Jim Hansen: Okay, I've got everything on notes so why don't we just go ahead.

Charles Shepardson: I can't remember exactly the year, I think it was about 1903 or '04, S. Arthur Johnson who had been principal of East Denver High School, came here as professor in zoology and dean of the college. And he came at mid-year and his family didn't move up here until the summer and he stayed with my mother, both roomed and board there. So again, I knew one of the top faculty people as a young kid and I grew up knowing faculty people because she had a faculty boarding table there and I grew up knowing them from the time I was a youngster. Which perhaps gave me a different outlook on some of them from what a lot of the students had because I got to know them as an individual.

Well, in those days you did what you could to get along. I started mowing lawns, running errands, peddling newspapers. At one time while I was in high school. I was peddling five paper routes a day. I delivered the old Fort Collins Morning Express before breakfast. The Rocky Mountain News and the Denver Republican came in on the train that got here at 11:45 before noon and I peddled that during noon hour. The old Courier, antecedent of the present Coloradoan, came out in the afternoon and I peddled that after school. And the Denver Post and the Times came in on a train that got here at 7:15 in the evening and I peddled them after supper. So I really had a paper business.

Jim Hansen: You sure did!

Charles Shepardson: Several years. My first regular job though was a job peddling the Fort Collins Courier in the afternoon there. That was when I was a kid in the fourth grade. So from the fourth grade through high school I peddled papers on the streets here. And just an interesting sidelight, when I was peddling the Post we made more on our cash sales than we did on our regular subscribers and there were opportunity for a good many cash sales. But I covered a big territory from College Avenue to the cemetery on Laporte, Mountain and Oak, those three streets. And with all those routes I would cover I rode pretty fast.

In those days it was dirt streets, it was against the law to ride the sidewalks. But I got around on a bicycle. And I found out if I didn't sing out, I'd be a block down the street time if somebody heard me yell 'paper' in front of his house, time he got to the door I was way down the street and I'd have to turn around go back. So I really learned to sing out, "Papers". Well they're all dead now, the last one I guess was old Ed C. Avery. Every time I'd come back here to visit, even up to time of his death, I'd see him. He used to kid
me because he lived there on Mountain Avenue, that they could hear me call Denver Post all the from College Avenue to the cemetery.

Well you say how'd I happen to go here, there are two reasons that I went here. One of them, it was home. It was the cheapest place I could go to school, living at home. The second place, I'd always been interested in agriculture. My father had been a farmer and I wanted to be a farmer. I happened to be pretty fair in math. My high school counselors tried to counsel me into taking engineering but I knew what I wanted to do and I took agriculture from the start and spent my summers down in Littleton where I had an uncle who had a farm. The present Chatfield Dam is named for my grandfather who shortly after the Civil War moved out here from Illinois and he owned land up and down the river there, he and two of my uncles. Right where that Chatfield Dam's located and just below it. And I used to spend a good many of my summers down there working on the farm.

Oh, that's the way I got into this college, there never was any choice or any doubt from the time we moved here that that's where I was going to college. At that time when we moved here there was an enrollment of about 200. When I entered in the fall of 1913 there was just short of 400 and my freshman class of 200 made up over half the enrollment. At that time, every fall we used to have a class scrap between the freshmen and the sophomores and for the first time in history my freshman class whopped the sophomores. We really outnumbered them.

Jim Hansen: I guess so at 200. Boy, that's a large class.

Charles Shepardson: Yeah. I don't know, where do you want to go from there?

Jim Hansen: Let's talk about what you studied when you first came here and the professors you had contact with.

Charles Shepardson: Well, we were a cow college. We were a small school but from the very beginning this school has had some very noted professors. And we had some of them when I was in school. Old Doctor Headden, who was head of the chemistry department had received his doctorate in Germany, he had studied a lot about the chemistry of sugar beets. He was very instrumental in the early days of bringing the sugar beet industry into Northern Colorado. Doctor Gillette was a nationally known entomologist, a great gentleman and a great teacher. Headden was not much of a teacher, he was more of a research man. And at the time I was in college he wasn't doing any teaching, he was doing entirely research.

Incidentally, a man not famous, no great academic record and yet one of the best teachers I ever had was a man named Vale, Kerry E Vale, who was teaching me chemistry at that time, teaching a lot of it. And that man was one of the best lecturers that I ever had. As a matter of fact, I went through all of my chemistry without a textbook because if you paid attention to his lectures, he had them all organized, well delivered and you could learn the course just paying attention to his lectures and taking written notes. He was a very shy man.
I happened to know him personally because he boarded with my mother and he was a delightful individual when you got to know him outside the class. But he was shy, he had, I don't know what you'd call it, maybe an inferiority complex and he put up a front to the students of being tough as a boot. I expect three fourths of the students that had chemistry under him thought he was one of the toughest guys that ever worked out at [inaudible 00:09:33] and yet he was an excellent teacher and lecturer. When I say excellent teacher, not good at student rapport but knowing his material and knowing how to present it. He was one of the best teachers I had in my entire educational career.

Another man that had a considerable reputation when I first came here was LG Carpenter, the head of civil engineering who was one of the great civil engineers of that day, helped in the development of a lot of these western irrigation projects. He had come here under Mead who was the first man and if you've looked up anything, you've read about Mead.

Jim Hansen: Sure have.

Charles Shepardson: Mead was the tops in this irrigation engineering. LG Carpenter followed him and EB House followed him and they were all great irrigation engineers.

Jim Hansen: Did you take any classes with Carpenter?

Charles Shepardson: Well, I knew Carpenter when I was a kid in public school. By the time I got to college House was head of the department and Carpenter had gone.

Jim Hansen: That's right, that's right.

Charles Shepardson: I did have classes under House. And House was rough and gruff and would scare the pants off of you but he was a good teacher and he knew how to put out his stuff and he knew it.

Another man that didn't have a broad reputation outside of here I guess but certainly was a great math teacher was SL McDonald.

Jim Hansen: Oh yeah, sure.

Charles Shepardson: I had my math under him. At the time I started to kindergarten he was principal of the old Remington School over here at Remington and Oak. By the time I got to college he was head of the math department. Mac was not only a great professor but he had excellent rapport with the students and he was chairman of the faculty athletic council.

During my time in school we didn't have what they call the Associated Students now or similar organizations. We had a whole bunch of organizations each going their own way and financing themselves. The year that I was a senior, the year of '16-'17 a group of us decided that we ought to bring these activities together and provide for a more orderly way of financing. And I was chosen as chairman of the constitution committee that
organized the first Associated Students. We had a student body organization that really did very little.

We had a student athletic association of which I was president at the time, it was our job to help raise the finance for the athletics. And we had all the judging teams, the debating teams, glee club and the band and the string of organizations, each one struggling for existence together with the college publications, the Collegian and the Spruce. And we worked out an organization to bring all of those together in this Associated Students with a representative student council and with a consolidated student activity fee, which the administration told us could not be required as a fee, that the only they could collect it for us was that everybody voted unanimously to join the association, pay the fee.

We had election that spring and we passed it and everybody voted for it and that was the beginning of the present student activity fees that are collected. It's gone through a lot of change in the intervening 50 years or thereabouts but that was the beginning of it in the year of '16-'17. McDonald was appointed by the president as the faculty manager of student activities and he had charge of supervising us, supervising our finances and so on and was a great man with students. Everybody loved old Mac.

Another man that made quite a record was old Dean Carlyle, the Dean of Agriculture for a number of years from the time I was a kid growing up but he left here. He went to Canada as manager of the farm and ranch lands for the Prince of Wales who had large holdings in Canada. He was both a good agricultural scientist as we knew agricultural science in those days and very practical and successful farm and ranch operator. He was followed by a man named Keizer, Alden Keizer who was head of the department while I was in school. And Keizer was a good farm management man, that was his specialty.

At same time we had George E. Morton who had come here as an instructor under Carlyle in animal husbandry. Then when Carlyle left he was made head of the animal husbandry department and I took my animal husbandry work and dairying, all of it was in the animal husbandry department at that time, very largely under Morton. He had a number of young professors but we were turning over pretty fast, we were noted for years as a low salary school and time a man got to where he had any ability at all he had an offer somewhere else. So I had lots of instructors that were here a year or two or three and gone.

Another man that was tops at that time was IE Newsom, who was later dean of the vet school and subsequently president. But at the time I was in school he was head of veterinary pathology and bacteriology. He and Dr. Cross, who was later the dean of vet school, did a lot of the original work on sheep disease. This was a big sheep feeding area and they were having a lot of trouble with feedlot losses. Newsom and Cross really worked out the solution to that problem with feedlot losses and sheep.

Incidentally Cross and I both grew up here. He was a senior when I was a freshman. He played on the first football team that ever beat CU. I played on the first championship team we ever had here. When we both came back here on the staff after the war we coached freshman here for a number of years. I was freshman coach for eight years,
when I left he took over as freshman coach and continued my job for a number of years.
I don't know just how long he was freshman coach.

The classwork at that time, we had a lot of practical courses, shop work, woodwork, blacksmithing at the old blacksmith shop. We had livestock practicums, a broad term that covered all kinds of chores in handling animals, dehorning, castrating, vaccinating, [Inaudible 00:19:30]. The common ranch and formal practices with livestock. At the same time we had a strong program in arts and science, sciences, botany, zoology, bacteriology, inorganic to organic chemistry, astronomy, physiology, anatomy. We really had a pretty broad basic science foundation.

I was particularly interested in dairying. I took what little dairy work was being offered at that time which consisted of two courses but I was always interested in it. And when I came back here to teach I took over the dairy courses. I soon found that I had demand for more dairy work than I'd ever had so I took out in 1923 and '24 and went back to Ames, got my master's degree in dairy manufacturing. In the meantime, I had spent summers in creameries, dairy plants in Denver learning from a practical angle something about dairy manufacturing and I started the program in dairy manufacturing that we had here for many years.

Jim Hansen: How good would you say was the educational foundation that you received here for preparing you for your later work? Do you think the instruction was of a sufficiently high quality to really get you started? Or did you have to do a lot of it on your own?

Charles Shepardson: No, like any place you have some good and some bad. We had some green instructors that didn't know too much but we had some professors, these men that I mentioned, that were top flight people that actually taught classes. Today so much of your top faculty is so busy with research and lecturing and one thing or another that a man can go through, I don't know about up here, but I know that many colleges, a man can go through his entire undergraduate career and never sit in a class with the main faculty that you hear about. They're teaching graduate students and doing research and off writing books or lecturing or something like that.

At the time I was in school the top men on the faculty were teaching. I had classes under all of those men that I mentioned. But they're really top flight people. One thing that we had then, a thing that I learned in many of my classes, not all of them but many of these professors had the philosophy that they had a job not only to teach a subject but to teach something about life, morals, ethics, principles. And they were top flight individuals in their interest in and relationships with students.

I would say that in that little school of 400 when I started, about 600 time I graduated, we had as good preparation as you could get any place, in much larger schools because we had a very dedicated and able faculty of the upper level professors and of the young people coming along. We had a good many young, good men come in here that left here and went as heads of departments in larger institutions.
Year that I left here for example to go to Texas, this is skipping a bit, there were seven of us left here that year all as heads of departments at other land grant colleges around the country. Associate professors here, we were told there was no opportunity for us here, that we'd gone as far as we could go and if we wanted to do any better we'd have to move and seven of us moved that one spring.

Jim Hansen: Boy, that is a big turnover.

Charles Shepardson: But the top people were dedicated people. They were dedicated to the school, they were dedicated to their students and they really had foundation. I can't think, and I was in land grant college work most of my life, of a place where I would have gotten a better foundation than we got right here.

Jim Hansen: Could you give me an example of some of the moral philosophy that a professor might convey? Could you pick out a particular professor?

Charles Shepardson: Well, I expect the extreme example, you wouldn't call him a professor, he was a coach, Harry Hughes. Hughes came here as a young man in his first college coaching job, he'd done a little high school coaching down in Oklahoma. Harry believed in the game for the sport, he believed in clean athletics. He wouldn't tolerate any dirty stuff, any rough stuff. I've seen him bench the captain of the team for some offense on the field.

He was in a way a disciplinarian, a stern one and yet he was extremely interested in all of his boys and what they were doing in their classwork, on the fields, wherever they were. He didn't stand for monkeyshines. He expected us, when we traveled we were representing the school, to go out and behave like gentlemen. He implicated that sort of philosophy in all the boys.

Just one illustration, a boy who played with me the last two years was an all conference quarterback on those two championship teams, his sophomore year he wasn't doing much good. One night going in from practice he was about ready to quit, told me he was going to turn in his suit. What the devil's the matter? "Well I can't do anything to please the coach. He's on my neck all the time. I just can't seem to do anything to please him."

Well I said, "Before you turn in your suit go in the office, talk to him." He went in and when he came out he told me the story. He told the coach he wanted to quit, coach wanted to know why and he told him that he just couldn't seem to do anything to please him. Harry said, "Now listen son, the time for you to start worrying is when I don't get after you. I'm working on you because I think I can make something out of you. You stay in there and keep going". In the next two years he was an all conference-quarterback.

So, he made it rough at times but he made us like it and everybody respected him. You talk to men of his later years after he'd kind of gone over the hill because he was here for around 40 years, one reason that he didn't win toward the end, he would not resort to the type of recruiting that's done today. He took students that came here to go to school and made football players out of them. He wouldn't go for this big money recruiting deal.
Jim Hansen: Right.

Charles Shepardson: And that's one reason that he finally went downhill, was out. Speaking about a professor now. George Morton, the head of my department that I had my work under and that I worked for, for the eight years that I taught up here, he was absolutely square in everything he did. At that time by law he was also ex-officio state dairy commissioner. That man had the confidence and support both of the dairy processors, the manufacturers whom he had to enforce the law on and of the dairy producers.

He was one of the early directors of the Denver Stock Show, a strong supporter of the Denver Stock Show. And he had no use for a lot of the phony stuff that goes on in the show ring or if an animal's got a weak spot, taking some oil and pump it under the skin to fill up a hole or something, the various tricks that are resorted to in the show game. He didn't believe in that. He wouldn't tolerate it. He told us, "Whatever you do, be open and above board what you do."

I think that we all had more of an idea of the work ethic than is probably among a lot of young people today. Because everybody expects it to work and a lot of the kids in school had to work at that time and they worked at any and all kinds of jobs. And the pay was munificent. We started at 15 cents an hour, time I was a senior I was getting 25 cents an hour. That was the level of student pay at that time and that was for a full hours work, I'll tell you.

I don't know whether you were here before Old Main burned or not.

Jim Hansen: Yes I was.

Charles Shepardson: Well you know the hole in the ground that used to be the gym?

Jim Hansen: Mm-hmm (affirmative).

Charles Shepardson: Two years I was janitor of the gym and the armory. The gun racks were around the wall down in the gym. We'd have drill, and particularly on a muddy day we'd come in, muddy feet, put our guns in the gun racks and I was janitor of the place and I had to keep that basketball floor fit to play basketball on in spite of Cadet Core marching in there, putting up their rifles. It was no small job taking care of both the gym and that upper deck level, what they called the armory. We waxed down that long flight of stairs that was at the south end, went out onto... That was quite a job.

Jim Hansen: Yeah, must have been awful. Especially when you had some rain or snow.

Charles Shepardson: One year I was janitor of the classrooms in the top floor of that building over the old chapel. And there was a whole bunch of classrooms up there and that was quite a job but it was a different type of job from the one down in the hole. That job in the hole was a rough one.
And there were some other people. I tried to make a note or two. Another man we had that was a great teacher was Doctor CF Davis. Davis taught history and he taught irrigation law. And he was an irrigation lawyer who practiced here in the area. He helped develop a lot of the early irrigation law in Colorado. The stories he could tell and every one of them with a practical application of experience with various irrigation problems here in the state. He was a grand old gentleman and a most interesting teacher and a very able man in his particular field.

Jim Hansen: He's particularly interesting because he was one of the earliest faculty members who was here in the 1880s.

Charles Shepardson: Yeah.

Jim Hansen: Around 1884 and then left and joined the faculty later. He was a chemist originally and Jim Miller and his history of Edwards administration says that Davis was somehow involved in Edwards' removal. They had a conflict and the board kind of split down the middle and ultimately Edwards was removed as a result of the faction siding with Davis. Did you ever get any word about that or hear anything about that?

Charles Shepardson: No, I don’t know if I ever knew about that.

Jim Hansen: Apparently it had something to do with Mrs. Edwards being in charge of the dormitory which is now Spruce Hall and Davis was apparently engaged to a girl who was living there. There was something that went on, some kind of conflict and ultimately Edwards and Davis really locked horns. Davis threatened to resign and the board instead fired Edwards.

Charles Shepardson: Oh, I never heard anything about that. That is before my time here and by the time we came along that was long past and he was back here again then as a professor of history and irrigation law.

Jim Hansen: He contributed frequently to the Collegian. I’m very impressed by the quality of his writing. He wrote a number of first rate essays which were for student consumption.

Charles Shepardson: Oh, well as I say he was a very interesting teacher. He knew how to make things come alive to you.

Another person, a woman that we had here was Virginia Corbett. I had literature under Virginia Corbett and she knew how to make literature interesting to a bunch of boys. I got more interested in literature through her classes than any other source, I guess. A very strict, stern Dean of Women. And she sure upheld the rules. But she was a good teacher of literature.

Those were the principal professors here, all of them. I didn’t mention Sandsten, EP Sandsten. Sandsten was head of the heart department. Sandsten was a Swede, he was a joker, a punster. Had a boy in my class named Harold Joy, he'd did the roll, we'd come to Joy, "Ah-ha! I see we have our Joy here with us today."
Sandsten was a very able scientist in his field and also a good teacher and a good man with students. The students all liked old Sandsten.

Those were the principal men on the faculty at that time. I tried to remember some of the younger instructors. I could only remember the names of a few of them but they didn't make much impression.

Jim Hansen: Do you have much contact with George Glover?

Charles Shepardson: I watched George Glover walk to his office every day for years because he lived right up here on Howes Street in this next block, in the 600 block. And the vet school at that time was in the basement of that building that now is used for publications.

Jim Hansen: Mm-hmm (affirmative).

Charles Shepardson: The old part of the building, you know there's a new addition, last I knew. I helped build it, one summer I worked on the college farm up there when I was a sophomore. They built the addition on the back of it but prior to that, the old red brick, it's all been resurfaced now so you wouldn't recognize it hardly. The first floor was the commercial school, we had a two year commercial school here. And the ground floor was the vet. And Robert used to walk up the alley by my house, I lived right on the alley of Howes Street there. And I'd see him and another man of those early was George Lawrence, head of the mechanical engineering-

Jim Hansen: James Lawrence.

Charles Shepardson: James Lawrence. George was his son. Lawrence and Glover used to walk up the alley together there, right to the mechanical building and Glover onto the next building or where the vet school was. So, I got to know them from the time I was a little kid.

I had one class under Glover and he was a great philosopher. Glover himself was not particularly a great scientist but he was a great teacher, a great man with man and he brought together a faculty of top notched men.

Newsom, Bill Feldman who left here and went to Mayo’s and made a name for himself up there in the early development of, I never can remember which one it is, either microography is that it? Or photomicrograph... it was underrated, was the development of taking photographs with a microscope of diseased tissue and so on. And Dean Cross, a surgeon... what the devil? Gosh his name slips me. Newsom and... huh. First name was Harry. He later left here and was veterinarian for the Wyoming Hereford Corporation. He was quite a veterinary surgeon and he developed Jim Farquharsen who became a nationally known veterinary surgeon.

They had good people in the vet school. Oh and Doctor Borne, Borne was widely known in his field, physiology, RF Borne. Borne with his [inaudible 00:41:56] he directed the band for many years.
Jim Hansen: Right. Was there much of a sense of rivalry between the different departments or was the school so small that you had pretty much of a community feeling that transcended any partisanship?

Charles Shepardson: Well, I have to answer that two ways. We were the farmers, the aggies and schools like DU and CU and CC and Mines they all looked down on the aggies. Athletic wise we were the doormat of the conference. So we all stood together against the rest of them. Off campus we were all aggies or farmers. On campus we used to have continual fights between the vets, the engineers and the aggies. We used to kid about the engineers, when they first built the CE building which is now used by economics over on the southwest side of the oval, that was the civil engineering building and you cut across an alfalfa field there just a path. That was all farm land at that time. And the vets used to line up and throw meat out of their cadaver samples at the engineers and there was always a ruckus going on between them there. But it was all in good sport so nobody had any trouble.

Jim Hansen: I guess the big custom, was tubbing a big custom then or did that come later?

Charles Shepardson: No, we used to have, right north of the old main there was kind of a hollow or low area there and right in the middle of that was a clover leaf type of lily pond sunk in, cement lined. And at that time we had chapel, compulsory chapel every Tuesday and Thursday at 11:00. And we had rules for the freshmen. Every chapel day any freshman that had violated the rules when chapel was out, he got tubbed, thrown in the lily pond.

And then another thing connects to that lily pond business, at the end of football season we used to have a freshman/sophomore football game, which the sophomores usually won. The year I was a freshman we won it, we dumped all the sophomore football team in the lily pond that one chapel day.

Once in awhile we had not quite the long hairs that you have today but some fellows weren't too clean, never cut their hair or this or that, just oddballs and on occasion when you get one of those youngsters that was a little too far out of line the boys in college just went with student discipline. Take them out to the sheep barn and run the sheep shearsers over their heads and they had a haircut, all of it! And at the same time we had a cattle dipping vat out there and we dumped them in the cattle dipping vat and then they had to take a bath! That was student discipline. There was never any trouble about it, there was no college discipline involved. Some of these boys do a lot of fussing but it doesn't do them any good because they found out they better get in line and play ball with the rest of the squad or it wouldn't be very comfortable for them here.

So, the old tubbing idea went clear back there. That was going on, oh I can remember it in high school. I don't remember much about it while I was in grad school but I remember it was going on in high school and it was going on while I was in college. It was student discipline.
Jim Hansen: It seems to me that probably more than any other activity that the football team in 1915 and '16 seemed to really unify the college and in a sense bring the town to a degree of support for the college that it never had before.

Charles Shepardson: It did. First place, all the merchants closed Saturday afternoon, everybody went to the ball game. At the end of the season of 1915 we had our first championship there was holiday in the town and we turned out a big celebration, a parade and floats. All the college organizations and a lot of the business organizations had floats in that parade and oh we had a big hullabaloo.

Going back before that, we talk about that as our first championship team but that isn't right. The first championship team we had was in baseball in 1905. A lot of people forget all about that. That was when we played on old Durkee Field, you know where Durkee Field was?

Jim Hansen: Right.

Charles Shepardson: Out where the main gym on College Avenue is. We had a great pitcher, a man named Gum, who had sprained an ankle in the game before the last one. The last one was a game with School of Mines for the championship. Gum was on crutches with a sprained ankle and they worked out an agreement with Mines that they would let him pitch. He'd have to take his turn at bat but he could have a runner to run for him. And I can remember yet seeing Gum walk out to the pitcher's mound on those crutches and stand there and pitch. And we beat the Mines for the championship in 1905 with a pitcher on crutches.

Jim Hansen: That's amazing. I've never heard that story before.

Charles Shepardson: Well, I saw it.

Jim Hansen: Tell me something, this is something I read about but I've never really been able to figure out, what was the million dollar play on your football team?

Charles Shepardson: There was a boy named Robinson who was one of the biggest men on the team, he weighed about 190 and he was about 6'2, a terrific runner, not a shifty man. But he ran like an express train and you'd better get out of his way. We had a play that started like an all tackle play. We played single wing formation. The halfback would take the ball and start like he was going over tackle and just as he got there the wingback or quarterback played the wingback position because he was more of a blocker than anything else, he wasn't what you think of as a quarterback today, and as he went by he would hand the ball back to this quarterback whose crouched in there behind the line and Robinson, coming around from the other end would circle there, as what you'd call today an end around play. And this guy had speed for his size and power. He wasn't shifty but golly he just ran through anything.

We made a lot of touchdowns on that million dollar play. And we called it that because we could always gain on that play because even if there was a defense man out there
he’d drive through them for five yards and drag him with him. At Utah, we were going to play out there in Salt Lake, when we got there they were telling us they were going to stop our million dollar play. We made three touchdowns on it. And after the game we found out what the trouble was. They had the thing down pat, they knew exactly how it worked except they had it reversed and they were looking for him on the wrong side of the line. And he was going around the other side. We scored three touchdowns before they ever figured out what was the trouble.

That was the worst injury I ever had in football. They had a power play over center and nobody had been able to stop them. It was a wedge play and they always gained through the middle the line on anybody. And we had a fellow here, a graduate of Dartmouth University, All American at Dartmouth who was taking some graduate work in forestry here and was helping coach the line. Now this fellow Bruce showed me how I could stop the thing, I was playing center. You get just as low to the ground as you can and when the center passes the ball you dive right through, just follow his arms as he passes the ball, dive as far as you can go and grab an armful of legs as they come. Well, that’s what I did. And I got an armful of legs and I stopped it but in the course of the thing I got three ribs cracked right off my sternum here because I was always the bottom of the pile with all the rest of them coming down on top of it.

Jim Hansen: Right.

Charles Shepardson: But we stopped their center drive and no other team had stopped it that year. This fellow Robinson later left here and went to Phoenix as high school coach and was high school coach and athletic director of all Phoenix high school athletics and made a marvelous record as a high school coach director down there. But that was the million dollar play and almost the same as the end around play that you see today.

Jim Hansen: I’m glad you cleared that up because I just, I thought it was some kind of pass play. I knew Robinson was involved but they never really explained it in any of the write ups.

Charles Shepardson: Well that’s what it was. It was just an end around play but he ran like an express train and you better take him from the side. We were due to play CC. At that time they were in the old Rocky Mountain Conference. And they had a quarterback named Stub Davis, Loveland boy. And Stub was making his brags that by golly he’d stop him, he wasn’t afraid to tackle him. And he attempted it. He attempted to take him straight on. Robinson used to run with his knees churning clear up to his chin and he drove a knee through that boy’s shoulder and broke a collarbone and they didn’t try to take him straight on anymore. You swung onto him from the side, you didn’t take him straight on.

We had a great passing game. That was in the early days of passing. But we were a passing team. We had a fullback there in ’15, Bill Strong. He was one of the big men on the team. Bill weighed over 200 pounds and about 6’2 and had hands like hams. The old football in those days was more of an oval, it wasn’t the pointed ball of today. It was a harder job to grip it and throw it. But old Bill could hold it with that ham of his and he’d stand back there and just slap those paws in the face of anybody that came in until he was ready to throw and then he’d throw over everybody’s heads. And Robinson and the
other end, a boy named Clemmonson who was 6'5, he'd go up over in the air and take it over everybody's heads. And that was our passing game, those two boys.

Where we had running power we also had passing power. We made more gains on passing but we had the running threat all the time but... a simple game they say today. We didn't play the kind of game they play now. Well, in some respects we didn't but in many respects we had the same sort of plays then as they have now. Exactly the same type of thing. One thing, in those days with more of an oval ball they used the drop kick more than the place kick. And this Clemmonson has kicked many a drop kick 50 yards or more. He was really a kicker. He was both our drop kicker and our punter. He could boot that ball. Great, long, skinny guy but the way he could kick that ball. It went down the field.

Jim Hansen: To what do you attribute the great success of those teams? Was it sort of accidental that a group of good athletes assembled at one time or was it superior coaching by Hughes? What was it? Because he really built a little dynasty here for a while.

Charles Shepardson: I think it was 90% Hughes. This team that I played on for example, you know what our squad was? 15 men. We played 60 minute football. On that team there were three men that had made high school letters. Most of us kids hadn't even lettered in high school but wanted to play ball and Hughes took us and trained us with what capabilities we had into a team. And we had teamwork, we really had a team that worked together. We knew that we all had to play because there weren't any more and you played crippled or not. This boy Hutton, had a knee that had been thrown out and every once and a while that knee would go out, we'd get him out on the ground and get a hold of him, get that leg straightened out and get that knee popped in. He'd get up and go again. We had halfbacks playing with charley horses in both legs but we'd keep on playing.

Jim Hansen: Is this typical of most of the schools you played against or were you smaller than most? Did most schools have about 15 men?

Charles Shepardson: Oh we were small. We were one of the small schools at that time. Mines was one of the powers. They were champions in 1914 for example, they were conference champions and at that time the Miners were, oh I'd say on average, five years older than we were. They were all older fellows. Always said it started something else and shifted to mining or maybe they'd been late and started at college. But they were older men and bigger men by large than we had.