. 1901.

* Fig. 1, p.26a.

appropriated \$10,000 for the installation of a new heating plant and to provide for minor repairs. The Normal now contained 36 rooms.

In 1907, Manual Training equipment was purchased for the Art Department, and classes were started in both Training School and Normal. A bicycle rack and tennis court were also added.

Library facilities were at the start very poor; in fact, the library did not officially exist until January 11, 1890, when it was opened with 350 volumes, with an additional 200 volumes having been ordered. By 1912 the library contained over 10,000 volumes, had a subscription list of over 50 periodicals, and employed a full-time librarian and a student assistant.

The legislature of 1909 appropriated \$30,000 for the construction of a new Training School* just east of the main building. The original plans called for brick construction, but the legislature failed to pass the bill for sufficient funds; therefore it was necessary for the Board of Trustees to alter their plans and build of wood and stucco. The structure was 50 x 118 feet and contained 22 classrooms, a domestic science room, a metal shop, and a library. The next legislative act (1911) provided funds for equipping the

* Fig. 6, p.59a.



Fig. 5. Covered Passageway



Fig. 6. Training School

Training School, providing cement walks around the Training School, and constructing a covered passageway from the Normal to the Training School.*

By 1910, the valuation placed on the buildings was approximately \$213,500.¹

The original plot of ground was added to in 1910 by a gift from Mrs. Bidwell, in the name of her deceased husband, of two acres of land lying between the campus and the road beside the creek. It will provide sufficient land to further the work in Elementary Agriculture. Again in 1911, Mrs. Bidwell gave a lot 55 x 440 feet adjoining the Normal grounds on the east and extending from Front Street to the creek road to be used for a children's playground. To Miss Wilson and Mrs. Kraull, with the assistance of the training school children through cooperative agencies, goes the credit of furnishing the playground with \$300 worth of apparatus, free of charge to the state.

Academic

The legislative budget for the first biennium of the Normal School was \$27,000. The cost per student

¹ Earll, Lillie. History of the State Normal at Chico from 1887 to 1910, p.7.

* Fig. 5, p.60a.

for the first year was computed as \$75. In his report to the Trustees on September 6, 1890, President Lusk of the Board estimated that \$50,000 would be needed for the next two years to care for increased enrollment.

During the first twenty-three years of its existence, the Chico Normal School provided for two years of professional training for teachers, and a varying degree of preparatory work in keeping with the educational background of the students and the needs of the times.

For the first eight years the following rule applied: "Pupils will be admitted to the Middle Year only after passing a rigid examination in the work of the Junior Year."¹ The inference is that the Junior Year was preparatory and that the Middle or Senior was professional in content. In 1897, the preparatory work was changed to two years; in 1906, to three years; in 1910, to four years; and in 1912, the preparatory work was discontinued and the institution went on a strictly professional training basis.

The Normal School's paramount interest was the training of primary and elementary teachers. According

¹ Chico Weekly Chronicle Record, 35:3. July 13, 1889.

to the 1897 Catalogue, teachers of kindergarten grades could secure a diploma in two years; this procedure was soon discontinued because of insufficient demand for this type of teacher.

The 1907 school catalogue stated on page 13 that the Normal was training teachers in the following special fields: Music, Art, Manual Training, Nature Study, Elementary Agriculture, and Gardening. It is doubtful that there was a special credential provided at this time, as no reference is made to special certification until 1912, when it was granted by special dispensation.

In 1910, the State Normal School at Chico was allowed to give to a limited number of students, (A.B. degree from other colleges) the right to do their practice teaching and one-half year of professional work for high school certification.¹

Training School

When the Training School was first inaugurated the enrollment was very small. In the minds of many people it has always been considered an experimental school. It is true that pupils of the Training School

¹ Chico Normal School Catalogue. 1910.

enjoy more freedom than those in an ordinary elementary school, but they and the student teachers are under close supervision by competent critics. Formerly only one hour a day for two terms was devoted to practical work in the Training School by the student teacher. In 1900, this was increased by half, and in 1907, was still further increased to the equivalent of two hours teaching per day for two terms.¹

Principal Pennell is the exponent of the following philosophy concerning the Training School:

This school is designed to furnish a constant object lesson to members of the Normal School in that training of children, whose object is good citizenship in its broadest meaning. To this end all the arrangements and requisitions of the school are such as to cultivate, the important habits of punctuality, regularity and precision. Every day has its fixed and certain exercises which occur with unvarying strictness; it is soon understood by pupils, whatever may have been their previous habits, that an appointed day and hour do not mean the next day, or hour, or some other convenient season. School is opened and closed, classes come and go, lessons are taught and recited, compositions and written exercises are required and demanded, appointments are made and kept with a regularity that is practically unfailing.

One of the most important lessons of the Training School is that true

¹ Earll, Lillie. A History of the State Normal at Chico from 1887 to 1910, pp.7-8.

success is gained far less by talent and acquirements than by promptitude, punctuality, industry, self-respect and strict attention to duty.¹

Two years later the school was reorganized on a basis more in harmony with the public school system of the state. The school was departmentalized with 30 to 40 students in each class. For each department was employed a strong class teacher, one of whose major duties was to see that pupils of the Training School were properly taught.

"The Normal School students were sent here in their senior year;

First--for observation of the teaching by the regular teachers.

Second--for teaching under close supervision.

Third--for responsible teaching with only occasional visits from supervising teachers."²

The kindergarten was organized and equipped as a separate department in 1898, before which time it had not been formally recognized. It served the community until its discontinuance in 1904, training in all six kindergarten teachers. High training cost, due to

¹ Pennell, Robert F. The Chico Normal School at Chico, Chico Normal Record, 1:1. March 1896.

² Ritter, C. M. Chico Normal School Catalogue of 1897.

limited demand for this type of service, necessitated its elimination.

The next progressive move of the Training School came in September, 1909, when the Executive Committee of the Board of Trustees of the State Normal School at Chico and the Board of Trustees of the Chico Public Schools made the Training School a part of the city system. Details of the agreement follow:

1. That the Training School of the said State Normal School shall become one of the regular schools of the Chico Public School system, subject to the following regulations.
2. That the attendance shall be determined, as heretofore, so far as possible in accordance with present existing conditions, except that in the future transfers affecting the Training School shall be made in accordance with the transfer regulations of the City Superintendent of Schools.
3. That the Normal School shall furnish the necessary rooms and their apparatus free of charge, and shall meet all expenses of heating, lighting, and care-taking.
4. The City Board of School Trustees shall at the outset pay two teachers for said Training School \$800 per annum, said teachers to be named by the City Superintendent and the President of the Normal School and elected annually by the City Board of School Trustees, and such additional teachers as may be deemed necessary and just, not to exceed, however, one for each sixty pupils or major fraction thereof, and the City Board

of School Trustees shall also furnish to the Normal Training School the regular school supplies individually consumed by pupils, except library books.

5. The standard of graduation and the diploma of graduation shall be the same for the Normal Training School as for the other city schools as provided for by the present rules of the City Superintendent.
6. As required by law only State Text Books shall be purchased by the children of the Normal Training School where State Texts have been provided by the State Board of Education.
7. Except as provided above or hereafter the Training School shall retain autonomy in its course of study, which the City Board of School Trustees hereby approves, and in its plan of administration, but it shall make the regular reports required of all schools by their Superintendent.
8. There shall be uniformity in the length of the school terms of the Normal Training School and the other City Schools.
9. As rapidly as possible the Normal Training School will furnish facilities for manual training for classes from the other City Schools, and shall, when deemed wise and satisfactory by both the City Superintendent and the President of the Normal School, furnish short time substitutes for the City Schools.
10. The official name of the Training School shall be the 'Normal Training School.'

11. The trustees of the Normal School shall make the City Superintendent of Schools a member of its faculty, with an additional salary at the outset of \$200 per annum, his duties not to exceed in proportion the salary paid by the Normal School.

Signed

- A. L. Neubarth, President of the Board of Chico school Trustees.
- L. B. Guill, Member of the Board of Chico School Trustees.
- George E. Vadney, Member of the Board of Chico School Trustees.
- A. C. Locey, Member of the Board of Chico School Trustees.
- John C. Daly, Member of the Board of Chico School Trustees.
- Charles Camper, Secretary of the Board of Chico School Trustees.
- F. C. Lusk, Chairman of the Executive Committee of the Normal Trustees.
- E. A. Warren, Member of the Executive Committee of the Normal Trustees.
- C. C. Van Liew, Secretary of the Executive Committee of the Normal Trustees.

This agreement allowed the "Normal Training School" to teach manual training for the entire Chico School District, and also to furnish substitute teachers for the City Schools. Altogether the change proved to be an educational step forward.

PART B--CHANGE TO A PROFESSIONAL INSTITUTION

PROFESSIONAL ADVANCEMENT

Elimination of Preparatory Department

For many years the State Normal School at Chico was the only institution north of Sacramento offering an education beyond the grammar grades. To do so, it had to give grammar school graduates whatever they needed of high school or technical training to prepare them for teaching.

This responsibility it discharged until 1912, by which time the number of high schools had so increased that the preparatory department could soon be abolished. In June, 1913, the enrollment was ninety-three in the Preparatory Department, and two hundred thirty in the Professional Department. On this date President Ware in his annual report recommended to the Trustees that student admittance to the Preparatory Department be stopped; except to such classes as were then established. His recommendation was passed by the Trustees, and by 1918 the department was eliminated.¹

¹ Minutes of the Normal School Board of Trustees at Chico, 1908 to 1920.

About 1910 the administrators of the Normal tried to have the school train students for Industrial and Agricultural pursuits. For the past several years, the agriculture work has been conducted by the State Department of Education in specialized schools. The industrial work continues as the Industrial Arts Department of Chico State College;* here terminal courses of an industrial nature are given, and preparation of both elementary and secondary teachers is undertaken.

It was early established that the principal business of this Normal School was the preparation of teachers for the rural elementary schools. This philosophy was so thoroughly instilled throughout the area served that it has unfortunately hindered progressive institutional programs.

By 1915 the 100 per cent increase in the number of students registered in the professional department assured its success as a teacher-training institution. The ratio of graduation to enrollment had also increased and as the school existed solely to train teachers for the state, the increase in the number of graduates measured the school's direct increase in service.¹

¹ Minutes of the Normal School Board of Trustees at Chico, June 10, 1915.

* Fig. 7, p.69a.

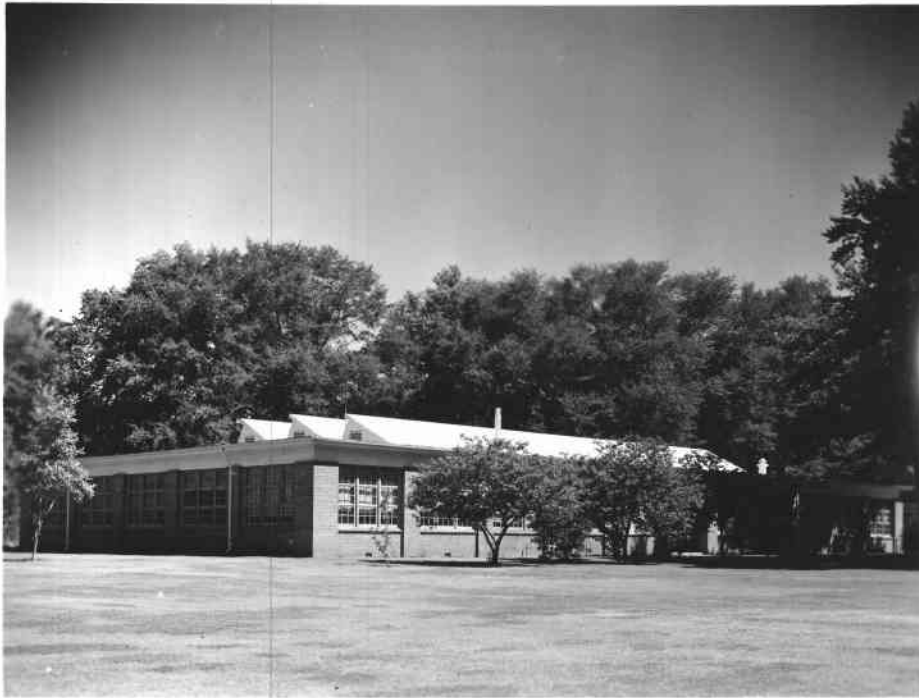


Fig. 7. Industrial Arts Building



Fig. 8. Gymnasium

For the first part of the past decade, the principle upon which the school was founded prevailed, but it has assured a broader scope. In 1921, by legislative enactment, the name was changed to Chico State Teacher's College, and the period of graduation was extended to four years. Three years later, the right to grant the Bachelor of Arts degree was conferred upon the institution. In 1935 by legislative act, the name was again changed to Chico State College, and an enriched and broader program of studies was drawn up. Naturally the philosophy of the administrators during the above mentioned period is reflected in the changes which took place.

Change in Function of School.

Entrance to the Normal Training course had at first been possible directly following completion of the ninth grade, but in 1917, as set up by the State Board of Education, Bulletin No. XIV, the requirements were improved as follows:

1. High School graduation with eleven recommended units for provisional entrance to Normal, or fifteen recommended units, provided the High School has developed the correct pattern.¹

¹ State Normal School Catalogue, 1917.

Further, students who had fulfilled the first two years of Normal School work and who had passed a satisfactory examination in reading, writing, spelling, English, grammar, composition, arithmetic, and geography were to be admitted to advanced standing.

Later, World War veterans, honorably discharged regardless of their previous schooling, were admitted. As soon as the school had sufficient men students, this privilege was discontinued.

At present entering students are subject to an English examination, a physical examination, and an evaluation of their high school credits by the registrar. Meeting these requirements admits students to the lower division, from which, upon completion of sixty-two approved credits, they may either transfer to other departments in higher educational institutions, or enter the upper division of Chico State College and work toward a Bachelor of Arts degree, with or without teaching credentials.

Change in Study Program

The two-year curriculum,* as adopted by the Trustees of the Normal School, followed, in general, practices of

* Appendix, pp.115-6-7.

similar schools. The first one-half year consisted of general professional preparation. The second term included classroom preparation and experience. The third and fourth semesters consisted of specific work in the Training School.

The next important change in the curriculum came in 1924 when the training period was increased to two and one-half years.* In 1927 the program was again lengthened, this time to three years; and in 1930, to four years.

In 1915 the legislature passed the Chandler Bill, giving the regulation of the Normal schools of the State to the State Board of Education. The reasons for this change were as follows:

1. Need for centralized control.
 - a. Expert advice.
 - b. Seasoned judgment.
 - c. State-wide minimum standards of efficiency.
 - d. State-wide minimum standards of requirements.¹

In April, 1918, the State Board of Education adopted the policy of a three-year course** for the Normal Schools of the State, the same to become

¹ Minutes of the Normal School Board of Trustees at Chico, June 10, 1915.

* Appendix, p.118.

** Appendix, p.120.

effective July, 1920, the details to be worked out by the Commissioners of Education of the State Board and the Normal School Presidents.¹

On July 5, 1918, the local Trustees protested to the State Board concerning the three-year course. This action by the local Board, no doubt, assisted in postponing enforcement of the above resolution until 1927. The intermediate certificate required the regular course, plus a post-graduate year for completion.

Requirements for graduation were increased to seventy-six units,* effective after July 1, 1922, and divided as follows:

1. Professional courses	34 units
2. General fundamental courses	30 units
3. Technical Art courses	6 units
4. Physical Education	6 units
(minimum of 180 class periods)	
Total	76 units

By an act of the Legislature in 1921, the name of the State Normal School at Chico was changed to the Chico State Teacher's College. Implications of the change, unrecognized at the time, will be discussed

¹ Minutes of the Normal School Board of Trustees at Chico, June 10, 1915.

* Appendix, p.118.

in another portion of this chapter. Shortly after the school acquired college status, the State Board of Education in 1927 increased the requirements to three years' work. According to the 1926-27 catalogue, the General elementary certificate was given for ninety-six units of work, eight in upper division electives, the others required.

Teaching credentials offered at this time were: General Elementary, Kindergarten-Primary, Junior High, and special in the field of Art, Commercial Education, Homemaking, Industrial Arts, Music, Physical Education, and Speech Arts; a Pre-Secondary teaching course was also given.

A major or minor could be obtained in any of the following: Agriculture, Art, Biological Science, Education, Commercial Education, English, Foreign Language, Home Economics, Industrial Arts education, Mathematics, Music, Physical Education, Physical Science, Psychology, Philosophy, or Social Science.

Terminal courses in Auto Mechanics, Carpentry and Drafting were added to the curriculum. Although enrollment in such courses is small, the work meets a community need.

When Chico State Teacher's College went on a four-year teaching credential basis, a "common-core"

of subjects was set up to make the required subjects more understandable to both students and faculty. The following were listed as core subjects required for a degree with any major:

A. Lower division

1. General Psychology	3 units
2. English	6 units
3. Social Science (including United States Government)	12 units
4. Natural Science	12 units
5. Student Guidance	2 units
6. Physical Education	2 units
7. Health	2 units
Total	39 units

B. Upper Division

1. Practice Teaching (4 units for Industrial Arts major)	4 or 8 units
2. Educational Psychology	3 units
3. United States Government	2 units
4. Principles of Education	3 units

5. Technique of Teaching Art 2 units

Total 12 or 16 units

Combination credentials allowed in four years.¹

By 1932, the following college degrees and credentials were offered at Chico State College:

1. General Elementary degree and General Elementary credential
2. Kindergarten-Primary degree and Kindergarten-Primary credential
3. Junior-high degree and Junior-high credential
4. Home Economics degree and Special Secondary degree in Home Economics
5. Industrial Arts degree and Special Secondary degree in Industrial Arts Education
6. Physical Education degree and Special Secondary degree in Physical Education
7. Music degree and Special Secondary degree in Music

Pre-secondary courses leading to the degree with no credential were offered in Art, Biological Science,

¹ Chico State Teacher's College Catalogue, 1930-31.

English, Home Economics, Industrial Arts, Music, Physical Education, Romance Languages, and Social Science.

Theory and Practice

The function and scope of the Normal Training School is so well described in the Normal School Catalog for 1914, pages 44 and 45, that it was deemed advisable to include its entirety as follows:

The Training School is open to the children of Chico and vicinity, or to any who wish to make special preparation for the Normal Courses.

The Training School maintains an excellent and progressive course of study. Children who attend this Training School enjoy unusual advantages, as, in addition to being under the care of superior teachers, the library, museum, gymnasium, lecture-room equipped with lantern and slides for illustrative service. The subject-matter of the Course of Study contains much material never offered in the grades of the ordinary public schools, and is the result of careful selection in consultation with the specialists of the entire faculty. The curriculum contains no fads. To read, write, and speak good English, and to perform the necessary arithmetical operations in every-day business life are recognized as the fundamentals of a practical education, and as such receive first consideration.

Throughout the entire course, practical industrial training is emphasized. The prominent features of this work are: the farm, where every child has a plot

of ground for his own planting, one period of the day being devoted to garden work; the shop, where all boys, and girls who desire the work, above the fourth grade are given practical instruction in Manual Training, to make something worth while being the motto of the shop; the sewing-room and the kitchen, where the girls of the seventh and eighth grades are taught to care for their own wardrobes, make simple garments, and to cook healthful foods; the printing office, where the upper class boys get experience in type-setting, job printing, and in managing and editing various school publications; the bank, which offers a practical training in the financial management of school enterprises and business transactions.

The cultural subjects are not neglected. These include courses in literature, art, and music, that aim to inspire a love for good books and an appreciation of good pictures and good music. The Training School Band of fifteen pieces is a feature of all school festivals.

A well-equipped playground, that the pupils have equipped mainly by their own efforts, affords opportunity for that healthful supervised play which makes for good citizenship.

Besides regular classes in all subjects conducted in the Training School by the student-teachers, special classes are maintained in Cooking, Sewing, and Manual Training for all students in the seventh and eighth grades of the Chico Public Schools. These children come to the Normal School twice a week for this work. This makes it possible to provide practice teaching in these special lines for all student-teachers who are qualified to secure this experience.

The heart of a modern normal school is of course, that part of the institution in which student teachers develop and prove their fitness for actual class-room duty. The Training School of the Chico Normal is a new and modern grammar school building containing eighteen class rooms. It is situated on the campus but a few steps from the main building with which it is connected by a corridor. It is legally a part of the city school system of Chico and its standards are maintained upon the high plane that prevails in the grammar schools of that city. Each student is required to spend two periods per day throughout the Senior year actually directing and instructing classes in the Training School.

Besides the graded Training School upon the campus, two rural schools of superior type, within driving distance, are legally affiliated with the Normal.* In these schools every student, before graduation, is given such experience as will enable him to familiarize himself with the peculiar problems of management and the method that the ungraded rural school presents. The rural schools affiliated with the Chico Normal are Model Rural School No. 1, Pleasant Valley District; and Model Rural School No. 2, Little Chico District.

The Normal School offers to its students the uses of the large, well lighted and attractive Assembly Hall. This hall has a seating capacity of six hundred. Once every day the students of the school assemble in the room, and here are held all student-body meetings, literary and musical entertainments, and the lectures and lyceum features which are sprinkled throughout the school year.

* Appendix, p.113.

The object of all this is two-fold: to provide the foundations of a liberal education for the pupils, and to provide a liberal training along all lines of professional experience for the student-teachers. Under competent supervisors these student-teachers are taught to teach all the elementary school branches. To the end that student-teachers may be well fitted for the actual realities of their own schoolrooms, they are given entire charge of classrooms. They work with classes in the school gardens; plan and take charge of school activities, functions, and entertainments; spend an average of an hour a day supervising playground games or conducting gym classes; conduct the school library. Along these many lines of service, under guidance of close supervision, they are given opportunities for proficiency in school management. It is, indeed, the aim of the institution to find the culminating expression of its ideals in the work of the Training School; to this end the institution as a whole bends its energies.¹

In 1914, the Model Rural School agreement was cancelled because of excessive transportation cost, impossibility of supervision, and impracticability of traveling to distant schools.

Immediately following the discontinuance of the Model Rural School, the Trustees of the Normal School, upon the advice of the President, decided to build on the campus a model rural school building* which would serve two important functions:

¹ Chico Normal School Catalog, 1914, pp. 44-45.

* Fig. 10, p. 80a.

1. It should set standards of improvement in rural schools in lighting, ventilation, heating, and toilet facilities, as well as provision for manual training, domestic science, and general social use.

2. It should not cost more than a district of good financial resources and reasonable self-respect would be willing to spend in the construction of a school building.¹

During 1915, a contract was let for \$2,873 by the State Department of Engineering to C. B. Johnson, of Chico, for the construction of the Model Rural School. The structure is now used as the Kindergarten building. Each senior student spent two weeks in this model school to learn how to handle:

1. Individual instruction of children.
2. Construction of a practical program of recitations.
3. Direction of sufficient and suitable seat work.
4. Discipline and management of students of all grades in the same room.²

By June of 1916 the enrollment in the Model Rural School was twenty (capacity), and there was a waiting list. In fact, the enrollment of the entire training school had grown to such proportions that a building program was necessary.

¹ Minutes of the Normal School Board of Trustees at Chico, June 11, 1914.

² Minutes of the Normal School Board of Trustees at Chico, June 10, 1915.



Fig. 9. Corner Stone Ceremonies



Fig. 10. Model Rural School

In 1913, the Normal Training School contained fifteen rooms and was connected by a corridor to the East side of the Normal School building. One year later, three new class rooms were added to accommodate sixty additional pupils. Two years later, the board authorized the construction of eight additional rooms at a cost of \$15,000. The work was authorized by the Department of Engineering of the State of California under the direct supervision of Walter Hann, newly elected foreman of maintenance and construction. It was in 1918 that the actual contract for this addition was let. During the construction, the school was conducted on the ground floor of the main building. The grammar department was housed in rooms known as the studio, and the primary department in the manual training shop rooms. There were no further extensive additions to the Training School building, only necessary repairs being made.

During this construction period the janitors had followed their ordinary practice of polishing furniture in the Training School building. On the evening of the eighth of May, 1914, a fire was discovered in the manual training department where an accumulation of oily rags had been left. The fire was extinguished after having done about \$125 damage.

Some thirteen years later a fire starting from the same cause (spontaneous combustion) on August 12, 1927, consumed the entire Normal School Structure and all records except the Minutes of the Board of Trustees of the State Normal School at Chico from July 24, 1908, to and including May 21, 1921.*

SUMMER SCHOOL

On January 27, 1916, the Board of Trustees of Chico Normal School authorized the president of the school to "hold a Summer Session at such time and place as might in his judgment seem desirable from the standpoint of service to be rendered."¹

The World War, which occurred shortly after this action by the Board, naturally necessitated new lines of activity, and eliminated for the time being any summer session. But again on July 5, 1918, the Board of Trustees gave the President power to locate the Summer Session somewhere in the Sacramento River canyon. Sisson was finally selected and an agreement** made between the town and the Normal School.

¹ Minutes of the Normal School Board of Trustees, Chico, January 27, 1916.

* Fig. 11, p.83a.

** Appendix, pp.127-8.



83a

Fig. 11. After The Fire



Fig. 12. Laying Corner Stone

The original ground given to the state consisted of five acres; it was later increased to twelve and seventy-two hundredths acres with an assessed valuation of \$4,750.* In 1928, the State of California acquired an additional ten acres with a valuation of \$5,000. \$1200 was raised by Sisson to assist in developing the Summer Session plant. Construction for the first summer was done by Mr. Walter Hann with the assistance of the faculty men, one janitor, and one carpenter.

In 1920, hot and cold water and baths were installed. The power house was constructed and electric lights were placed in all buildings. In 1921 a dormitory to house forty students was authorized, together with a new manual training building and an improved laundry. By 1927 the campus contained in addition to the above, a kitchen and dining-room, an art building, dormitories, a lodge, an administration building, a hospital, and a home for the Dean of Women. Since then additional cottages for faculty members have been built, and numerous tent platforms are available for those wishing to camp.

* Appendix, p.137.

At one edge of the campus is a large, cool spring which is the source of the Sacramento River. At present the wooden structures are beginning to show the effects of age and the elements. However, with a minimum amount of repairs each year, the plant is kept serviceable. The present estimated valuation of the physical plant at Mt. Shasta Summer Session is \$39,663.25.*

Educational facilities at the Sisson Summer School were similar to those of other summer schools, except that the scope of studies offered was much narrower and catered to graduates of the school.

Cost for the session included: board and lodging, \$60; and tuition, \$15. The tuition was later reduced to \$10.

During the first few years of its existence, the expenses of the summer session were guaranteed by a group of the faculty. In fact, it was not until May of 1933 that the legislature approved the use of public funds for the Summer School maintenance at all State Colleges.¹ The first summer school was taught without pay by members of the local faculty.

¹ California State School Code, Sec. 5:94.

* Appendix, p.137.

Work of the summer session may be applied towards credentials only when the subject is required for certification.

EXPANSION PROGRAM

Recognition of Special Fields

By 1912 the Normal School had confined itself to the granting of grammar grade teaching credentials. Since that time the institution has progressed, extending into numerous special fields of study, such as Music, Art, Manual Training, Domestic Science, and Physical Education. An enriched curriculum now enables students to acquire a liberal arts education.

In 1915 Chico State Normal had the largest registration of men students of any Normal in the state. This created a new problem, as some of these students had had trade experience and wanted to teach in high schools. To meet this need it became necessary:

1. To develop proper plant and equipment.
2. To develop such training as would equip teachers to prepare boys and men for industry.¹

¹ Minutes of the Normal School Board of Trustees, Chico, June 8, 1916.

In 1918, President Osenbaugh requested \$32,000 for an Industrial Arts building. The building was first occupied in 1921 and three years later the work was set up as a separate department with authorization to grant a special credential with the degree. When in 1929 the work of this department was further broadened, terminal courses were offered in auto mechanics, carpentry, and drafting.

In 1922, Junior College courses were first listed in the school catalogue and provided training in agriculture, animal science, plant science, forestry, entomology, parasitology, economics, medicine, dentistry, law, architecture, English, and letters and science.

In 1927, the General Elementary certificates were given for ninety-six units of work; eight units in the upper division were allowed as electives, the rest were required.

Since the institutions of "higher learning" in 1913 recognized the Chico Normal School's ability to give satisfactory undergraduate training, this phase of the work has increased. The liberal arts training received by the degree graduates is accepted in all educational institutions.

"An act to provide for the organization and supervision of courses in Physical Education in the

Elementary, Secondary, and Normal Schools of the state and appropriating \$10,000 therefore,"¹ was passed by the legislature in May, 1917. Two years later the Chico Normal School gave Elementary Credentials in Physical Culture.

1916 saw the advent of compulsory physical exercise and recreation at the Chico Normal School, the result of the increased number of men students. From the beginning, the Physical Education department of the Chico Normal School, has maintained a strong, well-equipped organization, and has developed many leaders in both Elementary and Secondary fields.

Both football and track are actively participated in by the students. Although Chico State College belongs to the Far Western Athletic Conference, it is the smallest member and consequently, has seldom won conference championships. Neither subsidizing of players nor low scholarship have any place in athletics at Chico State College.

Music has always been an important activity at Chico. Organized musical activity began with the Normal Orchestra in 1919 under the leadership of

¹ School Code of California, Chapter 563, Section 1, Article 9, p.1217.

Miss Lida Lennon and was followed by a mixed glee club; and in 1927 by a boy's glee club. At present the institution is well represented, musically, by its a cappella choir and its band and orchestra.

One of the school's first services beyond that of presenting traditional subject matter was embodied in the Extension Service program, which was started during 1911-1912, and consisted of the following:

1. Advice and suggestions in the selection of school and library books.
2. Library service rendered to rural teachers and schools.
3. Advice and assistance in planning work in Physical Education, school gardens, manual training, and domestic arts.
4. Beautifying and improving school buildings and grounds.
5. Encouragement of Parent-Teacher Associations.
6. Formation of literary societies and other like organizations seeking to center community social life in the rural school.¹

This type of work proved so satisfactory that another was inaugurated in the form of correspondence

¹ Minutes of the Normal School Board of Trustees at Chico, June 13, 1912.

work. The fee for this was two dollars for registration, plus one dollar for each course. By 1916, both extension and correspondence work had so increased that a full-time teacher was necessary and by 1921 the correspondence work had outstripped extension work. Extension classes in adjoining towns are now carried on throughout the school year.

The appointment bureau of the Normal School, started in 1923, has always been a valuable asset both to the institution and to those who apply for placement. The function of the bureau is to supply information regarding graduates, rather than to act as a placement bureau. The fee for such service is three dollars.

In 1913, the semi-annual registration fee of one dollar was dropped by authorization of the board, but the five dollar fee for non-teachers was retained. In place of the tuition fee, a two and one-half dollar "breakage and diploma fund" was set up. However, the institution retained only what was needed for breakage and loss of material, and for payment of the diploma. By 1924, the fees included one and one-half dollars per semester for registration and two and one-half dollars for the Associated Student Body

membership, plus a small fee for laboratory courses. The enrollment fee now averages sixteen and one-half dollars, plus special assessments or laboratory fees.

Extra Curricular Activities

Publications of the school, such as the school paper and the yearbook, have always been considered worthy projects. At various times the paper has been published as a monthly or a bimonthly, and at present is a weekly sheet under the advisorship of a faculty member.

Pioneer Day, first observed on May 18, 1919, as Senior Day, was established for entertaining visiting high school seniors of northern California. A committee of faculty and students would meet all trains to welcome these students and show them the campus and displays in the manual arts and household arts which had been completed during that year. Lunch was served on the lawn, and the afternoon was spent at tennis and swimming. Also "El Progreso," a pageant using 350 characters, was presented by the faculty, the students, and the training school, on the banks of Chico Creek.¹

¹ Normal Record, 1918, p.52.

Senior day prospered for a few years and then ceased to exist until 1927 when the events of the day were revived as "Pioneer Day."

Buildings and Grounds

When the Normal School was first constructed, First Street presented a far different picture than it does today--wooden fences, gravel sidewalks, muddy streets in wet weather, with Southern Pacific Railroad tracks down the middle, and on circus day a noisy train parked in front of the Normal. As time passed, this was all changed; the street was paved, and later the tracks were removed. The wooden fence was replaced with a steel one which in turn was removed five or six years ago. A flag pole was erected and electroliers were installed to light the front of the grounds. In 1917, a swimming pool and its chlorination plant were installed. The departments in the school were found to be keeping up with the times by the purchase of a stereoptican lantern and slides, and a Victrola with records.

In 1915, the library contained over 10,000 volumes and subscribed to over fifty periodicals. On June 1, 1939, the library inventory showed 24,495 volumes.

The major item of construction between 1912 and 1929 was the Industrial Arts building,* costing approximately \$32,000, and built in 1921.

After the burning of the Chico Normal School in August of 1927, the school was for two years housed through the courtesy of the Chico Board of Education, in the Central Grammar School. This was done with no expense except payment for housing the Central Grammar School students in the Memorial Hall.

The late expansion program of the College started in 1926 when the legislature appropriated \$25,000 for the purchase of Bidwell Mansion** and fourteen acres of land. The Mansion became a dormitory for women. The present gymnasium was built on a portion of the purchased acreage and the balance is given to the Mansion grounds and the women's athletic field. The gymnasium,*** first used early in 1927, cost \$35,000 and seats 450 people.

Since the destruction of the main college building by fire in August, 1927, the Finance Department, with the consent of Governor Young, has authorized the Division of Architecture of the State Department of Public Works to inaugurate a

* Fig. 15, p.94a.

** Appendix, p.136.

*** Fig. 7, p.69a.



Fig. 13. Bidwell Hall

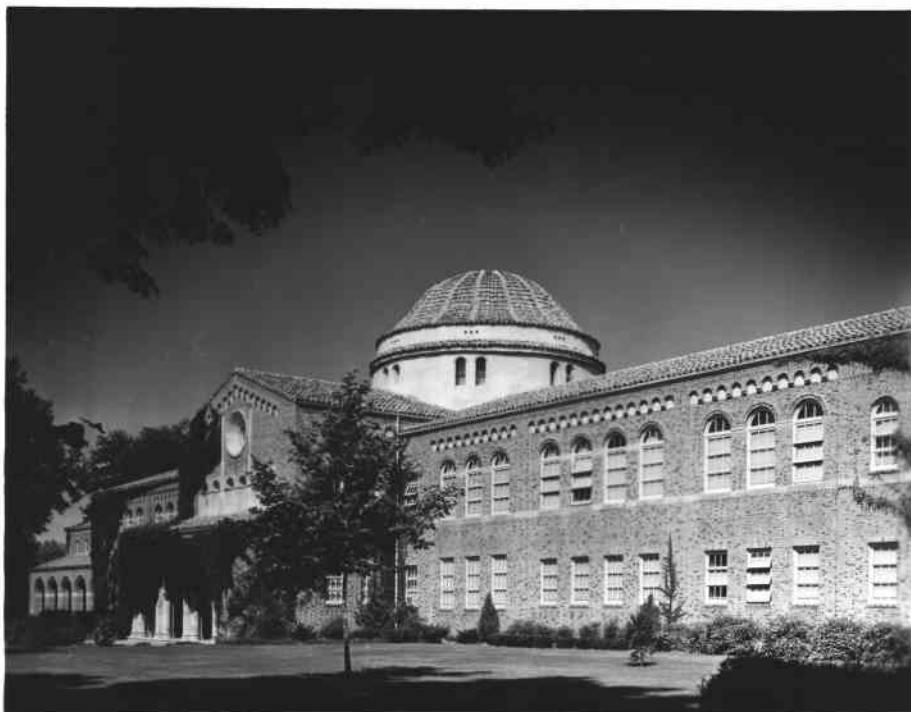


Fig. 14. Administration Building

building program which will require a period of ten years for its ultimate realization. The units considered under the above proposals are as follows:

1. Administration and classroom unit.
2. Auditorium and music rooms.
3. Library and class rooms.
4. Boiler house and four class rooms.
5. Science building.¹

The first unit to be constructed under this building program was the administration building. Exercises for the laying of the corner stone of the present administration building* were held on Friday, March 8, 1929, under the auspices of the Chico Masonic Lodge.** Business houses and schools were closed for the occasion, and an estimated 2000 people were in attendance. The building, which cost \$230,000, was ready for the opening of school in September, 1929.

The next unit constructed was the auditorium,*** completed in the spring of 1931, at a cost of \$228,793.75. This building has a seating capacity of 1471 and a large, modern stage. The installation of a pipe organ was financed by the students and alumni of the college. A Dramatics and Music annex, placed

¹ Catalogue of Chico State College, 1928-29.

* Fig. 12, p.83a. Appendix, pp.129-31

** Fig. 9, p.81a.

*** Fig. 16, p.94a.



Fig. 15. Library



Fig. 16. Auditorium

to the rear of and connected with the Auditorium, was completed in the fall of 1932 at a cost of \$124,000.

The latest construction is the library,* completed in 1933 at a cost of \$103,000. It is a modern building designed in keeping with the other campus structures, and has a capacity of 50,000 volumes.

The last land acquired by the state, in 1938, for the sum of \$44,200, is two pieces of property,** one of 29.89 acres, and the other of 7.7 acres, both lying west of the Mansion grounds but separated by two blocks of private residences.

PART C--THE FOUR-YEAR STATE COLLEGE

SCOPE OF THE SCHOOL

The changing of the name of the local institution, by legislative enactment, to "Chico State College" was of importance. Later developments show that the resulting change in function of the school is much broader under its present status. Some of the general changes noted are: (1) More liberal arts students registered at present than teacher preparatory, (2) one credential allowed for four years work,* (3) only forty semester hours allowed in any special department (4) each candidate to complete one major and two minors, or two majors and one minor, (5) the granting of a Bachelor of Education degree,** (6) the addition of a Department of Commerce and the authorization of a degree and major in this subject, (7) increased selectivity in major and minor fields, (8) additional plant facilities, (9) an enriched program of extra-curricular activities, (10) an upgraded faculty,

* Appendix, pp.122-3.

** Appendix, p.126.

(11) a broader field of preparation to fit need of individual students, and (12) the right to expand in meeting future educational training needs.

GROWTH OF CAMPUS

In 1938, enlargement of the campus was accomplished by the purchase of 37.59 acres of land, on the eastern side of which the present football field is located.

The buildings contemplated, as soon as legislative enactment makes them possible, and their probable order of construction are as follows: (1) addition to west end of administration building connecting with front of library, (2) heating plant, (3) wing to north of rotunda, (4) training school, (5) men's gymnasium and swimming pool, (6) completion of music and dramatics structure including Greek theater, (7) science building. The above are assured as they already have the sanction of the State Department. The administration of the college hopes to have the following improvements: (1) a student union, (2) men and women's dormitories, (3) an addition to west end of library building.

The campus has been improved by the installation of a set of chimes in the library tower, donated by students

and faculty. Also, upon the banks of Chico Creek of an "out-door theater" has been completed through the cooperation of town and school authorities.

The enrollment for the past semester* was approximately 800, with a faculty of 56.

The present valuation placed upon the buildings of Chico State College is \$778,041.75, land value (by purchase) \$69,200, plant as \$39,663.25; and the equipment value has been placed at \$160,482.96. Altogether, the State has an investment in the Chico College of \$1,007,724.71.** Operation costs for the biennium of 1937-39 were approximately \$376,540.

TRAINING SCHOOL

The Normal Training School, or The College Elementary School as it is now known, has kindergarten to eighth grade; inclusive within the past four years it has had an average enrollment of 29 in kindergarten and 225 in the elementary grades.

Each semester some 25 students here do their practice teaching, involving three hours per day for eighteen weeks and for which they receive eight units of credit.

* Appendix, p.140.

** Figures taken from financial secretary's inventory sheet in Chico office. (The above does not include gifts.)

Three specialists handle the supervision in this school, with work divided as follows: one for kindergarten and grades one and two; one for grades three, four and five; and a third for grades six, seven and eight. In the specialized fields of physical education, industrial education, and music, some supervisory assistance is given by the department heads of the College.

The philosophy upon which the College Elementary School is operated at present is summarized as: the fundamental of good teaching is the ability of the teacher to meet any situation that arises, good teaching being necessary to preparing good teachers.

CHAPTER IV

SUMMARY

The present study was undertaken to record in readable form significant and authentic information concerning the Chico State College from its earliest existence as a state normal school to the present status of a liberal arts college.

Detailed consideration was given to the type of community in which the college is located, and to the area served by the institution. It was found that as the only institution of higher learning in northern California, Chico State College occupies a unique position in serving the needs of some 197,000 people.

The development of the college was traced under four headings, (1) Historical Background, (2) Transition Period, (3) Period of Professional Advancement, (4) The Four-Year State College. Material under these headings was obtained from newspaper files, school catalogues, year books, court records, and personal interviews.

Under (1) Historical Background were included such items as: early land grants to the college; origin of elementary education in California; certification of

teachers; community interest in the school; and the legal machinery involved in the school's development.

Under (2) Transition Period were discussed the elements involved in the change of the course from a three-year one to first a four, then a five, and finally a six-year program.

Under (3) Period of Professional Advancement, were included the steps in the growth of the school from a Normal with sole object the training of elementary school teachers to a State Teachers College, whose objective expanded to include the training of specialized teachers and the giving of the Bachelor of Arts degree.

Under (4) The Four-Year State College, were considered (1) the change in name and function of the college to the Chico State College offering a liberal arts education, and (2) the present status of the college as to physical equipment, professional training, supervision, and educational philosophy.

This study has also taken up the plans for future development of the college. Additions to the administration building, the library, and the dramatic building; three new buildings to house the training school, the

science department and the men's gymnasium; and a heating plant are already sanctioned by the State Department and will be erected as soon as the needed appropriations are made. Dormitories for both men and women and a student union building are also contemplated for inclusion in the building program.

All this activity indicates that the college is a vital part of the California educational system, and as such has earned the right to have the significant facts of its history assembled as a matter of record.

LIST OF SOURCE MATERIALS

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- Chico Enterprise. Newspaper.
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- Mansfield, B. L. History of Butte County.*
- Minutes of Chico Normal School Board of Trustees. 1908-1921.
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- Pierce, E. T. Overland Monthly, 28:163-221. July 1896.
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- State of California Department of Education. A study of certain factors in California. Bulletin No. 24. Dec. 15, 1932.

* Publisher not stated.

Studley, C. K. and Ware, Allison. Survey of graduates
of the California State Normal School at Chico.
Chico State Normal School Bulletin No. 9.

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Company. 1914. p.282.

CONFERENCES

Anderson, Alice

Canfield, Mrs. E. E.

Crawford, L. T.

Earll, Lillie

Edwards, P. D.

Hamilton, A. J.

Hann, Walter

Hudspeth, Ben

McQuade, Mrs. Clara

Newman, Mrs. Elizabeth

Robinson, F. S.

Studley, C. K.

Waterland, John

Woolsey, Emma

APPENDIX

1888 CORNER STONE CONTENTS*

The following list of materials was placed in the corner stone in 1888:

1. Constitution of the Grand Lodge, A.F. & A.M.
2. By-laws of Chico Lodge No. 111, A.F. & A.M.
3. By-laws of Chico Chapter, R.A.M.
4. By-laws of Chico Commandery No. 12, Knights Templar.
5. Proceedings of Most Worshipful Grand Lodge of California.
6. Ceremonial of Grand Lodge, A.F. & A.M.
7. Argument of F. C. Lusk, Esquire, addressed Commissioners of State Normal Bequest.
8. Bequest and opinion of and address of Citizens' Committee of fifteen to Commissioners of State Normal School.
9. Catalog of State Normal School at San Jose.
10. Certified copy of resolutions of the Board of Trustees of the State Normal School, passed April 8, 1887, selecting Chico as site for Northern Branch State Normal School.
11. Signatures of Trustees of Northern Branch State Normal School.
12. Photograph of John Bidwell, donor of Branch Normal School site.
13. Photograph and large picture of Governor Washington Bartlett.
14. Photograph of A. H. Grew, Trustee.
15. Photograph of the Honorable Allen Henry.
16. Annual Meteorological Review, 1887.
17. San Francisco Chronicle, July 3, 1888.
18. San Francisco Chronicle, July 1, 1888.
19. San Jose Mercury, June 28, 1888.
20. Chico Enterprise, June 28, 1888.
21. Chico Enterprise, July 3, 1888.
22. Chico Enterprise, March 30, 1888.

* Chico Enterprise Files.

23. Chico Chronicle-Record, May 5, 1888.
24. Chico Chronicle-Record, July 4, 1888.
25. Resources of Butte County.
26. Spanish coin contributed by H. T. Batchelder.
27. U. S. half-dollar by Thomas N. Crew, 1825.
28. U. S. quarter-dollar by Thomas N. Crew, 1835.
29. Copper cast of United States five dollar, struck in 1851, from first die used in California; the original in possession of the California Pioneer Society of San Francisco, by A. H. Crew.
30. U. S. half-dollar, 1794, by A. H. Crew.
31. Spanish coin, 1779, by A. H. Crew.
32. U. S. half-dollar, 1875, by Postmaster at Red Bluff.
33. U. S. coins, 1883, 1888, by L. H. McIntosh.
34. U. S. copper cent, 1852, by J. R. Gleeson.
35. Impression of Seal, Chico Parlor No. 21, Native Sons of the Golden West.
36. Card of Hubbard and Earll, makers of copper box in corner stone.
37. History of Rancho Chico, by C. C. Parry.
38. Resources of California.
39. Constitution and by-laws of Women's Christian Temperance Union, Chico.
40. California Bulletin.
41. List of members of Women's Christian Temperance Union of Chico.
42. Business card of Hibbard and Sommer.
43. Hawaiian coin, 1883, by H. W. Heath.
44. English coin 1886, by H. W. Heath.
45. Chilean coin, 1868, by H. W. Heath.
46. California State Fair list, 1888.
47. Senior Journal, San Jose State Normal School, 1883, Mrs. Lizzie Crew Canfield.
48. Canadian coin, 1882, by A. M. Smith.
49. Constitution and by-laws of La Corona Parlor, Native Daughters of the Golden West.
50. San Francisco Call, September 9, 1887.

PROGRAM OF STUDIES--1889*

Program of studies and information as given by the State Normal School for 1889.

A brief synopsis of the State Normal course of instruction for 1889, which could be modified to suit the needs of the school, follows:

Junior Year

Language--Spelling, Word Analyses, and English Grammar.

Mathematics--Arithmetic.

Science--Political Geography with Map Drawing, Physical Geography and Botany.

Miscellaneous--Reading, Literature, Penmanship, Vocal Music, Drawing, and Calisthenics.

Professional--Methods of Teaching, Geography, Primary Arithmetic, and Language.

Middle Year

Language--Composition.

Mathematics--Bookkeeping, and Algebra.

Science--Zoology, Physiology, and Physics.

Miscellaneous--Literary Reading, History of the United States, Civil Government, School Law, Morals and Manners, Drawing, Vocal Music, and Calisthenics.

Professional--Language Methods, Reading Methods and School Economy.

* Chico Weekly Chronicle-Record, Saturday, 35:33-2, July 13, 1889.

Senior Year

Language--Rhetoric and Literature.
 Mathematics--Geometry.
 Science--Chemistry and Mineralogy.
 Miscellaneous--Vocal Music and Perspective Drawing.
 Professional--Methods and Reviews,
 Pedagogy, Lectures on School
 Economy, and Teaching in
 Training School.

Post-Graduate Year

Language--Latin and Study of English
 Masterpieces.
 Mathematics--Advanced Algebra, Solid
 and Spherical Geometry, and
 Trigonometry.
 Science--Geology and Astronomy.
 Miscellaneous--General History, Political
 Economy, Directed Reading, and
 Vocal Music.
 Professional--Psychology and Philosophy
 of Education.

Calendar for 1889-1890

Fall term (16 weeks)--Begins Tuesday,
 September 3, 1889; ends
 Thursday, December 19, 1889.
 Winter term (12 weeks)--Begins Tuesday,
 January 7, 1889; ends
 Thursday, March 27, 1890.
 Spring term (12 weeks)--Begins Tuesday,
 April 8, 1890; ends Thursday
 June 26, 1890.
 Examinations for admission will be held
 September 3 and 4.
 Only one Junior Class will be organized
 during the year.

Examinations will be held January 7 and 8,
for admission to the second term
of the Junior and Middle Classes,
and on April 8 and 9 to the
third term of those classes.
Only in exceptional cases will
examinations for admission be
held during the term.

By Order of the Board of Trustees

Edward T. Pierce, Principal.

GRADUATING CLASS PROGRAM*

Program for first graduating class,
June 20, 1891.

1. President Pierce made a few remarks.
2. Prayer by Reverend J. B. Haston.
3. Chorus by school, 'Joy is Warbling in the Breezes.'
4. Salutation by Miss Gladys Spencer, from Longfellow.
5. Essay, 'Power of Little Things,' Miss Cora Nason.
6. Essay, 'The True Aim of Education,' Miss Stella Stiles.
7. Essay read by Charles A. Reynolds.
8. Octette, 'Those Evening Bells.'
9. Essay, 'Imagination,' Miss Josie Small.
10. Essay, 'Prophetic Vision of 1901,' Miss Lillian Earll.
11. Oration by S. S. Ray.
12. Essay, 'Through Five Years,' Miss Mable Hendricks.
13. Short address to class by the Honorable J. W. Anderson.
14. Trio, Misses Ames, Abbe and Wilson.
15. Awarding of diplomas.
16. Address by Principal Pierce.
17. Closing chorus by the school.

* Chico Weekly Chronicle-Record, June 20, 1891.

OPENING DAY PROGRAM*

Program of the Opening Day of the Northern Branch Normal School on September 3, 1899.

Professor Pierce, acting as master of ceremonies, tapped a bell for quiet.

1. Reverend E. Graham conducted devotional exercises.
2. The school chanted 'The Lord's Prayer.'
3. 'America' by the school.
4. Superintendent Hoitt was introduced and spoke.
5. A song of greeting by the school.
6. General Bidwell was introduced and talked.
7. Solo by Miss Clara Reichling.
8. Song by the school.
9. P. L. Hendricks was introduced and spoke.
10. A. H. Crew, Trustee, was next called upon and made a brief response.
11. General Chipman of Red Bluff spoke briefly.
12. Song by the school.
13. Captain Batchelder was introduced and spoke.
14. Wattson Chambers talked for a few minutes.
15. Song by the school.
16. A talk was given by Reverend E. Graham.
17. A solo was rendered by Miss Tillotson.
18. Reverend Jesse Wood was next introduced and talked.
19. Song by the school.
20. Mr. Bryan was introduced and bowed.
21. Letters of regrets were read from notables.
22. A vocal duet by Misses Abbe and Bartlett.
23. Professor Pierce discussed the opening of the school.
24. Song by the school.
25. Benediction by Reverend Sharborough.

* Chico Enterprise for September 4, 1899.

FACULTY OF CHICO NORMAL SCHOOL TO 1900

Name	Inclusive Dates*	Position
A. E. Garlich	1889-1890	Music
Edward T. Pierce	1889-1893	Principal, Normal School
Robert F. Pennell	1893-1897	Principal, Normal School
Minor L. Seymour	1889-1901	V. Principal, Sci. Teacher
Carlton M. Ritter	1889-1899	1st Pres. Norm. School, Mathematics Teacher
Emily Rice	1889-1891	Preceptress and English
Washington Wilson	1890-1890	1st Prin. Train. School
Frances Parmeter	1891-1901	Preceptress
Esther M. Wilson	1890-1901	Music and Drawing
Helen Eliot	1896-1908	English
U. G. Duffree	-1897	Physics and Chemistry
Alice M. Priest	-1898	English
Robert C. French	1894-1897	Prin. of Train. School
Elizabeth Rogers	1890-1899	Teacher in Primary depart- ment
Emma J. Fuller	1889-1897	Teacher in Train. School Grammar Department
Maria Fuller	1894-1897	Critic Teacher
Emma A. Wilson	1896-1934	Teacher in Train. School; Registrar
Lida Lennon	1898-1929	Music
Georgiana Carden	1899-1910	Mathematics
Annie Swain	1899-1906	Teacher in Train. Department
Miss Carroll	1899-	Assistant in Training Department
Sussie Smith	1899-1910	Librarian
E. B. Copeland	1900-1901	Botany
C. C. Van Liew	1899-1911	Pres. of Normal School
Ray E. Chase	1899-1904	Botany
E. N. Henderson	1898-1902	Psychology
Maxwell Adams	1897-1906	Chemistry
Mary Smith	1897-	Sloyd--El. Man. Train.
W. S. T. Smith	1898-	
Helen Ballard	1898-	English
Winfred S. Bangs	1898-1900	English
Grace A. Love	1898-1900	English
Clara McQuade	1898-1927	Kindergarten, PE in Train. School, Eng. Department
May Kimball	1898-	Teacher in Train. School

* Blanks in this column indicate unavailable dates.

COPY OF MODEL RURAL SCHOOL AGREEMENT*

Copy of Agreement between Normal Trustees and Pleasant Valley District School Trustees, October 30, 1912.

By resolution duly passed on December 11, 1912, and entered in the minutes, of the Board of Trustees of the State Normal School of Chico, California, the President of said institution, was empowered to undertake Normal Extension work and by virtue of such authority hereby enters into the following understanding and agreement with the Board of Trustees of the Pleasant Valley District School.

First: that the Pleasant Valley District School shall hereafter be affiliated for the purposes hereinafter set forth, with the State Normal School of Chico, California, and shall be called 'The Pleasant Valley Model Rural School of the State Normal School at Chico.'

Second: that the State Normal School agrees to pay the sum of \$15.00 per month, in addition to what is paid by the Trustees of the Pleasant Valley School, to the teacher, Mrs. Stella Forcum, or her successor, and the State Normal School shall be empowered to name two or more eligible candidates for teacher in the Pleasant Valley School whenever changes are contemplated by the Trustees of the Pleasant Valley School District, but the question of selection, salary, and tenure of such teacher shall remain entirely with the Trustees of the Pleasant Valley School District.

Third: that the Normal School agrees to place at the disposal of the teacher and the Board of Trustees of the Pleasant Valley School District its equipment and student teachers, and to render all assistance possible, along the lines of modern rural school development.

* Minutes of the Chico Normal Board of Trustees for June 15, 1913.

Fourth: the Normal School agrees to introduce if desired by the Board of Trustees of the Pleasant Valley School District and the people of the district at large, the elements of Manual Training, Domestic Science, and Art, School Agriculture, and Physical Education, in-so-far as such are practicable with the present school building, its grounds and equipment.

Fifth: the Normal School agrees to furnish and the Pleasant Valley School to receive, such senior student teachers of the Normal School as may be qualified to assist in extending the work of the regular teacher, provided however, that such assistance shall be requested and desired by such teacher and deemed an advantage to the school and the children therein.

Sixth: it is understood that the work of the Pleasant Valley School shall be under the supervision and direction of the State Normal School at Chico in all studies, arts, and sciences as are introduced by said Normal School as per article (4).

Seventh: it is mutually agreed that this agreement may be revoked by either party at thirty (30) days notice.

Special committee of three appointed to pass on the above, by W. B. Woodruff, Trustee of the Pleasant Valley School.

Committee

O. W. Moilles
A. J. Pierce
M. Molinelle
Chairman

Signed this 11th day of December, 1912.

State Normal School
Allison, Ware
President

Trustees
W. B. Woodruff
J. W. Gray

GRADUATION REQUIREMENTS, 1912*

TWO YEAR COURSE

No student shall be admitted to candidacy for graduation who has not been admitted to full undergraduate standing.

Before graduation, each candidate must complete credit courses beyond a complete elementary school course as follows:

General Requirements:

- | | |
|---|-------------------|
| 1. English, Language and Literature, Elementary, including Composition, and Oral Expression. | 2 units |
| 2. Physical science--one year of general science, including the applied elements of physics, chemistry and physical geography. | 1 unit |
| 3. Biological science, including general biology, physiology, hygiene and sanitation. | 1 unit |
| 4. History of the United States and citizen ship, including local and state government. | 1 unit |
| 5. World history--either of the following:
General History--a year of General History with emphasis on modern European history or
World History--a two year course in ancient, medieval and modern history. | 1 unit
2 units |
| 6. Drawing and painting, emphasizing applied design. | 1 unit |

* Chico State Normal School Catalog for 1896.

7. Music, including sight reading, three part singing, elementary harmony. 1 unit
8. Manual training or Household Arts, or both, provided that for students entering after June 30, 1920, one unit shall be required. $\frac{1}{2}$ unit
9. Professional requirements (to be taken in Normal School). Elements of applied sociology, including the study of institutions and social organizations, rural life and rural school problems, and practical citizenship. $\frac{1}{2}$ unit
10. Education, including a study of the school as an institution and the curriculum, general psychology applied to education, educational measurements and general methods. 1 unit
11. Practice teaching and special problems, which shall familiarize the student with and give him a mastery of the state series of textbooks, and which shall in addition thereto include special methods in all of the required statutory subjects, provided that at least one unit shall be given to practice teaching and at least one-third of the total given to practice teaching shall be in a classroom, by the classroom method and under supervision. $2\frac{1}{3}$ units
12. The California school system, school law, and their development, physical education, health inspection, athletics, play, school playground equipment, and indoor and outdoor recreation, and physical training activities--five periods a week throughout the course, provided that at least one-fourth of the time shall be given to theory of physical education. $1\frac{1}{4}$ units

13. Electives--a sufficient number of electives must be offered to make up the total number of units required for graduation. The number of units required of students entering prior to July 1, 1921 is 24; the number required of students entering thereafter is 29.

Commercial, industrial and economic history or commercial and industrial geography or any combination thereof amounting to one unit, may be offered in lieu of one unit of world history. A student of a normal school serving as a student teacher shall receive credit only for teaching done in a normal training school, or as an assistant to a regularly certified teacher who shall supervise the work, unless supervision is provided by the Normal School.

GRADUATION REQUIREMENTS, 1924*

TWO AND A HALF YEAR COURSE

Summary of content:	Units
1. Professional courses.	34
2. General Fundamental courses.	30
3. Technical Arts courses.	6
4. Physical Education.	6
Total	76
1. <u>Professional requirements.</u> 34 units.	
a. Teaching experience under approved supervision.	10
b. California School Law and Class Management.	3
c. Study of content and application of elementary curriculum, based upon the fundamentals of education and Psychology and developed through approved activities involving the use and appreciation of the Fine Arts; proof of proficiency in the statutory subjects, including a mastery of the State Series of Textbooks, ascertained through approved group and educational tests.	21
2. <u>General fundamental requirements.</u> 30 units.	
A series of Fundamental courses capable of thorough integration with the group subjects of the elementary curriculum, involving a coordination of the following:	
a. Language subjects, including both Linguistic and Literary courses in English, of collegiate grade.	
b. Natural Science subjects, including Mathematics, Geography, the Physical Sciences, etc.	

* Chico Normal School Catalogue for 1922-1923, p.17.

- c. Biological Science, including Bionomics.
- d. Social Science, including Rural Life, selected aspects of History, Sociology, Economics, Political Science, etc.
- e. Psychology, Principles of Education, Ethics, Esthetics, Logic, etc.

3. Technical arts requirements. 6 units.

Six units of elective work chosen from the following:

- a. Manual and Industrial Arts.
- b. Household Arts.
- c. Physical Education.
- d. Music.
- e. Fine and Applied Art.
- f. Elements of Agriculture.

4. Physical education requirements. 6 units.

Six units of Physical Education equal to 180 class periods of instruction.

GRADUATION REQUIREMENTS, 1927*

THREE YEAR CREDENTIAL

A regular elementary school teachers' course.

Lower Division (Freshman and Sophomore Years):

I. Required.		42 units
1. Psychology.	6 units	
2. Social Sciences.	12 units	
a. Contemporary civil- ization history.		
b. Economics.		
c. Political science.		
d. Sociology.		
e. Geography.		
3. Biological and physical science.	12 units	
4. English (including oral English).	6 units	
5. Physical education.	6 units	
II. Required Group Electives		22 units
1. English.		
2. History.		
3. Political Science.		
4. Sociology.		
5. Education.		
6. Biological Science.		
7. Philosophy or Psychology.		
8. Mathematics.		
9. Physics.		
10. Chemistry.		
11. Geography.		
12. Greek or Latin.		
13. Romantic Languages.		
14. Art.		
15. Music.		
16. Agriculture.		
17. Commerce.		
18. Physical Education.		
19. Industrial and Mechanical Arts.		
20. Home Economics.		
Total Lower Division		64 units

* Chico State Teachers Catalogue, 1926-27, pp.26-7.

Upper division (Junior Year):

Principles of Elementary Education, not less than	2 units
Public Education in California, not less than	2 units
Education for citizenship, not less than	2 units
Practice in Teaching, not less than	8 units
Electives in Education, not less than	10 units
General electives	8 units
Total Upper Division	32 units

GRADUATION REQUIREMENTS, 1930*

THE FOUR-YEAR COURSE

In accordance with legislation enacted in 1921, the state Board of Education has prescribed the following curricula for the degree of Bachelor of Arts:

Lower Division (Freshman and Sophomore Years)

I. Required.		42 units
1. Psychology.	6 units	
2. Social Sciences.	12 units	
a. Contemporary Civilization.		
b. Economics.		
c. Political Science.		
d. Sociology.		
e. Geography.		
3. Biological and Physical Sciences.	12 units	
4. English (including oral English)	6 units	
5. Physical Education	6 units	
Total	42 units	
II. Required Group Electives. ¹		22 units
1. English.		
2. History.		
3. Political Science.		
4. Sociology.		
5. Education. ²		
6. Biological Sciences.		
7. Philosophy of Psychology.		
8. Mathematics.		
9. Physics.		
10. Chemistry.		
11. Geography.		
12. Greek or Latin.		

¹ The student must choose at least two fields, each not less than 6 units.

² Not more than 12 units in the Education group is to be allowed in the lower division nor more than 40 units in the upper and lower divisions of the four-year curricula. If the Psychology offered in Roman One is Educational Psychology, the 12 units of Education in the lower division shall include the same.

* Chico State Teachers College Catalogue for 1922.

13. Romance Languages.
14. Art.
15. Music.
16. Agriculture.
17. Commerce.
18. Physical Education.
19. Industrial and Mechanical Arts.
20. Home Economics.

Upper Division (Junior and Senior Years)

III. For all degree courses leading to High School certification of teachers of special subjects, the minimum number of units of professional work shall be the same as the minimum number prescribed by the State Board of Education for the certification of general High School teachers; the minimum number of units for all degree courses leading to elementary certification shall be 32, and for all types the maximum number of units shall be 40. Every degree course shall include the following professional subjects:

- | | |
|---|----------|
| 1. Laboratory Practice in Teaching of which there must be a minimum of five units of class room teaching. | 10 units |
| 2. School Administration, including State School Laws. | 3 units |
| 3. Objectives in Education. | 3 units |
| 4. Educational Psychology. | 3 units |
| 5. Civic Education. | |

Total	21 units
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IV. Electives listed under II above to be administered on the same conditions as specified above.	43 units
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Complete Total	128 units
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GRADUATION REQUIREMENTS, 1931*

Course of study requirements 1931-32 State Board.

Degree Requirements, in terms of semester hours.

Lower Division:

- | | |
|--|----|
| 1. Social Science | |
| Orientation (not to exceed 3 hours) | 12 |
| Economics | |
| Political Science | |
| Sociology | |
| History | |
| Geography | |
| 2. Natural Science | 12 |
| Orientation (not to exceed 3 hours) | |
| Physics | |
| Chemistry | |
| Astronomy | |
| Geology | |
| Biology | |
| Physiology | |
| Botany | |
| 3. Psychology | 3 |
| 4. English | 6 |
| 5. Physical Education (laboratory basis) | 2 |
| 6. Electives | 29 |

64

Upper Division

60

124

For specific course requirements in any major or minor,
it is necessary to see departmental descriptions.

* Chico State Teachers College Catalog, 1931-32.

Major and Minor Fields:

A major is a combination in one of the prescribed fields of not less than twenty-four semester hours, at least twelve of which are in the upper division courses.

A minor consists of twelve units, six upper and six lower division courses.

Fields:

Agriculture.

Art.

Biological Science.

Education.

Commercial Education.

English.

Foreign Language.

Home Economics.

Industrial Arts Education.

Mathematics.

Music.

Physical Education.

Physical Science.

Psychology.

Philosophy.

Social Science.

Senior standing in College with a grade of "C".

BACHELOR OF EDUCATION REQUIREMENTS*

Bachelor of education degree 1937.

This degree is professional in character and one for which only experienced teachers are eligible. The following classes of teachers may apply for candidacy:

1. Graduates of the two year, two and one-half year, or three year curricula of the California State Colleges when these institutions were normal schools or teachers colleges, who have had five or more years of successful teaching experience.
2. Holders of California life diplomas or those who have taught five or more years in the public schools of California.

The operation of the curriculum shall not extend beyond February 1, 1947. All applications for candidacy must be filed and at least six semester hours of work completed before February 1, 1942. All the requirements must be completed and the degree conferred prior to February 1, 1947.

State Board Requirements for Bachelor of Arts Degree, in terms of semester hours.

Lower Division:

1. Social Sciences	8-14
2. Natural Sciences	12-14
3. Psychology	3
4. English	6
5. Physical Education	3
6. Electives	25
Upper Division	60
Total	124

* Chico State College Catalog, 1939-40.

SUMMER SCHOOL AGREEMENT*

Copy of joint agreement between citizens of Sisson and Chico Normal School Trustees and President concerning Summer School Agreement, May 22, 1919.

Summer session definitely located at Sisson.

Agreement on the part of citizens of Sisson.

1. Deed to the state five acres of land near the Big Spring. The deed to be placed in reserve for five years. If at the end of that time the Chico Normal School has held five summer sessions in Sisson the deed is to be turned over to the State.
2. Perpetual rights of access to the spring, and the use of the water.
3. The land deeded must border on a public road. Electric lights brought to the grounds.
4. Use of the grammar school and the high school and equipment of each for every summer session, if the session does not coincide with the regular summer session.
5. Swimming privileges in at least one lake.
6. \$1200 in cash available not later than May 1, 1919.
7. Property under the care of the forest supervisor during the remaining portion of the year.
8. Use of the Nixon house for the coming year.

* Minutes of Chico Board of Trustees for Jan. 24, 1913.

Agreement on the part of the Trustees and President
of Chico Normal School:

1. The Chico Normal School to hold five summer sessions in Sisson during the next five consecutive years.
2. The State, no doubt, will add improvements from summer to summer, but these improvements cannot be guaranteed for the reason that there is no one in authority who has the right to do so. It would require legislative enactment.
3. The Board of Control has given its approval to the expenditure of \$1,000 for the coming session at Sisson, over and above the regular salaries and equipment.
4. The entire amount received from Sisson will be used in immediate improvements for the coming session.
5. The school will make necessary arrangements for sanitation.

CORNER STONE LAYING, MARCH 8, 1929*

Program:

Calling to order of assembly, C. M. Wollesberg,
acting Grand Master of Grand Lodge
A.F.& A.M.

Laying of Corner Stone.

Address, Alexander R. Heron, State Director
of Finance.

Song, 'I Love You California,' by student
body.

Remarks, Vierling H. Kersey, State Superin-
tendent of Public Instruction.

Remarks, Assemblyman Chas. H. Deuel.

Song, Chico State Teachers College students.

Remarks, C. M. Osenbaugh, President.

Remarks, Judge H. D. Gregory.

Remarks, Chas. H. Camper.

Song, 'America,' by Assembly.

* Chico Record, March 8, 1929, p.2.

CORNER STONE BOX CONTENTS, 1929*

Contents of the corner stone, March 8, 1929.

1. Copy of California's first newspaper 'The Californian.' Published June 12, 1847.¹
Donated by J. Spurgeon of Magalia. Also a gold nugget.
2. J. W. Roper gave a small piece of gold bearing ore.
3. Original box sealed in new one.
4. Photographs:
 1. Governor C. C. Young.
 2. B. B. Meek, Division of Public Works.
 3. Vierling H. Kersey, Division of Education.
 4. Judge H. P. Gregory.
 5. C. H. Deuel.
 6. Ray Jones, State Senator.
 7. Gustav A. Hutaff, Grand Master of Masons.
 8. C. M. Wollenberg, Deputy Grand Master of Masons.
 9. C. M. Osenbaugh, President of Chico State Teachers College.
 10. Officers of Chico Lodge of Masons No. 111.
 11. Charter of Chico Lodge of Masons No. 111 and names of charter members.
 12. Industrial Arts class of 1929 which constructed the box.
 13. The laying of the original corner stone of Chico Normal School.
 14. Bidwell Hall.
 15. Old school in 1885 with railroad in front of building.
 16. First graduating class of 1891, given by Jennie Heath.

¹ Started by Walter Colton and Robert Semple at Monterey, July 17, 1847. R. R. Berchelon, proprietor and editor.

* Chico Record, March 8, 1929. p.2.

5. Miscellaneous:

1. Circular of College.
2. Folders of Mt. Shasta Summer Session.
3. Directory of City Schools.
4. Program of graduation of City Schools in January.
5. 'Red and Gold,' weekly paper of Chico High School.
6. 'Wildcat,' weekly paper of Chico State Teachers College.
7. 'Record,' Annual of Chico State Teachers College.
8. Chico Record.
9. Chico Enterprise.
10. One-fourth dollar gold piece, given by Mr. and Mrs. Walter Jensen.
11. Notation of contents of the box from the old corner stone.

PRESIDENTS AND YEARS OF SERVICE

Edward T. Pierce	1889-93
Pennell, Robert F.	1893-97
Ritter, Carlton M.	1897-99
Van Liew, Chas. C.	1899-1911
Ware, Allison	1911-December 1917
Miller, E. I. (Acting)	December 1917 to August 1918
Osenbaugh, C. M.	August 1918 to December 1930
Studley, C. K., Vice-President	December 1930 to February 1931
Lindquist, R. D.	February 1931 to August 1931
Hamilton, A. J.	August 1931 to date.

CAMPUS ORGANIZATIONS

A. WomenDate of Founding

- | | |
|---------------------------------|------|
| 1. Alpha Chi | 1918 |
| 2. Delta Sigma Epsilon | 1924 |
| 3. Pi Kappa Sigma | 1925 |
| 4. Theta Sigma Upsilon | 1931 |
| 5. Epsilon Epsilon Epsilon | 1931 |
| 6. Delta Phi Upsilon | 1926 |
| 7. Light Club | 1937 |
| 8. Women's Athletic Association | 1934 |
| 9. Y. W. C. A. | 1928 |
| 10. Mitsuhiro | 1937 |
| 11. Cardinal Key | 1937 |

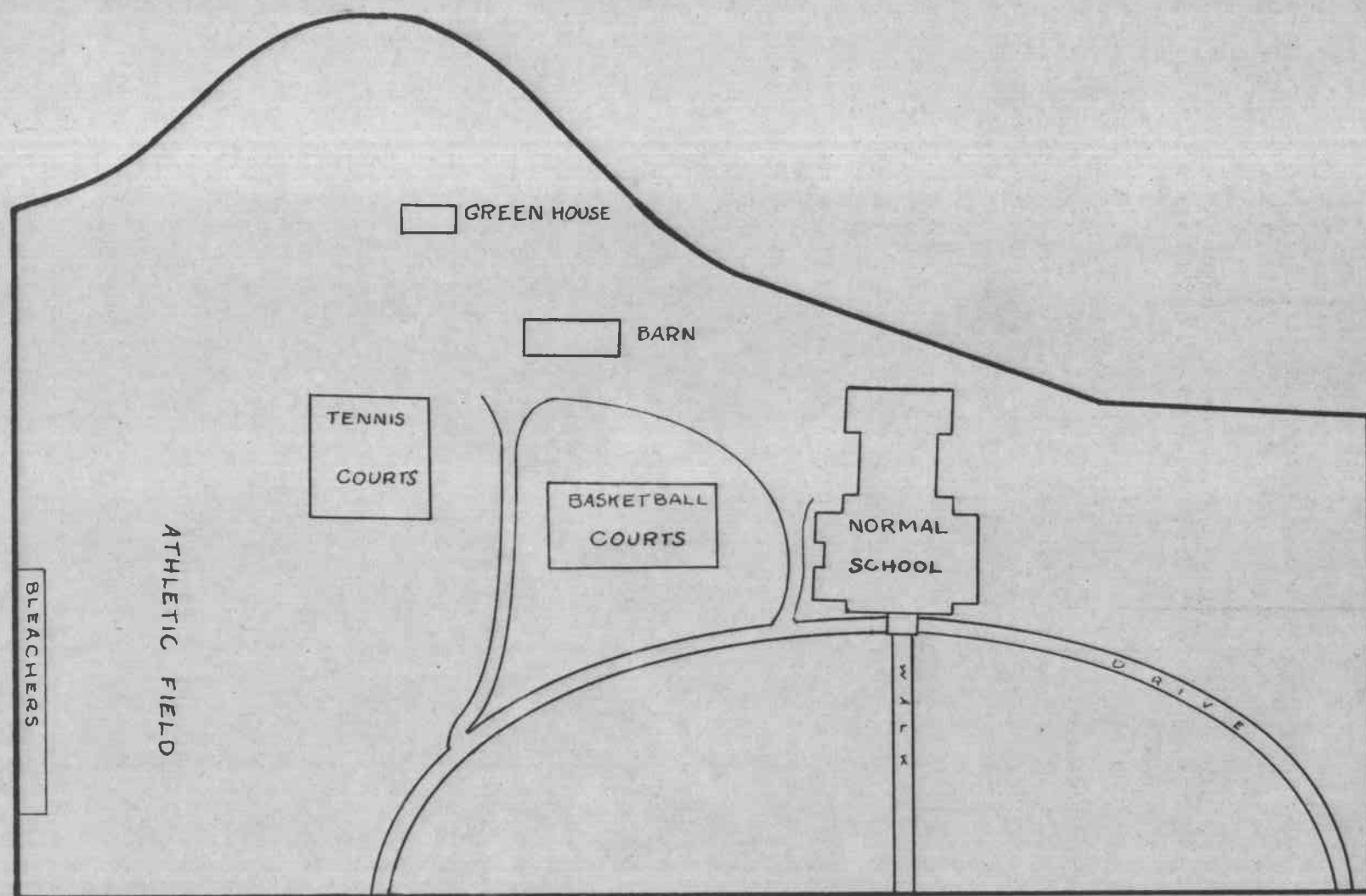
B. Men

- | | |
|---------------------------|------|
| 1. Iota Sigma | 1922 |
| 2. Delta Psi Delta | 1929 |
| 3. Blue Key | 1936 |
| 4. Epsilon Pi Tau | 1934 |
| 5. Black C | 1923 |
| 6. Y. M. C. A. | |
| 7. Engineering Fraternity | 1937 |

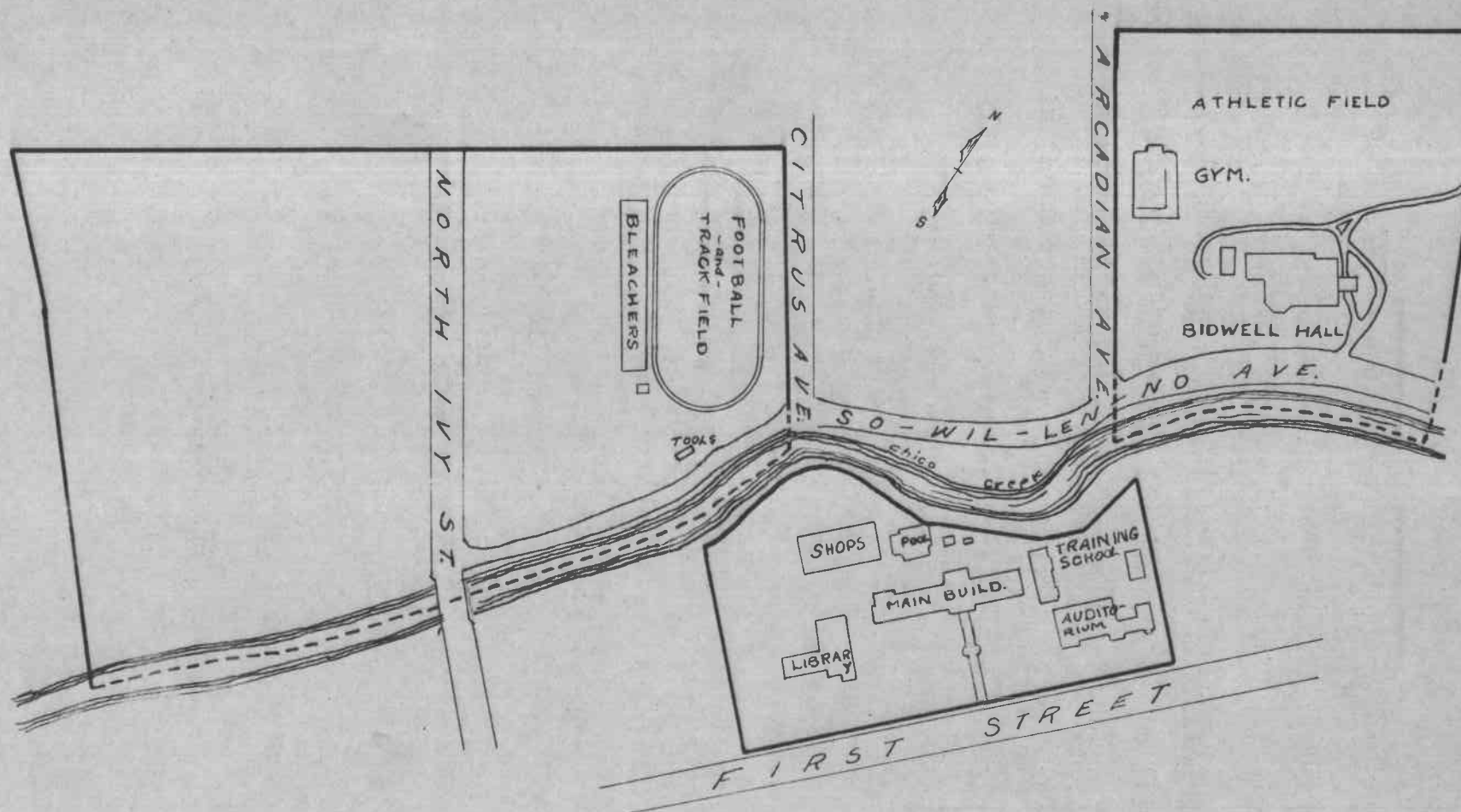
C. Mixed

- | | |
|--------------------|------|
| 1. Alpha Mu Gamma | 1934 |
| 2. Alpha Psi Omega | 1928 |

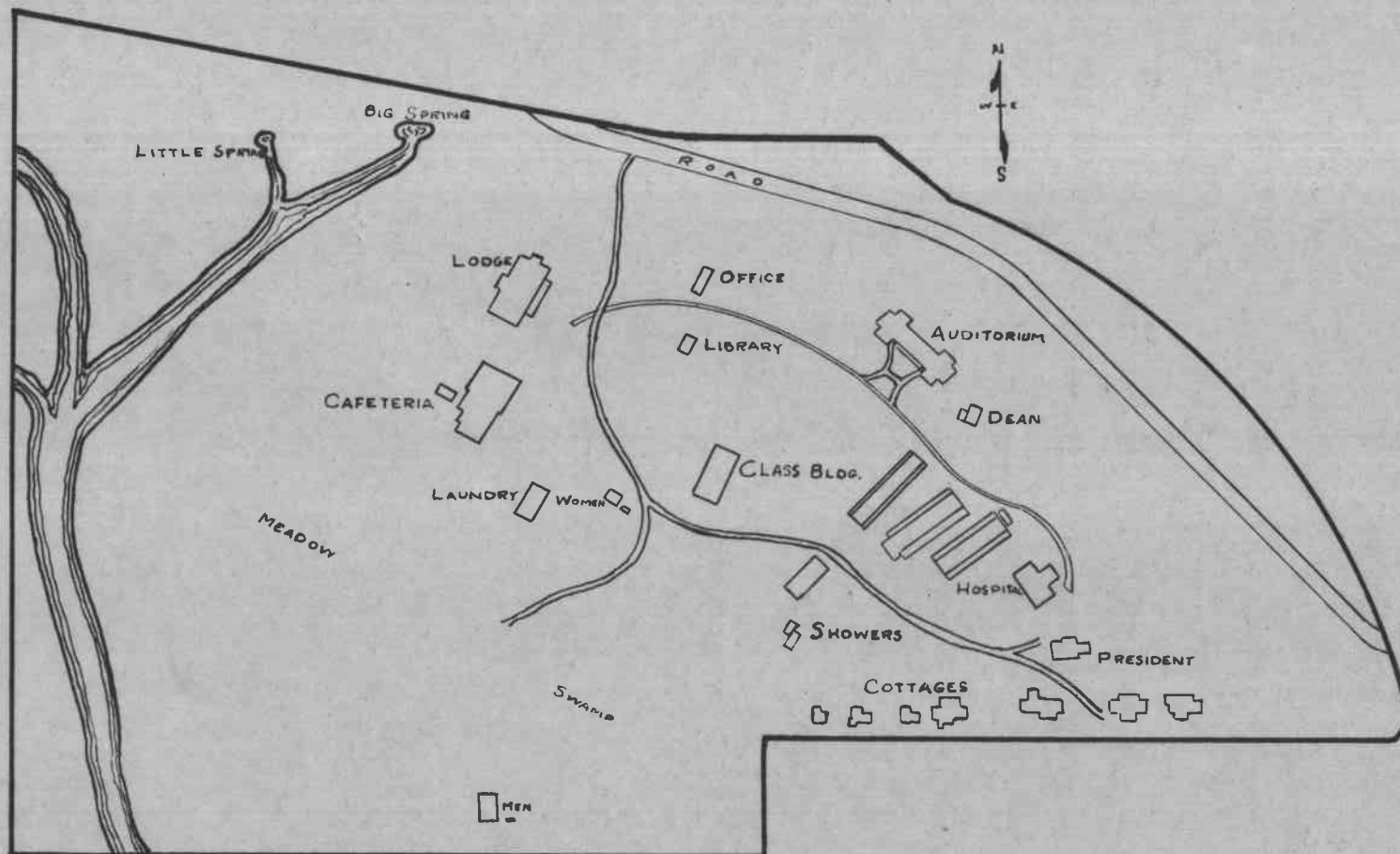
	<u>Date of Founding</u>
3. Arachnean	1931
4. Delta Gamma Mu	1929
5. Kappa Delta Pi	1926
6. Omicron Theta Epsilon	1937
7. Alpha Omega	1935
8. Christian Science	1933
9. Industrial Arts	1930
10. Fun Club	1931
11. El Club Espanol	1929
12. Student Teachers Club	1938
13. International Relations Club	1930
14. Commerce Club	1939



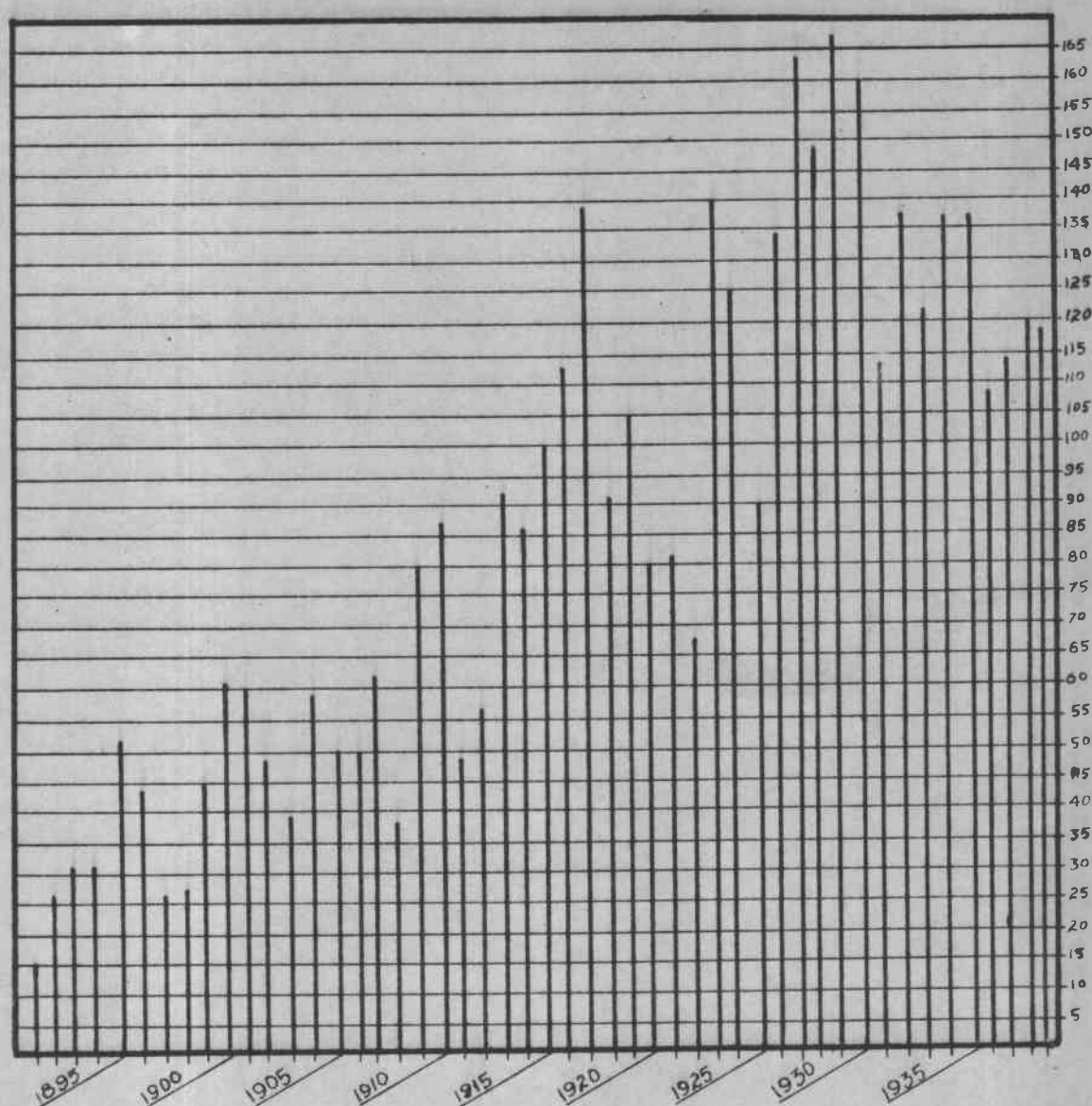
Original campus Northern Branch of State Normal School.-1910-



Present grounds of Chico State College
1939



Chico State College Summer School Campus
 -1939- Mt. Shasta City California



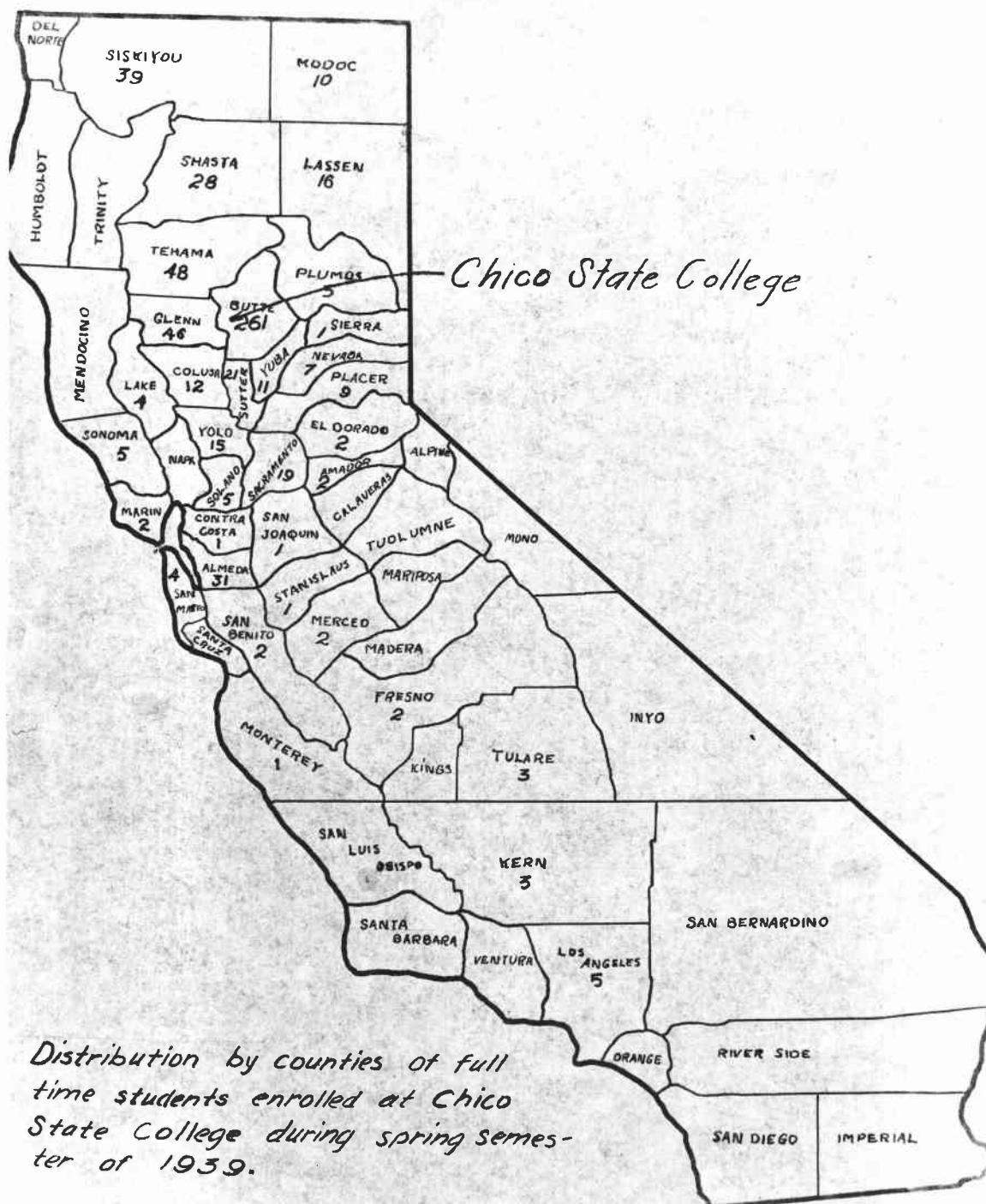
The graph illustrates the number of students graduated from the Chico Normal School and the Chico State College each year.

Note. For graph purposes, summer school and mid-year graduates are listed with June graduates.



Other states 2

Source of 1896 Enrollment



Distribution by counties of full time students enrolled at Chico State College during spring semester of 1939.

Source of 1937 Enrollment



Area of eastern states shown = 41,560 sq mi
 Attendance area of Chico State College = 44,701 sq mi
 Population of Chico State College area = 197,050
 Combined population of eastern states shown =
 11,645,632 (1930 census)

Comparative Area Map