MONTANA STATE COLLEGE

1893 - 1919

A PRELIMINARY SKETCH

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This brief sketch was prepared in 1943 at the time the College observed its 50th Anniversary. At that time each Department and organization was asked to prepare statement of its historical development, and this outline was prepared to provide information on major events in the early years.

Merrill G. Burlingame
Chapter I

The story of education in Montana had its real beginnings in the year 1863, when the mining camps of Bannack and Virginia City had a sufficiently large population to encourage the opening of private schools for elementary education. Some educational work had been carried on with the Indians earlier than this as Father Pierre Jean de Smet and his Jesuit missionaries had since 1840 worked with the Flathead Indians and the few children of the scattered white population in the Bitter Root Valley. Some instruction was given in religious matters, and considerable time was spent in teaching the Indians the elements of agriculture to enable them to eke out their limited food supplies to prevent actual starvation when the Indians to the east of the mountains refused to allow the Flatheads to hunt buffalo on the plains. When General Isaac I. Stevens made his famous treaties with the Flathead and Blackfeet Indians in 1855, clauses provided funds for education and training in agriculture, but little was done along these lines for a decade.

The first schools in Montana were privately operated, carried on usually in the home of the teacher, and a small fee was collected each week for each pupil. The school of Thomas J. Dimsdale in Virginia City attended by from eight to twenty pupils, with a charge of two dollars each per week was a typical example. The early settlers gave strong support for varied educational facilities. Numerous private elementary day schools were opened. Night schools for adults sprang up such as Dimsdale's "singing school" in Virginia City which formed a nucleus for an early cultural effort. A striking number of lyceum courses and series of lectures by local or traveling
talent were well attended. By 1869 the still new and very rough mining camp of Helena had a Montana Seminary and its Rocky Mountain Institute had three teachers. Most of the larger settlements planned academies, and some of them were opened. The Catholic Church opened St. Vincent's Academy in Helena in 1870, as a girl's finishing school, and the Gallatin Valley Female Seminary served the same purpose for the Protestants in the same decade.

Out of this general interest in education, and the desire to overcome the financial and other difficulties involved in sending young people to the eastern schools, the first school of college rank was opened in Deer Lodge in 1878, called the Montana Collegiate Institute. With the support of a number of wealthy and public spirited citizens of Deer Lodge and the Territory, the school was able to maintain in its early years a completely non-sectarian status, although religion was stressed in its management, and a clergyman directed the school. Financial difficulties came upon the school, and the support of an organization was sought. This was found in the Presbyterian Church in the Territory, and in September, 1883, the school opened as the College of Montana under the supervision of the church. W. A. Clark was greatly interested in having Chemistry, Geology and Mineralogy taught to those who might help him manage his mining interests, and he gave substantial support to the school.

The Methodist Church also took an active interest in education, and after several years of preparatory work opened in September, 1890, the Montana Wesleyan University on a newly built campus five miles north of Helena. This school was later moved to Helena and much later, in 1923, united with the College of Montana to form Intermountain Union College.

Another significant movement in education in Montana took place in 1887 when the citizens of Twin Bridges undertook the task of establishing a normal
school. By 1889 a "Fine nine-room brick building at a cost of nearly $10,000" had been constructed for the school as well as "a three-story brick hotel... for the accommodation of the students." In 1893 this normal school had sixty students in attendance in its various classes.

Considering the conditions which prevailed in Montana as admission to statehood was granted November 8, 1889, this early interest in education was highly commendable. The area of the state had undergone several periods of boom with succeeding decline. The fur era had opened the region to wide exploration and the development of a number of small centers. The decline in the numbers of fine furs came at the time the gold rush began, which led to the settlement of a number of enterprising and ambitious towns and cities. As the gold mining settled into the more steady quartz processing period, the cattle men built their empires on the plains grasslands and furnished the beginnings of additional centers of population. Many ambitious plans for metropolitan development had been roughly halted as the unstable population shifted from one mining camp to another, and from one occupation to another. By 1889, however, the population of Montana was said to be _____, and Helena and Butte were considered secure with mining and other interests. Agricultural valleys promised permanent support for the rapidly growing towns of Missoula, Deer Lodge, Bozeman, Dillon, Great Falls, Billings, and others. A unity between these widely spaced towns was made possible by the railroads which had come into the region within the decade. The Utah and Northern Railroad pushed its narrow gauge track to Butte in 1881. In 1883, the Northern Pacific completed its transcontinental line, and the numerous railroad construction camps were already becoming permanent towns. In December, 1889, James J. Hill's persistent location engineer, John F. Stevens re-discovered the favorable Marias Pass which allowed the Great Northern to proceed across the northern section.
of Montana, opening up a new and fertile region. These transcontinental railroads were tied together and with the major towns of the State with the local roads constructed by the Montana railroad builders, Samuel T. Hauser, and Charles A. Broadwater.

The year of statehood serves very well to mark the transition from an early period of unusual instability and isolation to a new day of a stable population, the steady development of natural resources, and the accumulation of those private and public resources upon which a broad and mature system of education can be built.

The history of government supported higher education in Montana, as in the other states of the Union is closely tied up with the generosity of the federal government in making land grants. The practice of making land grants by the central government to support public education began with the laws setting up the government for the Old Northwest Territory, passed by the Congress of the Confederation in 1787, since known as the Northwest Ordinance of 1787. Associated with this first provision for land grants for education, a phrase was incorporated into the law which has become traditional as a statement of broad policy: "Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

These federal land grants stimulated the western states to continue the broad democratic basis for elementary education maintained by the American people since the early colonial period. In the decades of 1840-1860 when population and wealth were increasing, and class lines were being drawn, the possibility of an aristocracy of learning in what is now the field of secondary and higher education was being faced by leaders in the government. The practice then arose of making land grants for state universities, which
promoted the founding of some of the great schools of our land supported by the public and to be open to all of the people. The rapid growth of a strong and highly intelligent labor movement, together with the tremendous expansion of agricultural interests led to a movement which culminated in the passage in Congress on July 2, 1862, of the First Morrill Act. Introduced into the House of Representatives by Justin S. Morrill, from Vermont, the bill had first appeared in 1857. Morrill called attention to the difficulty of the laborer and craftsman in accumulating sufficient funds to send his children to the advanced schools, and recounted the social and educational handicaps of the rural community which was causing a drift of some of the most capable youth from the highly important field of agriculture to the new towns and cities. President Buchanan vetoed the bill when it came to him, however, and the final passage of the bill awaited the signature of President Lincoln in 1862. The act provided that the funds derived from the land grant should go in each state "to the endowment, support and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts." The grant under this act was extended to the Territories in 1866, but since Montana had been admitted in 1864, the lands under the act were not made available until its admission as a state.

By an act of February 18, 1881, entitled, "An Act to grant lands to Dakota, Montana, Arizona, Idaho, and Wyoming for University purposes", seventy-two sections, 46,080 acres of land, from the public domain were granted to each of the territories to form a permanent source of revenue for a state university. In Montana the Superintendent of Education, Robert W. Howey, displayed commendable initiative and set out at once over the Territory to choose the sections for the university before the better lands should be taken by purchase or preemption. In the Enabling Act of 1888 allowing the formation of a state
government, additional land grants were made: 100,000 acres were made available for a school of mines, an equal amount was given for a state normal school, and 50,000 acres were designated for a school for the deaf and dumb.

The Enabling Act also set aside the 90,000 acres which the Morrill Act of 1862 provided for, and in addition gave another 50,000 acres for an agricultural college, making 140,000 acres in all available for the college of agriculture and mechanic arts. These lands could not be sold for less than ten dollars per acre, and the income from sale and rentals was to form a permanent fund to support the operation of the schools.

The state constitution made provision for a State Board of Land Commissioners to consist of the governor, superintendent of public instruction, the secretary of state and the attorney general. This Board organized in January, 1890, and set about industriously to acquire lands which possessed considerable value. The constitution also established a State Board of Education to consist of eleven members, eight being appointed by the governor with the consent of the senate, with the governor, the state superintendent of public instruction, and the attorney general making the three additional ex-officio members. This Board was not organized until the legislature passed laws creating the institutions which it was to supervise.

In 1889 there were eight western territories: Utah, New Mexico, Washington, Dakota, Arizona, Idaho, and Montana. All had made provision for a university system before 1889 or during that year except Montana. As early as December 7, 1863, Acting Governor James Tufts recommended to the legislature that a University of Montana be created. He said that it might be years before the university could be organized but it might be authorized to receive gifts for an endowment, and receive whatever advantages might accrue.
No action was taken by the legislature at that time, however, nor did any action follow the act of Congress of 1881, except that of the Superintendent of Public Instruction in choosing the lands granted.

The establishment of an agricultural college became more desirable when Congress in 1887 passed the Hatch Act providing $15,000 annually for an Experiment Station to be operated in connection with the college. In his message on January 14, 1889, Governor Preston H. Leslie recommended to the last territorial legislature that it establish an agricultural and mechanical college under the provisions of the Morrill Act. He suggested that the site of Fort Ellis, three miles east of Bozeman, which had recently been abandoned by the United States, be used for the college since the officers quarters and the barracks might be used for instruction and to house the students. Again the legislature failed to act.

The creation of a college of agriculture became even more desirable when on August 30, 1890, Congress passed a Second Morrill Act making available an annual grant of $15,000 for each state college of agriculture and mechanic arts, with an additional $1,000 each year until the grant reached the sum of $25,000. State leaders looked at this loss of $30,000 each year available for the College and Experiment Station and set about the task of creating the university system. The political situation in the new state was so complex and heated, however, that the problem was not an easy one. The delicate balance between the Democrats and Republicans in the first legislative session prevented the organization of either branch for actual work. When Governor Joseph K. Toole in his message to the second session noted the loss of federal funds to the state because of the failure to create a college, the political parties were again so evenly balanced that the election of a United States Senator was prevented. A long standing and violent controversy concerning the permanent
location of the capital had been referred by the constitutional convention
for settlement by election in 1892. Certain groundwork was done by a
number of cities in the state in 1891 looking toward the location of the
various units of the university system, but no action was taken. The
election of 1892 narrowed the various contestants for the capital to
Helena and Anaconda, the final choice to be made in the election in 1894.
The other cities in the state were now in a position to consider the matter
of the educational units.

Governor John B. Rickards in his message to the third legislative
assembly on January 5, 1893, suggested that the location of the state
and educational institutions was one of the most important tasks of the
session:

Shall the latter be grouped or located separately, is a question
now agitating our people. I believe you will give the subject
your careful thought, and act from a desire to serve the future
interests of the State. However, I feel I would be direcely in
my duty if I did not urge upon you the necessity of taking such
action as will determine where the various State institutions are
to be located. It is my judgment that all interests demand an
early settlement of this matter.

Governor Rickards then called attention to the land grants of the federal
government for the various institutions, and dwelt particularly upon the
funds which were also available for the college of agriculture. Said
Rickards, "it requires no argument to show the losses which the State is
sustaining through our neglect to locate this institution."

The third legislative session continued to have a dangerously narrow
margin politically, and the important matter of the election of a United
States Senator early reached a deadlock. The forthcoming election on the
location of the capital hung over the members. Bills for the creation of
several counties were framed and certain members strongly favored these
new counties, while an equal number were anxious to prevent the breaking
down of the existing counties. In this intricate situation the problem of the location of the educational institutions was placed.

The institutions to be located consisted of the university, the college of agriculture and mechanic arts, the normal school, the school of mines, the asylum for the deaf and dumb, the reform schools, and also the question of the permanent location of the state penitentiary was to be decided. Lines were drawn over the state immediately as the various representatives and local organizations set forth the advantages of a particular community for a certain state institution. The location of the units of the educational system was complicated by a report approved by the State Teachers' Association meeting in Missoula in late December, 1892. This report set forth the advantages of consolidating the various units into one institution, urging that one institution would be more effective, economical, and in a state so sparsely settled would give a better student and institutional spirit than several very small schools. The report contained statements favoring consolidation from a number of the outstanding educational leaders in the entire country, chiefly presidents of the larger universities. The sixteen page pamphlet was circulated widely and brought the alternative squarely before the legislative session.

Bills were introduced into the legislative assembly on January 10 to locate the University at Missoula, the Agricultural College at Bozeman, and the School of Mines at Butte. On January 12, a bill was introduced to place the Normal School in Twin Bridges. On January 14, Paris Gibson of Great Falls, Senator from Cascade County, introduced a bill to create the University, the Agricultural College and the School of Mines, each unit to be independent and separately located, but with the sites chosen by a committee of the country's leading educators. As Gibson ran into the strength of the communities which had been preparing for the fight on the location
of the institutions, he took up the issue of consolidation, and led the
fight for one large institution. He offered on behalf of Great Falls 320
acres of land and an endowment of $100,000. He named several states which
had located their institutions in terms of the endowment which the community
could offer. He cited the advantages of Great Falls for the school, and
ably presented the advantages of one institution.

The opposition accused Gibson of placing the location upon a purely
mercenary basis, but countered with the promises of support from the
various communities, largely in the form of donated sites for the education-
al units. This group presented evidence that the support for the State
Teachers' Association view came almost entirely from the heads of univer-
sities and combined units. These men obtained counter evidence to show that
the divisions when consolidated did not receive their full share of support,
and therefore were not able to make their full contribution. Some states
in which the educational units had been originally consolidated were later
divided, and in the majority of the states the units were separated.
Agriculture and mining were held of such importance in Montana that the
utmost care should be taken with the educational institutions supporting
these fields. The controversy naturally attracted wide attention over
the State, and while heated at times, a very high level of facts, estimates,
and points of view was maintained. When it seemed certain that the units
would be distributed, Gibson offered 320 acres of land an endowment of
$50,000 from Great Falls if the Agricultural College were located there.
He cited the advantages of the copper refinery, the power plant, and the
adjacent agricultural areas.

The involved political situation has usually been blamed for the
separately located institutions in the large and thinly populated state.
Several men of sound judgment who were associated with the problem at the time and in succeeding years maintained that the separation was fortunate since the continuance of the political difficulties made it necessary for the representatives from the counties where the institutions were located to form a strong group as the only method by which any support could be gained for the institutions.

On February 16, 1893, the bill creating the Agricultural College of the State of Montana, and locating it in Bozeman, became a law. On the following day, February 17, the bill creating Montana State University and Montana School of Mines, and locating them at Missoula and Butte respectively were signed. At the same session, the bills placing the Montana State Normal College at Dillon, the reform school at Miles City, the school for the deaf and blind at Boulder, a soldiers home at Columbia Falls were enacted into law. The State Penitentiary was retained at Deer Lodge where the buildings provided by the federal government during the territorial period were located; but an eastern State Penitentiary was located at Billings, although this law went by default because of lack of appropriations. Great Falls did not receive any of the educational or corrective units, and Twin Bridges which had made an earnest fight for the Normal College had to be content with the Orphans Home. On March 1, a law was passed outlining the duties of the State Board of Education to be named under the provisions of the Constitution to supervise the educational institutions.
Chapter II

The law which created the Agricultural College of the State of Montana, provided that the State Board of Education should locate the site for the College within ninety days after its organization, and that this location was to be in Bozeman, or within three miles of the corporate limits of that city. This latter provision included the old Fort Ellis site, the lands of which the federal government was willing to grant to the state for its purposes. The law creating the college also provided for "an Agricultural Experimental Station in connection therewith", in order to comply with the rules laid down by the federal government in providing support for the experiment stations. The association of the Experiment Station with the college made it necessary to choose a larger site, one containing some lands for experimental agricultural farming, than would have been necessary for strictly college purposes.

The general control and supervision of the College was given to the State Board of Education which was authorized to accept all gifts of lands or money and to provide for the operation of the school.

The governor with the advice and consent of the State Board of Education was to appoint an Executive Board for the College, of five members, three of whom were to be residents of the county in which the institution was located. This Executive Board was to have immediate charge of the operation, appointments, and policies of the school.

The State Board of Education consisting of Governor John E. Rickards who by virtue of his office was President of the Board, E. A. Steere, State Superintendent of Public Instruction and Secretary of the Board, and J. H. Haskell,
Attorney General, the third ex-officio member together with the appointive members: R. G. Young of Helena, James Reid of Deer Lodge, John F. Forbis of Butte, J. E. Morse of Dillon, T. E. Collins of Great Falls, James M. Hamilton of Missoula, Nelson Story of Bozeman, and Alfred Myres of Livingston, held its organization meeting in Bozeman, in the parlor of the Hotel Bozeman at 7:30 p.m., March 20, 1893. Nelson Story and Alfred Myres were unable to be present at this session of the Board.

Following the organization proceedings of the Board, and the motion was carried that the Governor nominate the Executive Board of five members for the College of Agriculture as provided in the bill creating the institution. At the session the following morning, on March 21, the Executive Board was nominated by the Governor and approved by the Board, to consist of: Walter Cooper, E. H. Talcott, George Kinkel, Jr., Lester S. Willson, and Peter Koch. The State Board then received a citizen's committee from Bozeman with proposals for the site of the College. The Board laid consideration of the proposals on the table and during the afternoon viewed the city and surrounding countryside, and the proposed sites.

At the evening meeting the Board accepted as the site for the college six city blocks and an adjoining one hundred sixty acres which were offered with full title for the use of the College by a committee consisting of Lester S. Willson, Walter Cooper, J. E. Martin, Peter Koch, C. W. Hoffman, and O. P. Chisholm. The site chosen was to the southwest edge of the city in the new Capitol Hill addition to the City of Bozeman, which had been hastily laid out during the years when Bozeman was campaigning for the Capital. Bozeman had been eliminated in the election of 1892, and the city blocks were readily available for the use of the new institution. The adjoining quarter section of land was a part of the County Poor Farm Lands. In addition, the committee agreed to furnish options upon adjoining lands to the extent of 240 acres at a nominal
price if that land should be considered necessary within the next few years.

The State Board then authorized the Executive Board to proceed immediately to engage instructors and secure the necessary buildings to open the school at once. The need for quick action came as a result of the provisions of the federal laws making funds available for the operation of the schools. Under the Second Morrill Act of August 30, 1890, $18,000 was available for the operation of the College in the year 1892-1893 if the school were in operation before June 30. Under the Hatch Act of March 4, 1887, $11,000 was available for the Experiment Station. Nelson Story, H. J. Haskell, and Alfred Myres were named as the committee from the State Board of Education for the College, and instructed to report at the next meeting concerning the action of the Executive Board in getting the Agricultural College in operation.

The citizens of Bozeman gave every aid to the Executive Board in setting up the new school quickly. Nelson Story, a member of the State Board of Education, was a pioneer resident of Bozeman who had acquired a substantial fortune, and had many business connections. He had constructed a building at West Main and Third Avenue which had been used as a skating rink, and in 1893 was being used to house an Academy which was sponsored largely by the Presbyterian Church. The Academy was disbanded and Mr. Story donated the use of the building for the new college. The high school was located one block south, and some rooms of this building were used for classroom purposes. These rooms were made available for the extremely nominal rental of one dollar for the first term.

In a communication to the State Board of Education, dated April 11, 1893, the Executive Board outlined its progress. A decision had been reached to open a spring term beginning April 17, running for ten weeks. Professor Luther Foster, formerly of the South Dakota Agricultural College had been engaged to conduct

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the collegiate work at a salary of $600 for the term, and H. G. Phelps, who
had been conducting a business school in Bozeman, was engaged at a salary of
$300 to teach the preparatory and business course. An entrance fee of two
dollars was to be charged each student, and a ten dollar fee was to be charged
students enrolling in the business course, to pay the operating costs of the
physical plant. According to plan the Agricultural College of the State of
Montana opened its first session April 17, 1893, with eight students in attend-
ance.

The State Board of Education was not in session during the summer, and it
was not until September 11, that a meeting was held in Helena to consider
matters relating to the Agricultural College. Since the opening date of the
autumn session of the school had been placed at September 15, some members of
the staff of the college were present to expedite the deliberations. A communi-
cation from the Executive Board dated September 8, gave a supplementary report
to those previously submitted. The sum of $35,000 was available from federal
funds for the operation of the school. The Executive Board had engaged a staff
which consisted of the President, Professor A. M. Ryon of the College of
Montana at Deer Lodge, at a salary of $3,000 per annum. Ryon was a graduate
of the Columbia University School of Mines with the degree of Engineer of Mines,
and had been professor of mining engineering at the College of Montana since 1888.
"Ryon was an exceptionally successful teacher and had excellent training for
his work. He was the founder of engineering education in Montana and maintained
a high standard of scholarship in his classes notwithstanding the meager facilities
available for instruction." As Director of the Experiment Station and Professor
of Horticulture, S. M. Emery of Great Falls was chosen. Emery did not have a
college degree but was well known in Montana for his practical and successful
work as a horticulturist and nurseryman. Emery's salary was to be $2500. As

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Professor of Agriculture and Botany, Luther Foster was retained. Foster had graduated from Iowa State College and was to serve as agriculturist for the Experiment Station. Frank W. Traphagen was engaged as Professor of Chemistry and the Natural Sciences, and Chemist for the Experiment Station. Traphagen had a Ph.D. degree from Columbia University, and had taught chemistry, physics and geology in the College of Montana at Deer Lodge since 1887. A master teacher, thorough scholar, a collector of rare ability, Dr. Traphagen was to leave an indellible imprint upon the new institution. B. F. Maiden with a B.A. degree was to be professor of English and principal of the Preparatory Department. Homer G. Phelps gave up his business school and became principal of the Business Department. R. E. Chandler, with a degree in mechanical engineering, was placed in charge of the department of mathematics and mechanical engineering. Dr. W. L. Williams was secured to become Professor Veterinary Science and Veterinarian for the Experiment Station. Miss Kate Calvin who had taught music at the College of Montana was induced to come to Bozeman as teacher of piano. She was not given a definite salary but was to have the fees to be charged of her students.

The State Board of Education had requested that a set of rules covering the broad general aspects of the operation of the College be drawn up, and these were formulated by the Executive Board and forwarded with the report of April 11, 1893, designated as "Rules for the Agricultural College and Experimental Station of the State of Montana."²

First - The privileges of this Institution are open to all residents of the State of Montana without regard to color or sex, who have reached the age of fourteen years, and shall show satisfactorily to the College faculty, by examination or otherwise, that they are qualified to utilize the advantages of the Institution with credit to themselves and the College.

Second - Regulations may be made governing the admission of the students from the Bozeman school district into the classes, preparatory to the regular course to prevent, as far as possible, competition with the high school department of said district.
Third - The leading features of the course of instruction shall be: Agriculture, the Mechanic Arts, the English language, and the various branches of Mathematics, physical, natural, and economic science, with special reference to their application in the industries of life.

Fourth - There shall be a President of the College, a director of the Experimental Station, and such other members of the faculty, and teachers as the means at the disposal of the governing board may permit and the needs of the Institution may require.

Fifth - There shall be a regular college course of four years and such special preparatory departments as the governing board may deem it wise and expedient to establish.

During the summer the decision was made to raise the entrance fee for all students to ten dollars per annum. This was made necessary by the provision that the funds from the Morrill Act were not to be used for such costs as physical plant operation, and the funds appropriated by the legislature were not available because of lack of money in the treasury. An annual charge of twenty-five dollars was to be made to pupils entering from the Bozeman school district, unless they were ready to enter the college course. This fee would prevent much of the competition which might arise between the Bozeman high school and the college preparatory course.

The Executive Board had spent a great deal of time in apportioning the funds for the College and the Experiment Station. Salaries had been a small item during the 1892-1893 period, and the Executive Board had the pleasant task of spending the accumulated funds. The budget which was presented to the State Board of Education in September, 1893, included the following:

**Salaries**

- President A. M. Ryon, $3,000
- Director S. M. Emery, $2,500
- Professor Luther Foster, $2,400
- Dr. Frank W. Traphagen, $2,000
- Professor B. F. Maiden, $1,200
- Professor Homer G. Phelps, $1,200
- Professor R. E. Chandler, $1,500
- Professor W. L. Williams, $2,000
- Miscellaneous salaries, $400

Total: $16,200
A spirited discussion of the budget and of the course of study took place. Since many of the budgetary items had been contracted for, and a catalogue had been issued outlining the courses, the State Board was not free to make many changes. Considerable controversy centered around the Business Department and a decision was reached whereby this was abolished as a separate department, and Mr. Phelps and his courses were incorporated in the Preparatory Department under the direction of B. F. Maiden. With the support of President Ryon and Director Emery, the remaining courses in the catalogue were approved. As the school opened there was a substantial demand for the Business course, and at the December meeting of the State Board, President Ryon secured permission to reinstate an independent Business Department under the direction of Mr. Phelps.

During this first year the College continued to be housed in the Academy buildings and the high school. The use of the Academy was again donated, and no rentals were paid for the use of the high school rooms, although here costs for heating, lighting, and janitor services were shared.

"Prolonged discussion was held on the curriculum which was to be incorporated into the new school, since neither the members of the Executive Board nor the State Board of Education had any definite knowledge about the purposes

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and scope of the Land Grant College. The field of instruction permitted by the Morrill Act of July 2, 1862, was outlined in broad terms. The Second Morrill Act of August 30, 1890, was more definite in prescribing the subjects that could be included in the courses of study offered. The First Morrill Act which authorized the land grant colleges did not exclude any scientific and classical studies, but stated the leading object to be to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislature of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life. The law definitely declared that these institutions were to be colleges and were for the education of the industrial classes. Practically all of the money available for the maintainence of the new college was the cash appropriation authorized by the Second Morrill Act and this could be applied only to instruction and the facilities for instruction in agriculture, mechanic arts, the English language, and various branches of mathematical, physical, natural, and economic sciences, with special reference to their application in the industries of life.

"The legislature which provided for the location and control of the Montana land grant college did not prescribe the manner in which the federal funds were to be used but simply included extracts from the Morrill Acts in the Bill. The name of the institution created by the legislature was the Agricultural College of the State of Montana. This name was misleading. If the legislature intended to indicate the scope of the work to be carried on in the institution it was founding it should have included both agriculture and the mechanic arts in its name. The Executive Board, empowered to determine the subjects to be taught and to employ a faculty to teach them, was compelled to interpret the meaning of the section in the Morrill Acts which defined the field of instruction. The legislature made no appropriation for
the maintenance of the College and such current expenses as heat, light and janitor service must be met with student fees. The salaries and equipment might come from the appropriation under the Second Morrill Act. The instruction must be limited to agriculture, mechanic arts, the English language, mathematics, the physical, natural and economic sciences. How was the term mechanic arts to be interpreted? Did it mean engineering? Was it limited to wood and iron work, foundry, and machine ships? What was included in economic science? Was that limited to political economy, stressing such subjects as money, banking and taxation? Did it permit the teaching of household economy including cooking and sewing? Might a business course consisting of shorthand, typewriting, and bookkeeping be financed out of the Morrill funds? The curricula printed in the first catalogue and the faculty employed to teach the subjects listed therein is the best answer to the interpretation of the Morrill Acts by the Executive Board.

"Most of the men who were elected to positions on the first faculty were either in Bozeman or Deer Lodge, and no doubt had a prominent part in the setting up of the curricula in the first catalogue. The courses of study below college rank were: A one year preparatory course consisting of the common branches and elementary algebra. A one year business course was made up of the subjects usually taught in a private business school. A department of music provided lessons for those who could profit by such instruction.

"There were to be three four year degree curricula as follows: A course in Agriculture. Most of the subject matter now taught in agriculture did not ten exist or was not in teachable form. It was necessary to fill in the gaps with subjects from other departments. In addition to English, mathematics, and science, students might take history, political science, constitutional law, ethics, shorthand, and typewriting."
"A course in Domestic Economy was to include household economy, cooking, and sewing. No teacher of these subjects was secured, however, and only the general subject matter in this course was given. As in agriculture, such subjects as mathematics, English, literature, history of civilization, international law, ethics, political science were included in the course, with such options as shorthand, typewriting, bookkeeping, piano, and horticulture.

"A course in Applied Science was really a course in Mining Engineering, similar to the one which Professor Ryon had taught at the College of Montana. It consisted chiefly of mathematics, physics, chemistry, geology, mineralogy, metallurgy, assaying, blow pipe analysis and petrography together with such general engineering subjects as mechanical drawing, shop work designing, hydraulics, and statics. For admission into the Applied Science course, algebra, geometry, chemistry and physics were required. The College of Agriculture at Bozeman was the first Montana State institution of higher education to be established. Not having any competition, it exercised a free hand in the selection of subjects to be included in its curricula. The State School of Mines which the legislature had authorized to be located at Butte had not been organized. No doubt the Executive Board and the President felt that with a course in mining engineering in successful operation at Bozeman, the Butte School of Mines might never be organized.

The first full year of school was opened on September 15, 1893, and during the year a total of 135 students was enrolled, not counting special students in music. The students were distributed as follows: Preparatory Department, 33; Business Course, 51; College, 46. The College students were divided with 15 in Agriculture, 14 in Household Economy, and 5 in Applied Science, and 12 were classified as Irregular. Only 4 students were listed as attending Miss Calvin's instruction in Piano. Here ability was soon recognized, however, and the following year 32 students were enrolled.
This enrollment would have no doubt been considered satisfactory under any circumstances. Taking into consideration that 1893 was the year of a major financial panic, the attendance was highly encouraging. The financial crash came upon the country in the summer of 1893 and had an immediate effect upon Montana where disaster descended upon the booming cities, silver mines, the stock industry, and the banks which were financing on liberal terms these hitherto highly successful occupations. The effect upon educational effort in Montana is reflected in the experience of the Montana Wesleyan University which had been operating successfully since 1890.\(^1\) In June of 1893 at the close of the school year 130 students, new and old, had indicated their intention to attend the autumn session. On the opening day of school ten teachers were ready for classes, and only seven students in attendance. Only one of these students had paid the fees prescribed by the catalogue, the others having been promised work in payment of a large portion of their expenses. About seven additional students registered within two weeks to make up the student body for the year. The enrollment of the College of Montana, from which the new College of Agriculture had taken a number of faculty members, also suffered a severe decline in enrollment. In the light of existing circumstances of national and local economic disaster, extremely inadequate physical school facilities, some confusion over courses which might be given, an incomplete staff, and no financial support from the state legislature, the first year of operation of the new College of Agriculture of the State of Montana was highly successful.

CHAPTER III

In almost every year during the first decade of the existence of the Agricultural College, marked changes took place in the faculty and course offerings. Striking fluctuations in student enrollment also took place in the various departments and courses. The total enrollment showed a steady increase during the period from 135 students in 1893-94 to 297 in 1903-04, excluding the special students in music who averaged 32 after the beginning year when only four enrolled. A high number of 59 enrolled for music in 1903-04. A majority of the students were registered in the Preparatory Department, the sub-college Business Department, or the special courses in music, however. Students enrolled in the courses given in the regular college work numbered 46 in 1893-94, dropped to a low of 36 in 1897-98, reached a high of 69 in 1900-01, and consisted of 66 students in 1903-04. During the period 42 students had been granted the Bachelor of Science Degree.

A change of presidents was made at the end of the first year largely on the basis of requirements for admission to the college freshman class. President Ryon was a capable administrator and set high standards of attainment within the college work, but held the view, in which he had considerable support, that the interests of the new college would best be served, and its usefulness to the State widened, if the admission requirements were not too high. This group favoring relatively low requirements urged that the new institution must have a goodly number of students to arouse interest among the citizens of the State which would enable it to secure the necessary buildings, equipment, and financial support, and accomplish its legitimate work. There were very few standard high schools in Montana, and for the College to give extensive preparatory work for a large number of students to supplement their inadequate high

1. Dean Hamilton
school work, would absorb too much of the institution's funds.

The leader of the high entrance requirement group was Peter Koch, Secretary-Treasurer of the College Executive Board. A native of Denmark, with a university education in the land of his birth, a scholarly man of broad interests and varied abilities, Koch dominated the Executive Board and strongly influenced the course of the College throughout its early years. To meet the argument that the College would serve the State more widely if the requirements were low, Koch and his group analyzed the place of residence of the 135 students who were enrolled the first year and revealed that the attendance was decidedly local. All but eleven of the students had come from Gallatin County, and these eleven had come from the adjoining counties of Park, Madison, and Jefferson. President Ryon lost the argument and revealed his high quality of sportsmanship when he stepped aside and devoted his full time to his chosen field as Professor of Engineering and Engineer of the Experiment Station at a salary of $2400.

The new president was the Reverend James Reid, who for the past five years had been president of the College of Montana at Deer Lodge. Reid was a member of the Board of Education which had established the College, and had received one vote when Ryon was named the first president. A Presbyterian clergyman, a native of Canada of Scotch ancestry, with a Bachelor of Arts Degree from McGill University, Reid had already made a substantial contribution to education in Montana, and had the traditional qualifications for a college president at the time. In addition to his training, he possessed the traits of a genial disposition, a fine sense of humor, and an attractive personality. With a classical training, a firm believer in a liberal education, and high standards of scholarship, Reid was the ideal educator for whom Peter Koch sought.

President Reid could make very few changes during his first year since the faculty had been employed and the courses of study printed in the catalogue before
he took up his duties in the autumn of 1894. A teacher for the courses in cooking and sewing had not been employed, and the Household Economy curriculum was renamed the Ladies Course. President Reid chose to teach the classes in Mental and Moral Science, which had been taught by Professor Maiden the previous year. The one-year course in the Business Department was divided into two one-year courses: Bookkeeping, and Stenography and Typewriting, and Jennie Jones was employed to teach the two latter subjects. William M. Cobleigh, who had been graduated at the College of Montana in 1893, with the degree of Engineer of Mines, and had served as assistant to President Reid during 1893-94, was employed as assistant in Chemistry and Physics. The enrollment this second year showed a decrease to 166 students, with 46 in the Preparatory Department, 26 in the Business Course, and 44 in the College.

The third catalogue, the first one published after President Reid took office, showed several changes. The Preparatory Course was lengthened to two years, in order to carry out the plan of the new administration concerning higher entrance requirements. Miss Mary A. Cantwell was added to the staff in this Department, became its head in 1895, and remained in charge until the Department was abandoned in 1913 when the increased number of high schools made it unnecessary. In 1895 the Preparatory Course was extended to three years. At its meeting in June, 1896, the State Board of Education adopted the policy of accrediting high schools which offered specified courses three years in length, with approved standards. The high schools of Anaconda, Bozeman, Butte, Great Falls, Helena, and Missoula were so accredited. The State University at Missoula was opened in September, 1895, with a two-year preparatory course, and in the fall of 1896, this was extended to a three-year course. In this manner the educational standards were appreciably raised. Additional advance did not come until, under the influence of the Carnegie Foundation, entrance requirements for college admission were scrutinized in 1908,
and the College bulletin of February, 1907, one of three issued in that year in lieu of a catalogue, announced that on and after September, 1908, fifteen units must be presented for entrance to any college course. In 1908, the Preparatory Course was enlarged to four years.

Several new courses were added to the curriculum, largely upper class courses since the College was now entering its third year. Albert Wright was engaged to teach violin, receiving the fees for his compensation. Wright remained only one year and the Music Department was not again enlarged for several years. A notable addition to the curriculum was the creation of an Art Department, headed by Mrs. Frederica Ellsworth Marshall. A member of the faculty who served with Mrs. Marshall has remarked that she "would have been a distinguished figure in any faculty. Beginning her work at Montana State College when she was 65 years old, she kept actively at it till she was nearly eighty, impressing all who knew her with her strong energetic individuality, her quick wit, her unquenchable enthusiasm for her work and for all education, her reticence about her own personal affairs, and her determination never to have her picture taken. In group pictures she always took her place cheerfully, but always dodged out of sight at the critical moment."

June, 1895, marked the graduation of the first class from the College. Four persons were graduated with the degree of Bachelor of Science. Florence Foster of Bozeman, and Lucy Stafford of Pony were from the Ladies' Course; Oliver P. Morgan of Duncan from Agriculture, and William T. Shaw of Bozeman in Applied Science. The only survivor is Mrs. Lucy Stafford Peck, who is actively engaged in teaching at Waterville, Washington.

The opening of school in September, 1896, saw many changes, some of which came naturally in the growth of the school, and others came out of a controversy over matters of policy. The name of the Ladies Course was changed to Domestic

2. Professor W. F. Brewer.
Science and Art. Classes in cooking, canning, dress-making, embroidery, drawing, and design were added. Rooms for the Domestic Science course were obtained in the Ferris Block, and Mrs. Eliza Owens was engaged to teach the varied curriculum. Said President Reid in his report, "Mrs. Owens is recognized as being among the first in her field."

Considerable controversy arose over the personnel and course offerings in the sciences. As a result the Applied Science course was abolished and new four year degree curricula were set up in General Science, Chemistry, and Mechanical Engineering. Through resignation and failure to be reappointed, Professors Ryon, Chandler, Foster, Williams, and Maiden left the institution. Williams' resignation left Veterinary Science without an instructor and these services were discontinued for a time. R. E. Chandler was succeeded by W. H. Williams, a mechanical engineer from the University of Wisconsin, who became Professor of Mathematics and Mechanical Engineering. The decision to withdraw from the field of mining engineering and the rearrangement of the science courses caused the withdrawal of Professor Ryon, and since the School of Mines had not yet been opened, his valuable services were lost to the State. Frank Beach succeeded Luther Foster as Professor of Agriculture and Agriculturist in the Experiment Station. Miss Mary A. Cantwell became head of the Preparatory Department succeeding B. F. Maiden, and his English courses were taken over by William F. Brewer, a graduate of Iowa College (Grinnell), with graduate work as a Fellow at the University of Chicago. Miss May Travis was added to the faculty as assistant in Mathematics. Also in 1896, a short course in agriculture was begun, consisting of two years of two terms each.

The report of President Reid to the State Superintendent of Public Instruction dated December 12, 1896, commented upon the equipment of the institution. He indicated that steady acquisitions were giving the various departments liberal supplies of apparatus and materials for illustration. "For practical
work in Geology and Mineralogy we have large collections which include a part of the famous Anaconda exhibit and a collection purchased from Dr. Traphagen, consisting of about ten thousand specimens . . . . The Botanical Department has the herbariums which were exhibited at the World's Fair." The State Board having authorized the purchase of additional equipment to the sum of $13,000, the College was able "to offer special inducements to students to enter for scientific study." The Library had about 3,000 volumes, and over sixty journals, magazines, and periodicals, with some 20 daily and weekly Montana papers. The courses in science were described as "theoretical and practical." Work was given in Manual Training, in Art, Domestic Science, and English was mentioned as being stressed.

Concerning the courses in the autumn of 1896, the President summarized: "To show the field we cover, 14 are in Rhetoric, 6 in Advanced English, 20 in elementary and Advanced Physics, 36 in Latin, 16 in Geometry, 17 in English Composition, 27 in Elementary Algebra, 7 in Higher Algebra, 15 in Anatomy, 1 in Economics and Logic, 5 in Geology, 5 in Mineralogy, 2 in Shopwork, 20 in Chemistry, 11 in History, 4 in Mechanical Drawing, 27 in Freehand Drawing, 13 in Botany and Zoology, and 2 in Surveying."¹

In 1897, a four year degree course in Electrical Engineering was added to the curriculum. William M. Cobleigh was promoted to instructor in Chemistry, and Miss Travis was made instructor in Mathematics. A two-year short course in Domestic Science was begun, and Mrs. Omes was given the rank of Professor of Domestic Science and Art. Miss Stella Shaff succeeded Jennie Jones as teacher of shorthand and typewriting.

Attendance for the year 1897-98 showed an increase to a total of 166. Most of this increase came from the Preparatory Department, however, where the course had been lengthened to three years. This department showed a total of 86 students. The Business Course had 39; the short course in Agriculture

1. Minutes of State Board of Education.
was somewhat disappointing with a drop in registration from 50 the previous year to 36, the lowest it had ever been. Agriculture, which in the first year of the operation of the institution had 15 students, had no students registered. Domestic Science and Art had 3; Engineering, 5; General Science, 5; Chemistry, 4; and one student continued in Applied Science, which had largely become General Science the year before. The remaining 13 students, half of the College enrollment, were registered as irregular.

The College Buildings

A lack of suitable buildings for the College continued to harass the administration for a number of years. The extreme haste with which the institution was organized in the spring of 1893 in order to secure the annual federal appropriations precluded careful arrangements concerning the physical plant. The citizens of Bozeman had given aid in partially contributing a building site of six blocks, and Nelson Story, member from Bozeman on the State Board of Education, contributed $1,500 to complete the purchase of this tract. An adjoining farm plot of one hundred sixty acres had been donated by Gallatin County. The funds from the Hatch Act of 1887 for the Experimental Station, amounting in the spring of 1893 to $11,000, could be partially used for building purposes, and plans were immediately set in motion for the erection of a structure on the campus for the use of the Station. This was a well built brick veneer structure of two full stories with a large attic, and a high basement which was usually considered as a third story. It was completed at a cost of about $4,000 and included offices for the Director of the Experiment Station, the Agriculturist, and in the early years also the courses in Agriculture, the Veterinary Department, and the Professor of Engineering. The basement was used also for the manual training work, freehand drawing and wood carving.

As has been indicated, Nelson Story donated the use of the building which had been used as a roller skating rink, and as the Bozeman Academy, and this
housed the Art Department, Music Department, Chemical and Physical laboratories, Station laboratory, and two class rooms. The newly built Irving School, which housed the Bozeman High School was located one block south, and rooms were made available for a library, biological laboratory, the President's office, and one class room. The Commercial or Business Department was first housed in the high school building but in 1896 was moved to the Ferris Block, about two blocks away, where rooms were obtained for a monthly rental of fifteen dollars. When the Domestic Science Department opened instruction in 1896 its quarters were also in the Ferris Block. This was a highly unsatisfactory state of affairs in which the quarters of the small institution were highly inadequate, and scattered, since the established campus and the Experiment Station building was a mile from the Academy building.

The problem of providing building and operating funds for the new college was to prove a difficult one. No part of the federal funds could be used, according to the original interpretation, for building, rental, fuel, repairs, or improvement of physical plant costs. The 1893 legislature made an appropriation of $15,000 for the operating costs of the college and certain building funds. Prior claims upon the state treasury, however, exhausted the funds before the claims of the College could be presented, and none of the money was available. To meet this situation, Nelson Story presented to the State Board at its meeting on December 5, 1893, a resolution from the citizens of Gallatin County offering to advance this amount of $15,000, whereupon the Board passed a resolution expressing its appreciation for the offer, and pledged its best efforts to see that the legislative assembly should reimburse the citizens for this money advanced "for the purpose of erecting a building on the site of and for the use of said Agricultural College." This money did not become available either, however, and the College continued to be housed in its various buildings, dependent upon fees for the support of the physical
plant. The difficult situation was relieved only slightly by the action of the 1895 legislature, which, although it appropriated $15,000 for the use of the College, had made previous appropriations which depleted the treasury to the extent that only $2,500 was available during the biennium.

A determined attempt was set under way to secure funds in some way for buildings. A detailed examination was again made of the land grants. The income from the 90,000 acres made available by the First Morrill Act of 1862 was definitely and clearly to remain in a permanent fund. The Enabling Act of 1889 made an additional grant of 50,000 acres of land in which the provisions for its use were less clear. After prolonged consideration, the State Board of Education at its meeting December 3, 1894, approved a resolution to submit a report to the legislative assembly recommending the sale of lands, or the issue of bonds upon the lands granted by the Enabling Act, for the purpose of constructing buildings. The legislature chose the plan of issuing $100,000 in bonds with the security of the 50,000 acres of land. By August, 1895, the State Board approved the plans submitted by the Executive Board for the construction of a main building, a chemical and physical laboratory building, the veterinary building, a drill hall, and a heating plant for the main and chemical building, not to exceed a cost of $77,000. Construction was delayed another year, however, and the cornerstone for the main building was not laid until October, 21, 1896. In his report dated December 12, 1896, President Reid reported that buildings under construction consisted of: "A main building 90 by 125 feet of pressed brick, four stories high; a chemical and physical laboratory, about 70 by 90 feet, three stories high, containing over 18,000 square feet of floor space; a drill hall of wood and a shop building of the same material; a veterinary building of stone, two stories in height."1 In digging the basement of the _______building a spring was discovered, making it desirable to move the location of this building to the rear of

1. Minutes of the State Board of Education.
the main building, which necessitated the purchase of an additional tier of blocks for the building site. The Experiment Station had proceeded to the construction of additional buildings for its work. President Reid's report indicated that a poultry house, a granary and a barn and additional buildings had been constructed at a cost of about $3,000. His 1896 report indicated that a farm house had been built.

The laying of the cornerstone of the Main Building, now called Montana Hall, on the college campus on October 21, 1896, was an occasion of note. The citizens of Bozeman had given consistent enthusiastic support to the new college and they assembled in numbers in a procession which formed on Main Street near the Academy building to march the mile to the new college campus. The procession also included the student body of the College, and various organizations marching as units, such as the college military corps, a group of veterans of the G.A.R., Company H of the Montana Guards, and a large number of the members of the Masonic Lodges in Bozeman and surrounding communities. The entire parade was led by the Bozeman Free Silver Band. The Masonic Grand Lodge of Montana had charge of the ceremony of laying the corner stone. Grand Master E. C. Day directed the appropriate ritual of singing, speaking and prayer. General Lester S. Willson, President of the College Executive Board, then introduced Peter Koch, Secretary of the Board, who outlined some of the difficulties encountered in working toward the building program. Mr. Koch then introduced the main speaker of the occasion, Governor J. E. Rickards, who delivered a brief, appropriate address. The ceremony had been twice postponed because of unsuitable weather, and before the speaking program was completed another shower broke upon the assemblage, scattering most of the people except those most closely associated with the program and the College.

The new buildings were completed and occupied between January and May, 1898. The Main Building contained an assembly room seating about 600 people, the library, and quarters for the departments of Domestic Science, Art, Business, English,
Mathematics, Modern Languages, and for the mechanical drawing classes. A small stone building originally intended for a dairy was assigned to engineering. One of the frame buildings provided quarters for the military department, indoor drill, and physical education. The two-story brick building housed the work in Chemistry and Physics. The classes in Botany and Zoology were crowded into the small experiment station which also housed the courses in Agriculture.

As the other units of the University system were placed in operation and the program for buildings instituted the legislative assembly followed a similar plan of allowing bonds to be issued to be redeemed by the sale and rental of lands granted by the federal government. The legality of this method was continually questioned, however, and when the bonds for the College became payable in 1905, the Attorney General rendered an opinion that all of the bonds issued for the higher educational institutions secured by land grants were null and void, holding that all income from these lands must be used for instruction and equipment only. A friendly suit was begun in the courts, which upheld the opinion, and on March 1, 1907, the Governor signed an act authorizing the State Board of Examiners to issue $500,000 in state bonds to replace those previously issued. A one-fourth mill property tax was provided to redeem these new bonds which were to bear the date of January 1, 1909. This entire plan was to be presented to the people at the general election in November, 1908. The consent of the people in this election cleared the way for the refunding of the original bonds, and provided that the lands income should be safeguarded for the future operation of the school units, thus giving them additional funds which were to prove most necessary and useful.

1898-1904

A number of significant changes were announced in the catalogue which outlined the course of study for 1898-1899. The Domestic Science and Art Course was made a four year course and the name was changed to that of Home Science. Mrs. Owens who
had organized the course was succeeded by Miss Lilla A. Markins with a Master of Science degree from South Dakota Agricultural College, who through a period of twenty-one years service in the department was to make a notable contribution. The name of the department was to undergo further changes. In 1900 the name of "Domestic Science" was resumed, but in 1903 was again changed back to "Home Science."

In 1912 the name of Home Economics was taken which has continued.

The organization of the four year course in Home Science caused a rearrangement of the Art course. Mrs. Marshall outlined a course which took students into the General Science course for the first two years, and during the Junior and Senior years Art work was given which did not lead to a degree. Work in military training was outlined in the catalogue for 1897-1898, but it was not until the following year that Captain George P. Ahern of the 25th United States Infantry was assigned by the War Department as instructor. A new department of Modern Languages was also established and Aaron H. Currier with an M.A. degree from Oberlin was secured to teach French and German. Biology was divided into two departments, those of Botany and Zoology, and H. S. Jennings, a Harvard Ph. D. was elected Professor of Botany. E. B. McCormick with a degree from Massachusetts Institute of Technology was added to the engineering faculty as instructor in Mechanical Engineering.

The short course in Agriculture which had an enrollment of only seven in its second year, was reduced to two years of one term each year. An addition to the agricultural faculty which was important was the securing of Robert S. Shaw, a graduate of the Ontario, Canada, Agricultural College, as Professor of Agriculture, and Experiment Station Agriculturist. Shaw's father was Thomas Shaw, agricultural advisor to James J. Hill, and Shaw's contacts were of value to the new college.

In the early period each year brought a series of significant changes in courses and faculty. The major changes in 1898-1900 included the announcement of a new four year degree course in Biology. Dr. Jennings resigned after one year and was succeeded by Joseph W. Blankinship, another Ph. D. from Harvard. Captain
Ahern was recalled to his regiment, and no other army officer was assigned to the College for several years. In this period students and faculty carried on a certain degree of work in military tactics. In the spring of 1899 Professor W. F. Brewer of the English Department petitioned the State Board for a year's leave of absence for further study. Such a custom was not widely practiced at the time, and when the request was presented, one member of the Board moved that Professor Brewer be summarially dismissed since this request for further study was a plain admission of incompetence. James M. Hamilton, Superintendent of Schools at Missoula, also a member of the Board, who was planning to attend the summer session at Clark University, spoke in behalf of Professor Brewer, and the request was granted. While Professor Brewer pursued studies at Harvard University, his sister, Helen R. Brewer, came to take his place. Also a graduate of Grinnell College, Miss Brewer remained as one of the most stimulating members of the faculty until her retirement in 1932 as head of the History Department, having been one of comparatively few women to serve on a single college faculty over such a period of years. The name of Edmund Burke also appeared as a student assistant in Chemistry in this year. Mr. Burke was to continue in the service of the college until 1942 in the department of Chemistry and as head of the Chemistry Division of the Experiment Station, rendering a service to the college and to the state of first importance.

During the year 1900-1901 a new four year degree course in Civil Engineering was offered, and Samuel Fortier, a McGill University graduate became Professor of Civil Engineering and Irrigation Engineer in the Experiment Station. In July, 1900, S. M. Emery, who had been Director of the Experiment Station and Professor of Horticulture was replaced by Fortier, who became the new director. Horticulture was without an instructor for a time. A short course in Domestic Science which had not met with wide support at first, increased in attendance, and Florence
Ballinger became a student assistant in the department. Dr. Wilcox resigned and was succeeded by Robert A. Cooley, a graduate of Massachusetts Agricultural College, who was named as professor of Zoology and Entomology. William M. Cobleigh was made Assistant Professor of Physics, and several other changes occurred in the faculty. Miss Calvin was granted a year's leave of absence to study music in Germany and Mrs. W. F. Brewer substituted for her. At Christmas time, Miss May Travis resigned to become the wife of Professor Robert Shaw, and in January, 1901, William D. Tallman, a University of Wisconsin graduate became professor of Mathematics. Professor Tallman continued on the staff to build a strong department, and to serve the institution most capably in a great number of ways.

The year 1900-1901 showed a very satisfactory increase in the number of students in attendance. A total of 252 were distributed as follows: Preparatory, 95; Business Department, 60; Short Course in Agriculture, 23; College, 71; and for the first time graduate students were in attendance, there being three of these.

The year 1901-1902 showed a number of changes in the growing institution. A Department of Vocal Music was instituted. A wholesale revision of courses brought the dropping of the General Science and Biology curricula and the establishment of four year major courses in Botany, Zoology, Physics, Mathematics, Modern Languages, and History and English. The institution was now offering majors in liberal arts subjects as well as in the sciences, which was permissible under the Morrill Act of 1862, but was a duplication of the work assigned by law to the State University.

A number of changes took place in the faculty during the year. E. B. McCormick resigned and Joseph A. Thaler, a graduate of the University of Minnesota, was chosen Assistant Professor of Mechanical Engineering. Professor Thaler remained on the staff until his death in 1937, making the Department of Electrical
Engineering recognized throughout the country. H. G. Phelps was granted a year's leave of absence for study, making the third consecutive year in which a member of the faculty had followed this practice.

The year 1902-1903 showed a total attendance of 276, with four graduate students. During the year a number of important changes in staff took place. Robert Shaw resigned and his place was taken by Frederic B. Linfield in October, 1902. Linfield was a Canadian, a graduate of the Ontario Agricultural Colleges. Before coming to Montana State he had several years of successful experience in the Utah State Agricultural College and had assisted in developing the dairy industry to a high degree of efficiency. Linfield was Professor of Agriculture and Agriculturist in the Experiment Station until March, 1904, when he became Director of the Experiment Station. Linfield served as acting-Director beginning in the summer of 1903. He became Dean of Agriculture in 1913. Upon retirement from these positions in 1937, he remained as Professor emeritus in charge of station publications until 1942. Judicious, thoughtful and constructive, Linfield had a major part in guiding the great number of developments in agriculture which took place in Montana during his years of service. Roy W. Fisher was named instructor in Horticulture, and he made an enduring place in the institution for himself by planning the physical features of the campus and making attractive tree plantings. Even when the campus was greatly enlarged and completely re-arranged in formal plan it was these plantings which gave grace and beauty to the campus during the quarter century while the new trees were developing.

The War Department continued to fail to provide an instructor of military science and tactics, and in 1903 Ralph Benton, a student, was placed in charge of military drill. Several promotions in the faculty were significant. William M. Cobleigh was made professor of Physics, and the Physics Department was separated from the Chemistry Department. J. G. Gill who had come in 1900 as instructor of
Mechanical Engineering was made a Professor in that department. Florence Ballinger was made instructor in sewing. Professor Thaler was granted a leave of absence for the year.

The year 1903-1904 showed a marked increase in student enrollment to 298, distributed as follows: Graduate students, 1; College, 68; Short course in Agriculture, 6; Short course in Domestic Science, 21; Business Department, 42; and Preparatory Department, 92. Most of the increase came in a new course which showed a surprising enrollment. This was a short course in Engineering, which was largely a course in steam engines with an enrollment of 68. No main catalogue was issued this year, a series of bulletins issued during the year taking its place. Important changes in the faculty took place again during this year. Dr. Traphagen, who had been head of the Chemistry Department since the opening of the institution resigned and his place was taken by Victor K. Chestnut. J. S. Baker, who had come to the institution in 1901, was made Professor of Civil Engineering and became Acting head of the Department. W. H. Williams, Professor of Mechanical and Electrical Engineering resigned, and Joseph A. Thaler returned from the year's leave to become Professor of Electrical Engineering. J. H. Gill resigned, and George B. Couper, who had come in 1903, as instructor in Mechanical Practice or Shop Work, was made Professor of Mechanical Engineering. Roy W. Fisher was made Assistant Professor of Horticulture, and progress was made in another field when William J. Elliot, a graduate of the Ontario Agricultural College was added as assistant in Dairying.

The year 1903-1904 marked the last year of the presidency of the Rev. James B. Reid. President Reid was a bachelor, and in the summer of 1904 at the age of fifty-eight he was married to a lady who had business and family responsibilities in Montreal which she did not care to leave. President Reid resigned his position and moved to Montreal. His period of administration had been a most important one,
and was marked continuously by an insistence upon high standards of scholarship. Great care was exercised in the selection of faculty members, and the number of faculty chosen by President Reid who remained for many years to service with distinction is a tribute to his ability in choosing personnel. Curriculum changes were frequent as the student body enlarged, and additional funds were available. A single curriculum was maintained in Agriculture, and in what is now Home Economics. After the abandonment of the Applied Science Department, which was really a course in mining engineering, three curricula in engineering were offered, beginning with Mechanical, with Electrical and Civil being added later. The greatest number of changes occurred in the science curricula, and this division expanded until a real college of the arts and sciences was created. Beginning with 1896 a General Science course was offered which continued until 1902. The same year a degree course was set up in Chemistry which has never been abandoned. In 1899 a degree course in biology was established. The radical change in the science division came in 1902. That year majors were offered in mathematics, physics, English, history, and modern languages, and the Biology curriculum contained options in botany and zoology. For all of these courses the degree of Bachelor of Science was given, with the name of the major subject printed in the diploma.

A peculiar feature of the early years was the lack of students in the courses in Agriculture and Domestic Science. Of the 44 students who were graduated up to an including the commencement in June, 1904, only 3 were in Domestic Science, and 4 in Agriculture. The engineering graduates were: Applied Science 2, Mechanical 2, Electrical 3, and Civil 9. Chemistry had 5, Mathematics 1, History 1, Zoology 2, and General Science had greatest popularity with 12.

In the curricula below college rank the preparatory course was left at three years and the business department never varied from its three one-year courses.
Short courses were started in Agriculture in 1897, in Domestic Science in 1899, and in Engineering in 1903. A four-year Art course was offered beginning in 1898, but its graduates were not allowed to receive a degree because it was thought that the Bachelor of Science degree was not considered appropriate for an art student, although the work was of college grade. Beginning in 1900 a few students registered for graduate work. The catalogue contained the statement that "on completion of one year of post-graduate work, or three years of professional work, and the presentation of an acceptable thesis, the college will confer upon the holders of bachelors' degrees in their respective courses the degrees of master of science, master of science in agriculture, and the degrees of electrical, mechanical, and civil engineer."

During the administration of President Reid the College had grown from a newly established, very small institution with 116 students, and $39,000 in financial support, with 13 faculty members teaching very poorly outlined courses of study in an extremely inadequate physical plant, to a recognized institution giving graduate work, with a total enrollment of 293 regular students, and 59 special students in music, with 32 members of the faculty, an adequate physical plant, a financial budget of __________, and 12 degree courses outlined.
James M. Hamilton took over the direction of the College as its third president in the fall of 1904. He had in mind the development of a high grade technical college. The new president had served on the State Board of Education from 1893 to 1902 and had been a member of the faculty of the State University for three years. He was familiar with the history of the four state institutions of higher education and the set up of courses of study in each of them. The Normal College and School of Mines had kept well within their particular fields of instruction, but the University and the College of Agriculture had invaded each others distinctive lines of work which resulted in a large amount of duplication. Montana with its small population and limited taxable property could not afford this waste and the distribution of the small available funds over such a variety of curricula with inadequate facilities and faculties was bound to lower the quality of the work. However, it was necessary to proceed with caution to make changes. None need be made in agriculture, domestic science, and engineering.

The first changes in the so called division of general science was printed in a bulletin in January 1906. The majors in history and English were united in a History-Literature course and those in mathematics and physics were combined in a Mathematics-Physics course. In order to use more of the limited funds of the institution for instruction in the classes of college rank the Business Department was abolished, the last bulletin containing this course being published in January.

1. This chapter follows very closely a manuscript written by Dean Hamilton.
The head of the Business Department favored the plan of the private business school. He had made no changes in the policy of his department since the opening of the college. Professor H. B. Phelps and his assistant Miss Emma Stockinger were dropped from the faculty at the end of the year 1905-06, when the Business Department was abolished. Phelps was the last one of the original faculty.

Beginning with 1903 a new plan of publishing the courses of study had been adopted. Instead of one annual catalogue, bulletins containing the material for a single department of division were printed at intervals of a month. This plan was discarded in 1906 and a return was made to the annual catalogue.

In the bulletin containing the college courses in Agriculture dated February 1, 1906, a marked change was made in this curriculum. The single course in Agriculture was abandoned and majors in agronomy, animal industry, dairy and horticulture were offered. The Freshman and Sophomore years were identical, and specialization in each curriculum beginning in the Junior year. F. B. Linfield, professor of agriculture began to add to the agricultural faculty the next year after he became head of that division and had a professor or assistant professor of agronomy, dairying and horticulture when the change took place.

The 14th annual catalogue which announced the curricula for the year 1906-07, offered a combined four year course in horticulture and forestry. No instructor was provided for the forestry subjects and the one man teaching horticulture and giving part time to the Experiment Station could not undertake any forestry work. The 17th catalogue, announcing the curricula for the year 1909-10, omitted forestry. Only such subjects as horticulture and related departments had been available for students in forestry.

The 15th annual catalogue announced a course in pharmacy for the year 1907-08. It was called a School of Pharmacy and offered a two year course leading to the degree of Pharmaceutical Chemist. Charles E. Mollett, a graduate of the University
of Kansas in pharmacy, was made instructor in pharmacy. In the year 1909-10 a three year course was added. The department was transferred to the State University at Missoula in July, 1913. Professor Mollett going with it and taking all of the equipment which he had assembled.

In the 18th annual catalogue a four year degree Secretarial course was announced for the year 1910-11. No instructor for Secretarial subjects was available and the work was not commenced until the next year. Only the Freshman and Sophomore years of the curriculum were tabulated and printed in the catalogue for 1911-12 and Miss Theda M. Jones was elected to teach the stenography and typewriting. In the catalogue for 1912-13 a four year degree curriculum was printed in Vocational English which combined the course of History-Literature and Secretarial. This lasted only one year and the course in Secretarial work was restored.

The College degree courses were arranged in 1906-07 into three divisions as follows: 1. Agriculture, 2. Engineering, 3. Science. This arrangement was continued until 1912-13 when the name of the Science Division was changed in Industrial Arts and Sciences.

March 14, 1913, the so called Chancellor Law passed by the Legislature, was approved by the Governor to become effective July 1 of that year. In addition to authorizing the State Board of Education to employ a Chancellor for the University of Montana with such powers and duties as the Board might prescribe, it instructed the Board to investigate duplication instruction in the units of the University of Montana and so far as deemed best to eliminate it. The investigation was made by a committee of the Board and the report of this committee was considered and adopted at a special meeting held in July. The main provisions of the report were:

1. that all engineering courses in the University at Missoula be abolished and that the engineering equipment and faculty be moved to the College at Bozeman;
2. that the course in Pharmacy be taken from the College and placed in the Univer-
sity together with all the equipment and the Professor of Pharmacy; (3) that the Mathematics-Physics and History-Literature majors at the College be dropped. The University had a course in Business Administration chiefly for men students and the College was allowed to continue its Secretarial curriculum which was intended mainly for women. A four year course called Applied Art to distinguish it from the course in Fine Art at the University was included in the Division of Industrial Arts and Sciences. Three new engineering curricula were added to the Division of Engineering, viz., Chemical, Architectural and Irrigation.

The Preparatory Course had been increased to four year years in 1908-09. It was abolished in 1912-13.

These changes had taken the Montana State College of Agriculture and Mechanic Arts (for such was the title given the Montana College of Agriculture in the Chancellor law) a long way on the road to being a high grade technical college. Abandoning the Business and Preparatory Departments increased the funds for use in the College curricula. The elimination of the majors in History-Literature and Mathematics-Physics made a further saving. Recognizing that in a technical institution strong departments must be maintained in biology and chemistry, degree courses in these subjects were continued at the College. The following courses not leading to a bachelor's degree were offered: school of home economics, school of mechanic arts, school of agriculture, art school and a two year course in secretarial work. The music school which did not use College funds continued to give lessons in piano, voice, violin, and band.

The three Divisions of Agriculture, Engineering, and Industrial Arts and Sciences were renamed Colleges. The next year the College of Industrial Arts and Science was split into the College of Industrial Arts and the College of Science. In the latter were curricula in botany, entomology, chemistry and industrial chemistry. In the former were curricula in home economics, applied art and secretarial
work. In the next catalogue bacteriology was added to the name botany, and zoology to entomology. For the first time a summer session was held, 1916, in charge of J. H. Holst, who was also made principal of the secondary schools and taught English.

In compliance with the Chancellor law, Edward C. Elliott, Dean of Education in the University of Wisconsin was elected Chancellor of the University of Montana. He came to the state at the beginning of the second semester in February, 1916, and established his office in the Capitol building at Helena. The delay in the election of a Chancellor was due to the fact that a measure to consolidate the units of the University of Montana on one campus was initiated by petition and was not voted upon until the general election in November 1914 when it was defeated. Dr. Elliott was elected at the June meeting of the State Board of Education, 1915, but was unable to assume his duties until the following February.

No other changes were made in the four year degree courses during President Hamilton's administration except that with the enactment of the Smith-Hughes Act of Congress in 1917, providing for vocational education of college grade, curricula were established in Agricultural Education, Home Economics vocational training, and trades and industry. The purpose of these courses was to prepare high school teachers in agriculture, home economics and few trades.

The more important changes made in educational policy during the years 1904 to 1919 were (1) abandoning the Preparatory Course and raising the entrance requirements to four years; (2) dropping the Business Department which required only an eighth grade preparation for admission to its courses and establishing a four year degree Secretarial curriculum; (3) transferring the engineering work from the University to the College; (4) eliminating the liberal arts majors that duplicated courses at the University; (5) expanding the instruction in agriculture by adding majors in agronomy, animal husbandry, dairying, and horticulture, pharmacy.
In 1904 the administration of the College was simple. An Executive Board of five members, all residents of Bozeman, had the initiative in the selection of the president, faculty, and employees, and in the distribution and expenditure of the funds, subject to the approval of the State Board of Education. Peter Koch, a member of the Executive Board and a bank cashier, was the secretary and treasurer of the Board and of the College. The Board held meetings monthly in the directors' room of the Bozeman National Bank. The College bills were audited and ordered paid by warrants drawn by the treasurer. The College funds were kept in the Bozeman National Bank. In May the College President presented to the Executive Board a budget which distributed the available funds and included the names, titles, and salaries of the faculty. This report also contained recommendations for any changes of policy which he desired to have made. The Executive Board discussed, amended and approved the President's report which was then presented by the President to the State Board of Education at its regular semi-annual meeting in Helena the first Monday in June. After discussing the amending this report, the State Board of Education adopted it and it became the budget of the College for the ensuing year. Every two years the needs of the College for the ensuing biennium were prepared in the same manner as the annual report, and was used as a basis for securing legislative appropriations. The responsibility for presenting the needs of the College to the finance and appropriation committees belonged to the President. He spent considerable time in Helena during the 60 day session of the Legislature and was assisted by the local member of the State Board of Education, members of the Executive Board and influential citizens of Bozeman. The Senator and members of the House from Gallatin County devoted a great deal of time to securing favorable action on the appropriations and other measures of interest to
the College. The Presidents of the other three state educational institutions were also in Helena promoting the interests of their respective institutions. Sometimes the rivalry was intense but usually toward the end of the session they pooled their forces and put through the programs of all as nearly as possible in the form that the State Board of Education had approved them.

When the term of Peter Koch expired February 1, 1906, Governor J. K. Toole did not reappoint him on the Executive Board. He had been a member and the secretary and treasurer since his appointment on the first board in March 1893 and his retirement was a great loss to the College. Being a university graduate he appreciated the needs of the institution in a different way from that of a strictly business or professional man. More than any other person Peter Koch was responsible and should have the credit for the high standard of scholarship which was established and maintained during the early years of the College for he selected a President who was able and willing to put high standards into effect. He gave liberally of his time and energy to promoting the true purposes of the institution. C. W. Hoffman who held the office of State Senator from Gallatin county from 1889 to 1905 was another very valuable officer for the College. It was the custom of the House of Representatives to pass measures which it expected the Senate to either defeat or amend. This was especially true of the appropriation bills. Senator Hoffman by his long service had gained a thorough knowledge of parliamentary practices and an acquaintanceship with members of the Legislative assemblies and public officers in general who were of much assistance to him getting his College measures through that conservative branch of the Legislature.

The immediate administration of College affairs was vested in the President and the faculty. The President was provided a secretary who kept the records and did the stenographic work. There was no registrar and the President and his secretary registered the students. The grades were not recorded in permanent books
but were put on cards. Sometimes grade cards were carried away and not returned and in after years sometimes when students wanted duplicates of their grades no records of them could be found. George Cox, President of the Commercial National Bank succeeded Peter Koch as Secretary-Treasurer and he kept the College money in his bank. In 1909, George R. Callaway was elected secretary and accountant and kept the books for treasurer Cox. In 1913 Callaway was made both secretary and treasurer and continued in that office until his health failed in 1916. Following him in office were Ross H. Fillion, in 1916-17, H. J. Greene in 1917-18, and Allen Cameron from 1918 to the present time.

In 1913 when the State Board of Education acting under a provision of the Chancellor law transferred the engineering equipment and faculty from Missoula to Bozeman, Arthur W. Richter came into the College faculty with the title of Dean of Engineering and was allowed to retain his rank. F. B. Linfield who had been Professor of Agriculture since 1902 was raised to the rank of Dean of Agriculture to place agriculture on the same level as engineering. Previous to that year the only dean at the Bozeman institution was Mrs. Una B. Herrick who was made Dean of Women in 1911 when Hamilton Hall was first occupied as a dormitory for women students. In 1913 Roy O. Wilson who was serving as the President's Secretary was made Registrar and organized the registrar's office. There never has been a vice President of the College. When the President was absent, he named some member of the faculty to attend to any administrative matters that might need attention during his absence. The President usually handled cases of discipline in cooperation with the Dean of Women and a Principal of the Preparatory Department looked after the problems of the students of that department.

A decided change in administration took place with the induction into office of Edward C. Elliott as Chancellor of the University of Montana. The State Board of Education was empowered to appoint a Chancellor whose powers and duties were to
be such as the State Board should prescribe. The Chancellor was to maintain an office in the Capitol at Helena and he was given authority to exercise supervision over the four units of the University. Fortunately Chancellor Elliott was an exceptionally able educational administrator and in the ten years that he filled that office, he worked a revolution in the spirit and effectiveness of the Montana state educational institutions of higher education. He was a dynamo of energy and applied his ability in a most practicable way for the up building and the enlargement of the sphere of influence of the University. His fine qualities of leadership enabled him to direct the activities of the unwieldy State Board of Education of good men in the right direction and to weld his several faculties into a united whole for the advancement of his educational ideals.

FINANCING THE BUILDING PROGRAM

An important matter in the financing of the College was that of providing buildings. The College, the Experiment Station and later the Extension Service used some of the buildings jointly. The title to all property belonging to the institution was vested in the State and no attempt was made to differentiate between the building space used by these three divisions of workers on the campus. The first building was erected with Experiment Station funds and was occupied by both the College and the Station. The next buildings were constructed from the proceeds of the $100,000 bond issue authorized by the 1895 session of the Legislature. Mention has been made of the assumption of these bonds by the State after the ruling that funds from the federal land grants could not be used for building purposes.

This ruling was highly important since it saved for the operation of the College the funds received from the land grants. The bond case opened for investigation the whole question of the limitations placed upon the expenditure of the moneys derived from the College lands. The Act of Congress of 1862 expressly
declared "that all expenses of the management, superintendence, etc., from the date of the selection of the lands previous to their sale, and all expenses incurred in the management and disbursement of moneys received therefrom shall be paid out of the treasury of the said states, so that the entire proceeds of the sale of said lands shall be applied without any diminution whatever to the purposes hereinafter mentioned." The Montana State Board of Land Commissioners had been paying the costs of the management of the land grants and the funds derived from their sale out of the receipts from the lands in violation of this plain provision of the Act of Congress. When this matter was brought to the attention of the officials in Washington, the Secretary of the Interior on the recommendation of the United States Commissioner of Education, ordered the State Board of Education to stop this practice and the state to replace the moneys illegally expended in the land grant fund. Not until 1915 did the Legislature make an appropriation of $19,372.32 "to reimburse income fund expended from the administration of the land grants of the Agricultural College for the years 1897 to 1912."

The Legislature of 1905, made no appropriation for College buildings but $500 was used out of the appropriation for College maintenance to lay a floor in the drill hall and $800 to repair the building occupied by the agricultural department. In 1906 $1,000 was used from the same source to erect a greenhouse for the botany department. The legislature of 1907 appropriated $80,000 to construct a building for the use of agronomy, animal industry, dairying, horticulture and domestic science. The last department was included in the bill after the members of the legislature visited the College and observed the very poor quarters occupied by the domestic science in the basement of the main building. The agricultural building was completed and occupied in the fall of 1908. The same Legislature also appropriated $7,000 for a horse barn. The College maintenance fund was
encroached upon for $1,900 to build an addition to the shops and $1,000 to provide a cement laboratory. The Legislature of 1909 appropriated $10,000 to be used to construct sheep and cattle barns and a pultry plant, and $50,000 for the year 1910 to erect and furnish a women's dormitory. During this diennium $2,000 was taken out of the College maintenance fund for a foundry addition to the shops. The Legislature of 1911 appropriated $4,000 for farm machinery sheds and $10,000 for a greenhouse to be attached to the agricultural building for the use of the horticultural department. In 1912 $3,000 was taken from the College maintenance fund to furnish the south half of the attic of the Agriculture building to be used for student recreation rooms.

This same Legislature in 1911 appropriated $60,000 for an engineering building at the College at Bozeman and $50,000 for an engineering building at the University at Missoula. Both institutions maintained four year degree curricula in civil, electrical, and mechanical engineering. Neither of the institutions had adequate facilities for engineering instruction. This duplication of engineering courses was an inexcusable waste of money in a state with such limited population and taxable property. The State Board of Examiners cancelled both of these appropriations for engineering as it had authority to do because the Legislative appropriations were in excess of the estimated revenues of the State for the biennium. Progress in engineering instruction at both institutions was at a stand still. It was this situation which confronted the Legislature that convened in 1913, and which created a strong demand for the elimination of unnecessary duplication in the State College and the State University that led to the passage of the so called Chancellor Law and its approval March 14, 1913. The Legislature of 1913 made no appropriation for buildings at either the College or the University preferring to wait until the State Board of Education should formulate its policy and decide what courses it would authorize at each of the institutions. In 1913 $1,000 was taken from the College maintenance fund for drill hall improvements and
in 1914, $8,000 from the same source to build an addition to the engineering laboratory for class rooms, and a steam and a hydraulic laboratory.

In October, 1916, the small chemistry building burned and the $12,000 of insurance was turned into the general fund of the state and was lost to the College. The Legislature of 1917 raised the annual appropriation of the College to $157,000 for each of the years 1917 and 1918. It was understood that $50,000 of this appropriation for each of the two years was to be expended for the erection of a chemistry building and it was so used. The only other item of expenditure for a building before the change of administration which came in July, 1919, was the $3,000 from the College maintenance fund to finish the north end of the agricultural building attic.

For the 15 years, 1904 to 1919, the total expenditure for buildings at the College was from the College maintenance funds, $25,200, and from the Legislative appropriations for buildings, $261,000; a total of $286,200. During these same years the taxpayers were paying for the buildings which had been erected out of the proceeds of the illegal bonds of 1895--$100,00--and the accumulated interest of $32,914.89, or another total of $162,914.89.