CHAPTER VII

"All for one and one for all"

1921 - 1935

Montana, My Montana

In a different sense, President Charles Horace Clapp never grew old either. He had passed his thirty-eighth birthday some weeks before moving to Missoula, and died a few weeks before his fifty-second birthday. The years between were both fruitful and frustrating. Some hopes were realized. Many had to be deferred, though never abandoned even when he was ill in the hospital. The quotation in the chapter heading had been cited by President Hamilton of the State College when the Executive Council of the four units was organized, and since President Clapp, then at the School of Mines, was also an enjoyer of the three musketeers who used it as their motto, he often applied it not only to the relation of the units but to relations within a faculty.

When he came to Missoula his thick black hair showed a few streaks of gray. His head was so large that he seldom found his hat stolen. His finely arched brows were black, and his blue eyes shone with vigor and kindliness, though over a microscope or a sheet of statistics they could take on a steely glint. He was a bit over six feet tall and averaged 210 pounds. His laugh was hearty with a tone that was infectious, and, serious as he might be over serious matters, he seldom took himself seriously.

He limped slightly from an old injury in high school football that had kept him in bed a year with osteomyelitis. But for many years he had dispensed with the cane (and the derby hat) that gave him a decidedly
eastern look when he first worked in the West in Colorado, North Dakota, and British Columbia.

That year in bed had not been lost. He had read the classics in translation and the romantics, history, poetry, and science; gone under the sea with Jules Verne and pursued the whale with Melville; had ridden with Sir Percival, and laughed with Mark Twain and Aristophanes and the college yell of the frogs.

He was the youngest of seven children. After the death of their parents in the nineties, they lived on in the family home on Atlantic Street in South Boston, one of a line of houses erected there when that neighborhood was believed to be the future residential section of the area. The belief was soon shattered when factories and warehouses were built between Dorchester Heights and the sea, cutting off the view and smogging the streets when the east wind blew.

Dr. Clapp's mother, Mary Lincoln Manson of Scituate, Massachusetts, came from a line of ship builders and from the Lincoln line that thought Tom Lincoln was a ne'er-do-well to leave the coast for the wilds of Kentucky. There is still in the family a colored print of one of their ships named The Martha, its vast sails spread, heading out to sea. His father, Peleg Ford Clapp, descended from the Clapps of Scituate, fought in the Civil War, was in a Southern prison, and came home somewhat impaired in health for the rest of his life. Dr. Clapp's boyhood memories of summer boating and swimming at Scituate were wonderful yarns.

The Clapps, it is said, had been originally clappers in England from the old craft of bell-ringing. They did not come over in the Mayflower, but in 1630, having decided, as Dr. Clapp jocosely would explain,
that the early ship did not seem sea-worthy to them, and besides they liked to pick their associates. In an old tome published in Boston in 1876 one may trace the genealogy of the tribe, with its individual quirks, flashes of genius, shrewd Yankee foresight, and sturdy strain of personal integrity. They were conservatives but took the side of the rebels in the American Revolution, and none of them went on the famous Tory hegira to Nova Scotia. In Dr. Clapp's childhood there was still some bias in the family against drinking tea.

Thomas Clapp, President of Yale from 1739 to 1766, was a great-great-great-great uncle, admired mainly by these far descendants for wanting to introduce science into the curriculum while Yale was still basically a school for training ministers for the Congregational Church. They might admire him also because he first cataloged the Yale library and in doing so identified the books given Yale by Bishop Berkely after the failure of his great plans for an Episcopal school in Bermuda (under royal grant) where Indian boys under ten would begin their education and no doubt grow up under the influence of the Berklian philosophy to facilitate the westward course of Empire.

Dr. Clapp was a graduate of the English High School in Boston, and in 1905, at the age of 22, was graduated from the Massachusetts Institute of Technology with a B.S. in mineralogy and petrology. He was the first major in geology, as the President of M.I.T. stated in 1955 when the class held its fiftieth reunion. The summer he graduated he went west to North Dakota as assistant state geologist and instructor in geology at the State University of North Dakota. Three summers in the field in that prairie state brought him material for three significant papers on
the clays of the state, two of them written in conjunction with
Professor E. J. Babcock of the University chemistry staff, who later
founded the work in ceramics there. These papers were published in the
North Dakota Geological Survey Biennial Report. The third, a broader
survey of the clays, was published in Economic Geology in 1907.

During the summer of 1908 Dr. Clapp worked as geologist with the
Geological Survey of Canada on Vancouver Island. At the end of that field
season he returned to Boston to work for a doctorate in geology on the
igneous rocks of Essex County, Massachusetts, and was appointed instructor
in geology at his alma mater. He continued teaching for a year after
the degree was granted in 1910, also doing some instructing that year
at Harvard and some special research with Professor Daly of that university.
In the spring of 1911 he joined the regular staff of the Canadian Survey
as an exchange geologist from the United States Geological Survey to
work in Ottawa at the Victoria Museum during the fall and winter and to
carry on his field work on Vancouver Island in the summer. In the fall
of 1913, in order to study the geology of Arizona, he resigned his
exchange status and became professor and chairman of the Department of
Geology at the University of Arizona at Tucson. He soon became also
chairman of the curriculum committee. As an assistant geologist of the
USGS he became involved as a prime mover for an Arizona State Bureau of
Mines, because Arizona at that time had no State Geological Survey. So
he found himself more and more involved in administrative duties that
intruded on his research.

Largely because of this he resigned in 1916 to accept the chairmanship
of geology at the Montana State School of Mines in Butte, another
area he was curious about. But World War I complicated administration, and he finally took charge of prospecting for minerals needed in the war, work that called for many phases of administrative ability and professional experience, the handling of funds, the handling of men, the reconnaissance of areas, and the collating of collected data.

In 1918, the president went on leave for the year, and Dr. Clapp was asked to be acting president. In the meantime, because of the location of the school, with the presence in Butte of experts in mining, mineralogy, and allied fields, who cordially cooperated in giving students practical knowledge of mining and research, there had grown in his mind a dream of making the institution one of the outstanding mining schools of the world. So when President Bowman resigned at the end of his leave of absence, Dr. Clapp accepted the offer of the presidency.

His next involvement was with the Montana legislature over a Bureau of Mines and Metallurgy. What he really wanted was a State Geological Survey, but it took less patience and logic to explain the importance of research in mining for the future development of the state. At last the bill was passed, making the School of Mines the administrator of the bureau and Dr. Clapp its first director. From 1919 to 1921 the Bureau published five bulletins on the mineral resources of the state and began the construction of a large reconnaissance topographic and geological model of Montana, four miles to the inch. Two models were made under the expert direction of Arthur Linforth of the A.C.M. staff, the data compiled by geologists of the School of Mines from folios of the USGS, manuscript maps of the A.C.M. and other mining companies, and maps held by transcontinental railroads. All of this material was checked by the staff of
the Bureau, and the gaps were filled in by their personal reconnais-
sance in the deficient areas. One model was hung in the School of Mines;
the other in the corridor of University Hall in Missoula. When they first
appeared they were the cynosure of all visiting geologists, who found
their careful presentations of formations and their clear marginal
legends an invaluable help in seeing the state as a whole. For the general
public, this experiment in visual education provided many an hour of wide-
eyed gazing.

In 1921, on accepting the presidency of the State University, Dr.
Clapp knew that he was facing more complex educational and administrative
problems than any he had hitherto met. Administration of geologic field
parties, as chief geologist had indeed been complex, involving handling of
funds, insuring the safety of the party in wilderness areas where
mountains, vegetation, and wild animals were a triple threat, and planning
and ordering food and other supplies that must often be back-packed for
miles. It had even been necessary at times to live off the country from
berries and game. But in Arizona his interest in what education was
doing to the students had become acute, and his work on the curriculum
committee was an opportunity to test ideas. In Butte he could not help
contrasting the lack of cultural opportunities at the school with the
wealth of such opportunities at M.I.T. There was no money for music or
dramatics, though later Professor Andrew Corry was to accomplish wonders
with a glee club, for there were many fine voices, and Butte was a music-
loving city.

In the wilds of Vancouver Island, Dr. Clapp and his companion workers,
all metropolitans, had sat around many an evening campfire singing that
Mimi's little hand was frozen or calling Aida celeste or rebuking La Donna for her fickleness. In Arizona he had helped organize a chorus for a presentation of part of Rigoletto put on by a member of the Department of Music. He was delighted to find that Butte had a symphony orchestra, coached by Professor Johnson of Montana College of Deerlodge, who came once a week or so to carry on practices for the annual concert, which was remarkably fine. There were also concerts given by such artists as Schumann-Heink on her farewell tour, Galli Curci, and John McCormack. The Minneapolis Symphony presented Tchaikowski's Fifth Symphony. At the School of Mines he was busily brooding on ways of weaving the tangy and unique regional phases of the city's life into a broader relationship for the students, giving their often unusual intelligence world material on which to exercise itself, in the arts as well as the sciences.

The narrow scope of basic studies in the schools seemed to him to imply a continually increasing number of citizens who would know little of the world they lived in, what its ideas and accomplishments had been, and what its answers to a changing world might be. So he was already at one with the committee at the University who had presented questions to the Chancellor in March, 1921, about the general field of Humanities. He felt indeed that it might be possible to go further with this problem in a school built from the beginning around both the arts and the sciences.

The Board of Education assured him that he had their permission to carry on geologic research during summers and to act as consultant on geologic problems when requested. Neither he nor they quite realized how administrational problems would little by little crowd his life through
nearly all of his time in Missoula, so that year by year it became more difficult to get away, and field trips seemed almost a stolen pleasure. However, in spite of there being little time for writing them up, notes and maps were persistently added to. He was not unhappy about it, for he looked forward to retirement and the spending of ten years writing up his work on the origin of the Rocky Mountains. In the meantime the questions of what education should do for the students and what the state should do for education became more and more engrossing.

Having sold his house in Butte, he moved his family to Missoula July 21, 1921. For a week they had pleasant rooms in the old Florence while some painting and varnishing was being completed at Craig House which the University had purchased in 1919 for a president's house. To the five children the campus and the house grounds seemed like fairyland after the rocky hills and the sharp granite gravel of Butte (except of course for Columbia Gardens and some of the terraced lawns and bright rock gardens on the west side). Roses were blooming, mountain ash trees showed red-gold berries, and Christmas trees grew right in the yard! At night when the campus lights went on it was truly fairy, and again in the morning when rainbows spread from the giant movable sprinkler twirling on the oval.

The first dinner in the new house, after the electric stove had been unpacked and set up and the dining table dusted, was a gala affair in the dining room looking east towards the campus. Branches of a mountain ash waved across the north section of the window. The telephone rang gaily from a packing case against the north wall of the room. There was cake for dessert, sent in by a generous and thoughtful neighbor in the house next door, Madame McLure. She had previously been
called a fairy-godmother because her lemonade had appeared so unexpectedly at one of the noon picnics on the grass between the two houses, the only buildings on that side of the block until the present Lodge was built. The McLure house was torn down to make place for the east end of that building; the president's house in 1956 was most aptly reidentified as Alumni House.

Everyone was sure that Missouls was the nicest place in the United States, and though Father and Mother remembered regretfully the plans made to add a music room and library to their house in Butte (on the side of what some geologists thought was an extinct volcano) and missed the lights flashing on the Hill and over the Flat, they too were under the spell of fragrant air, of "green thoughts in a green shade".

The children needed no new toys. They explored the barn, partially remodeled as a garage. The old mangers were still in position, however, with feed boxes and a stairway to the loft, from which one could hang down through the hay hole and drop into a feed box. They found the small coal- and wood-shed to the east and figured it would make a lovely playhouse, as it did later, cleaned and floored. They made friends with the painters who were still working on part of the house, and learned something about paints and varnishes, sand paper and brushes. They built a "middle-aged castle" of packing boxes in the back yard.

What has all this to do with the history of the University one may well ask. It has to do with the life of the president. It has to do with problems of education and training which he met at home in their elementary aspects, and which helped him later in understanding the "problems of young men and maidens".
As the years went by three more children arrived, and the balance stood even with four sons and four daughters. He did not live to see grandchildren, never go to Carcassonne, but had a beautiful life on the way, shouldering whatever burdens had to be borne, eking out ways and means for what had to be purchased, casting a long look at the road ahead, and believing that from every hill he climbed a more inspiring view or clearer orientation would be possible.

As a geologist he loved the earth and all its mysteries of formation and deformation, excited every time he considered the fact that the intruding magma that formed the great Victorian batholith in Africa had thrust out and up a mass of rock into a question mark and that the Idaho batholith had done likewise but in the form of a reversed question mark. Coincidence? But surely some illustration of the stress and strain that shape mountains.

The Lewis over-thrust in Glacier Park was as meaningful to him as a creature-heart open for anatomists' examination. The mosses and ferns in the Park brought another picture of earth when it wore the giant growths that made coal for later ages. A cut in a railroad passage through hills was revelation and history. A small fossil, quiet in his hand, stirred in his mind the movement of winds and waters and clays that had turned to slate around the tiny preservation. The tortuous curves of syncline and anticline in a canyon set plastic rock moving through time. A wonderful world! And in it people, living, growing, animating it, studying it, mean or magnanimous, stupid or intelligent, but all of them human as he was, hungering, wearying, rejoicing, grieving like him. Brothers! Some of whom he would often like to grasp by the
nape of the neck and shake well before taking further, but in regard to all of whom his deep intent was to work with and for.

The second week in August, 1921, the Ellison White Chautauqua came to Missoula and raised its big entertainment tent on vacant ground on West Third Street just across from the turreted building in which the Missoula School of Business then had its headquarters. Thurlow Leiurance, composer of "By the Waters of Minnetonka," then extremely popular, brought his Little Symphony orchestra of seven members; Tom Skeyhill, a journalist who had managed to get into Russia during part of the Bolshevik turmoil, came to recount his observations, and Vilhjalmur Stefansson came to lecture on "My Five Years in the Arctic". He had been a schoolmate at North Dakota State University of Dr. Jennings, Mrs. Clapp, Judge Bescancon, Judge and Mrs. William Nuessle, Mr. and Mrs. Ivor Brandjord and Mr. and Mrs. Skuli Skulason, all of whom welcomed this chance for a reunion. President Clapp had met him in North Dakota when "Stef" as his friends called him, visited there briefly in 1907, and seen him again in Ottawa in 1913 when both had been anxiously awaiting appropriations from the Canadian parliament for their work. He also saw him again later that summer in the Arctic Club in Victoria.

Soon after "Stef" arrived in Missoula, he came out to the president's house with a problem, both practical and romantic. One of the men to sail north on the expedition planned to Wrangel Island that fall, Frederick W. Maurer, of the expedition of 1914 when the ship Karluk was caught in the ice and many of the crew were lost. He had been engaged to a young lady of Niles, Ohio, but on returning from the expedition, was called to the service, thus postponing their marriage. After the war, he had been ill, and
the marriage was postponed again. Now with this new expedition in view they both had decided to meet in Missoula and be married there, going on to Seattle for a ten-day honeymoon, with the hope of reunion in a year perhaps. The problem was where to have the wedding and what to do to make the occasion happy for the bride. Her parents had laid down only one requirement, that she be married by a clergyman of her own denomination, Presbyterian. Plans were quickly made, and by means of a Ranger Station's cooperation a message was sent to Dr. McLean, the Presbyterian clergyman, vacating at Seeley Lake, and the wedding took place at five o'clock on the 11th of August. The bride and groom left for Seattle, good wishes of all with them. Then came the next summer a ship that was to pick up the men on Wrangel Island would be unable to get through the ice, or that the ship which did reach them a summer later would find all perished except the Eskimo woman who had gone along as cook, housekeeper, and seamstress.

That summer, too, an event occurred that was to affect the University of Montana very soon. On July 15th President W. E. Stone of Purdue, a noted mountaineer, climbed to peak Bon of Mt. Assiniboine near Banff in the Canadian Rockies, 10,800 feet. Turning to descend he fell into a deep abyss and was killed. In 1922 the presidency of Purdue was offered to, and accepted by, Chancellor Eliot. As Dr. Clapp said later, departure cast a little gloom over his own view of the future of education in Montana, but it was hoped that a successor and the Executive Council of the four units of the Greater University would continue the work he had begun of their studying each other's needs and opportunities and finding out how to help each other.
President Clapp came into office on a wave of optimism that stirred all the units. Measures 18 and 19 were indeed the first great evidence of a state-wide practical understanding of the needs of higher education. He came to a faculty of 74 members, with a roster of 28 special lecturers in the professional schools, 11 departmental assistants, and a library staff of five. There was also an experienced registrar-and-business manager and a maintenance engineer. The resident student body, inclusive of summer students, numbered 1740. There were also 276 correspondence students. At the time of his death the resident enrollment, after a rise to nearly 3000 and a subsequent fall during the depression, had climbed back to 2300, and the correspondence course, stabilized during his years so as to be self-supporting, enrolled 1195 students.

Of this faculty and the administrative staff, many had seen the development or the hindrance of the university from its earliest years and were indeed equipped with experience and reasoned opinion. Among those of Dr. Craig's time were Miss Buckhouse and Miss Fairman of the library, Professor E. F. A. Carey of mathematics, Miss Corbin of English, Dr. Elrod of biology, Professor Thomas Spaulding of forestry, Dr. More of geology, Dr. Underwood of economics, Professor Schenck of modern languages, and Mr. J. B. Speer, registrar and business manager who had already worked with three presidents. Mr. Speer also taught courses in the School of Business Administration. The outstanding group of President Craighead's appointees, except for Dr. Howard who, though appointed by him, did not begin service till he had left, have been written of in a previous chapter as also some of the fine men brought in by Dr. Dunway, almost all of whom with the exception of Dr. Phillips and Professor Whitlock had gone elsewhere during the years of local upheaval and the first world war.
Dr. A. S. Merrill, who had come in 1916, was back from Naval service. He had been at Queenstown Harbor (now Cobh) making a study there on anti-submarine warfare for the Navy, and had written a paper on "Danger Area Curve" published in the *American Mathematical Monthly* in 1920, later translated into Japanese, and in 1922 published in the *Journal of Mathematics of Japan*. Dr. J. E. (Burly) Miller was also home from the Navy and on the History staff, where he remained for the rest of his teaching life, a member of many committees and Dean of Men for many years after Dr. Jesse. He also succeeded Dr. Philipps as chairman of the Department of History, and was chairman of the Division of Social Sciences until in 1955-56 the curriculum was changed, and the division plan abandoned.

Dr. F. O. Smith, psychologist, had come during the long interim and remained on the staff till his death in 1941. Professor Daughters of education had also come during that interim, and gave the rest of his life, till retirement in 1942, to the University. During Dr. Dunivay's administration Dr. Book had initiated high school teacher-training arrangements for University seniors, and Professor Daughters extended these to the grades. A Department of Education, sometimes called the Department of Psychology and Methods, had been set up in 1900 and later was called the Department of Philosophy and Education. But after the coming of Dr. Sisson, when he took over the chairmanship of it, it was usually listed as the Department of Education. Philosophy then joined with psychology in a separate department. In 1913 the Board of Education gave the Chancellor authority to establish a School of Education, but for complex reasons such as post-war problems, the Levine controversy, financial stringency, consideration for the Normal College at Dillon, this event was postponed till 1929.
At that time President Clapp, realizing that Montana graduates were at a disadvantage in other states when their credits in education came from a department and not from a professional school, asked and was granted permission from the Board of Education to make the change for 1930. Professor Daughters then became Dean of the School.

Among other members, many of whom served on to retirement, were Mr. Merriam, chairman of English, Mr. Weisberg, professor, violin, and his wife, instructor in modern languages, Alexander Dean of the famous Baker Workshop in Dramatics, Ellen Geyer of English, Emeline Whiteoak, chairman of Home Economics, Mr. Edmund Freeman, in the later years often acting chairman of English when Mr. Merriam was away or ill, Clyde Bargee of economics, and Dean Shirley Coon of Business Administration. When Professor J. H. Ramskill, in the fall of 1921, joined the staff of forestry he caused quite a stir at the first faculty gathering at which he spoke by an assault on the word picture made by Kipling of the sun coming up like thunder out of China "cross the bay". He claimed that geographically it is India that is across the Bay of Bengal from Mandalay. Kipling probably would have defended himself by saying that if one were coming across that bay east to Mandalay at sunrise the description would hold. But Kipling was not there, and everyone enjoyed a new idea.

Mr. Ramskill, of course, knew his geography for he had been in India as an engineer for the British government and later in Burma as chief and efficiency engineer for Burma Mines, Ltd., in charge of logging of teak near Mandalay. Before this he had worked for the U. S. Forestry Service as an engineer in Colorado and Utah when the Service was new, and he was
familiar with varied facets of its needs and its experiments. He had studied at Yale and Cornell, and brought thus to Montana a most valuable experience. He taught at first forestry engineering and drafting, then forestry products, wood technology, and dendrology.

His sudden death at the age of 60, in April, 1942, brought general grief not only to the campus and Missoula, but to various regional and national associations in which he had been active. He had been a councilor in the Northwest Scientific Association for more than a decade, and was a past president of it.

In 1925 he married Miss Bernice Barry of the School of Music of the University, and their home became a center in a modest way of what both Dean Swift and Mathew Arnold would have recognized as "sweetness and light". Mrs. Ramskill continued teaching part-time for some years. She introduced the class method of teaching piano and obtained interesting results.

That fall there came also E. R. Sanford in accounting, Joseph Severy in botany and W. F. Clark who had studied at Grenoble and Montpellier, and was said by his students, soon after hearing his lectures on the classics, to be the "honestest pagan of them all". Dr. Ames had come in 1919 and after the retirement of Dean Daughters served as Dean of the School of Education till his own retirement. Dr. Severy became chairman.

John Suchy of the class of 1917 was an instructor in pharmacy, later receiving his doctorate in that field. He was always an enthusiastic and successful fisherman whose catches were distributed generously among trout fishers. After retirement he continued research under other subsidizers.

Harold Urey, 1917, had left the staff in June of '21 to go to California for graduate work on his way to the Nobel prize, and his next visit to the university was in 1938 to receive from it an honorary degree.
Young and not so young made a gay and versatile crew as Dr. Clapp sometimes called them. They could dance, they could sing, they could stimulate each other and him. And, in spite of Dr. Lennes's uniform insistence that men always married their inferiors, the faculty wives were really a remarkable group who could rise to ideas and act on them quickly.

In the President's Office, in 1921, William Jameson was secretary. Anna Rummel was file clerk, to carry on that work till her retirement. Miss Monica Burke, later Mrs. T. G. Swearingen, was assistant registrar; Lucille Jameson was an assistant in the registrar's office and Helen Stoddard was recording clerk there. Carrie Maclay was secretary of the Public Service Division, Faye Radcliffe, (later Mrs. J.E. Miller) was secretary to the Dean of Women, and Raymond Nagle was student employment secretary.

President Clapp was fortunate in his secretaries except for the fact that, being undergraduates, their terms were necessarily short. William J. Jameson, now Federal Judge Jameson, served during his senior year. Raymond T. Nagle, who was soon to become Attorney General of the State, served only from June to December 1922. He died several years ago as did his successor, Lawton B. Beckwith, who served a year and a half. In August, 1924, Helen Newman, now Mrs. Harold L. Baird of Tacoma, Washington, began a term of two years. She was followed by Carl McFarland who served for four years. In September, 1930, Jesse Cambron Treichler became secretary for three years, going on then with her husband to Antioch College, where she was offered similar work. In August 1933, Lucille Jameson Armsby became secretary. She came with more acquaintance with the University than any of the others had, having in addition to student experience also that of various positions in the Registrar's Office. She has gone on since as secretary in the President's Office under three acting presidents and four...
presidents, a remarkable record.

The work formerly known as superintendence of the physical plant had been reorganized. Thomas Q. Swearingen had been appointed Maintenance Engineer. He came of an engineering family, originally Van Swearingen, one of whose remote members is said to have beaten George Washington in an election to an assembly. Mrs. Swearingen held the position till the work was divided in 1957 and he was made Superintendent of Construction. He also taught surveying and mapping in the School of Forestry.

The School Nurse, Mrs. A. F. LeClaire, inspected living quarters for those not housed on the campus. Most of the students lived off campus, for there was only Craig Hall dormitory for girls and Simpkins Hall for the few men it could take. Miss Inez Bozorth, a woman of extensive experience in institutional management and dietetics, was director of these halls, with her residence in Craig. Later she went to Ann Arbor as director of the Lawyer's Club at the University of Michigan. She was succeeded in Craig Hall by Mrs. Margaret Turner, for whom one of the present women's residence halls is named, and Monica Burke, after time off for an M.A. at Columbia in institutional management, became Business Director of all resident halls, evincing over a long period of service quite remarkable capabilities.

For a year before President Clapp took office there had been no Dean of Women. Dr. Kate Jameson, an able dean and teacher, widely known in the state from her interest in woman suffrage as well as her studies of youth problems, had resigned to accept a better paying deanship at the University of Arizona in Tucson. Mrs. E. A. Scott, President Sisson's secretary, had carried on the work till a new dean should be appointed.
In 1921, Harriet Rankin Sedman, a graduate of 1903, was appointed. She served for 14 years, after which she resigned and married Grant McGregor, 1902, their home after that most of the time in London. During World War II she was a hostess at the Columbia USO. Some Montana boys meeting her there had fun proclaiming that one could not escape from the Dean of Women. During Dean Sedman's last leave of absence, Dr. Elrod's daughter, Mary Elrod Ferguson, became Acting Dean and held that position till personnel work was reorganized. She then became Assistant Curator of the Museum until her retirement.

Many of the men and women on the faculty during Dr. Clapp's administration, as time went on, became active in administrative affairs as chairmen of important committees, of departments and of divisions, vice presidents, acting presidents, directors of research and of the graduate school, and members of inter-unit committees on problems for all the units. All of these have given generous community service also. Those who have retired have by no means ceased being leaders for Montana. Dr. Clark has carried on experiments in teaching modern languages in line with what he had done in the classics. His theory was in brief that language study "can be made easier by attacking reading skill first", attending later to the other skills, understanding, speaking, and writing.

Dr. Weisberg is still a consultant on music progress. He not only taught the violin but published manuals and text books on the playing of that instrument, and also taught harmony. His sustained work with the orchestra developed it amazingly. On April 13, 1923, it presented for the first time a complete symphony. Proficient musicians among the faculty and others in the city became desirous of playing in it and furnished a dependable nucleus around which the ever-changing student personnel moved in and out.
Yes, it was a gay and busy time in spite of the President’s problems which seemed like the dandelion’s showing two new buds for each one cut off. A new sewer system with septic tank at the mouth was needed to replace the original. Excavations for six new buildings were being measured and begun. The buildings were South Hall (now Hiros), the men’s gymnasium, North Hall (now Brantly), the library, the Forestry building, and the new heating plant. The last everyone soon dubbed “Prexy’s Pot”. Huge piles of material such as bricks, sand, and lumber would be unloaded, freighted up from the river on spurs built by the Northern Pacific and the Milwaukee. There had never been so much building at once before, nor had the area been at all populous when the earlier buildings were erected. There was great delight among the children of the neighborhood. Something was happening all the time. Never had there been such sand piles to play in, nor, according to Mr. Toner, such an accumulation of forgotten bare-foot sandals in the vicinity of the piles.

With a great increase in attendance, Dr. Clapp felt that the most important matter for staff and students was to get along pleasantly together in spite of the unpleasantness of being crowded till the new buildings would be open, and in his first welcome to students in the fall of 1921 he stressed this point. Chancellor Elliot spoke along the same line. The situation was further complicated by the need for immediate repair on the old buildings which had suffered during the war.

In addition to this he had another problem that only experience between him and the staff could solve.

In the first 26 years of its operation, the University had had its inner as well as its public turmoils. Some of the causes were political, some from balked personal ambition, scholarly or social, some from honest
convictions that did not harmonize, and many the by-product of inefficient funds for progress long deferred. The result had been a gradual building up of rather deep-rooted antagonisms, some personal, some departmental. Aware of this condition through his work on the Executive Council, Dr. Clapp had decided that he would accept the presidency but delay his inauguration till the end of a school year, and if during the year a basis of harmony could not be found he would withdraw, not wishing to spend the best years of his life on a grumbling volcano.

President Clapp's inauguration was a part of the 25th Commencement program, June 12, 1922. The exercises were held at 10:30 in the morning in the old gymnasium, which, including floor and gallery, had a greater seating capacity than the auditorium in University Hall. The procession came in to the strains of the Triumphal march from Aida played by the University orchestra under Professor Weisberg; after the invocation all sang "Montana, My Montana". Chancellor Elliot gave the installation address. Governor Dixon spoke for the Board of Education. President Atkinson of the State College spoke for the other units, Professor Scheuch for the faculty, Alva Baird, 1917, for the alumni, and Clyde Murphy, 1923, who twenty-two years later published a novel of Butte, The Glittering Hill, spoke for the student body. Dr. Clapp's reply to the previous gracious remarks was not long. After a year's trial he was happy to accept, to do his best with the cooperation of the staff and the boards to make higher education in Montana what it should be for the youth of Montana and the future of the state. Known as a scientist, he explained his attitude to the arts for the enrichment and better understanding of life. His conviction was that courses needed to be strengthened and better correlated and directed towards a definite goal in liberal education, and that a
liberal education should not turn out mere dilettantes, charming as they
often are, but men and women of understanding, sympathy, and purpose,
trained to observe, to reason, and to formulate lines of action.

The Commencement address was given by President Ray Lyman Wilbur
of Stanford on "American Citizenship, the World Ideal". The audience
listened with interest to the representative of a university that was
but ten years older than that of Montana and had gone through panic,
earthquake, and long inadequacy of funds before its growth to major pro-
portions in size and scholarly accomplishment.

During the year the faculty and their wives had indeed been gracious
to President and Mrs. Clapp. As it seemed impossible to return this
hospitality exactly in kind, it had been decided in the winter to manage
some way to afford a luncheon for the faculty, the local
board, and the official guests on Commencement Day. It was given at
the old Country Club, with the tables set in the ballroom, and garden
flowers for decoration. The 150 guests arrived in cars or on the street
car that then ran out Maudies Avenue. Everybody had a good time,
strolling for a few minutes on the green, finding places at the tables,
and renewing energy after the exercises with simple refreshment prepared
by the Club caterer.

But exodus had to be on time so that the guests could reach the
campus again for the afternoon reception given by the University for the
president. This was outdoors south of University Hall with the old hedge
of arbor vitae as a backdrop and the shade of evergreens, tamaracks, and
weeping birches cooling the air. Dornblaser Field had not yet been built
so Sentinel could be seen behind, green and still blossomy in spite of a
hail storm the week before, and across the oval west was a pleasant, soft gray haze that was really dust from University Avenue, not yet paved.

In those days the Wilma was a new building. "There was a tavern in the town," in the basement of the Wilma, and there that night, with the gentle sound of the river coming through the open windows the Alumni Dinner was held. It had been a really dreadful storm in Missoula the week before, with floods and hail and wind; basements of many business houses had suffered, for the rain falling in sheets had flooded over the walks and through gratings. But no evidence showed in the Tavern, though the storm was a topic of conversation. People were also saying that the bad state of affairs, that the drought and poor crops for six years had induced, was probably over. The lumber industry was approaching normal, money was beginning to appear and move again, and the opinions from the recent bankers' convention were optimistic. There was some mention of the Sanity League, which was working for the restoration of light wines and beer but not for saloons, and the fierce opposition to it of the W.C.T.U., who said it would certainly bring back saloons and be no hindrance, but a help, to bootlegging. There was some talk of the civil war in Ireland and wondering about the treaty. Some of the men were pleased that an R.O.T.C. honorary, Scabbard and Blade, had been formed. But much of the talk was reminiscent of days before the war and how the University had grown since, and what a large class the class of 1922 was -- 75 in number! There was interest in the fact that attendance had been increasing so rapidly in freshman and sophomore classes that this year the method of advance registration for the fall quarter had been introduced
to insure accommodation of present students against the flood of ex-
pected freshmen in September, 1923.

With increasing attendance the problem of campus health had become
more and more important. There was always the danger of epidemics. The
ideal would be a health service with infirmary, resident physician, and
assistant nurses to help Mrs. LeClaire in visits, dispensary duties, and
inspection of quarters. That was for the future. But some things could
be done at once. The war hospital had been taken over for classes by
Music and Forestry, but the new dormitories had been planned with in-
firmary rooms. There was a prevalence of goitre in such an iodine-
lacking area as Montana, and students showing goitre symptoms would be
given diet with supervised iodine content. Tests made showed 13% of men
had thyroid trouble, and 42% of women. When iodized salt was procurable,
it was to be used in the food for all students.

The Department of Home Economics, the Commissary staff, Mrs. LeClaire,
Dr. Neuman of biology, Dr. Schreiber, Professor Mollet, and Mr. Speer
were all concerned with the matter. With the others, Dr. Clapp looked
for some definite means of co-operation with physicians in Missoula and
with the hospitals, and hoped for help from the State Board of Health.

An agreement with physicians and hospitals was composed. In the cata-
log of 1921-22, announcement had been made of a service to function in 1922-
23. A modest health fee of $2.00 per quarter was called for. This extra
fee, raised the next year to $2.50, was of course resisted by some, as the
higher fee still is in instances. However, by 1925, with dispensary,
office, and rest room in the southwest section of University Hall basement,
with dormitory infirmary rooms, the working plan among doctors, and quick
hospitalization available for the seriously ill, the service was pretty well on its feet and self-supporting to the extent of incoming fees. It still had much criticism, and still does, but it convinced the Board of Education and the public in general of its value. In 1924 for the first time physical examinations were given all students. Soon, too, spotted fever vaccine was given all students, and by the fall of 1935, the State Board of Health co-operated materially in giving Mantoux tests for tuberculosis.

Mrs. LeClaire continued as University nurse and director of the service through the school year of 1937-38. At the end of that year, under President Simmons, a resident physician, Dr. M. B. Hesdorffer, who was then ten years out of the Minnesota Medical School, became director and associate professor of Public Health.

Those who helped build up the Health Service through its first two decades would have been amused to see the joint Army and University Health Service set up during the war in the old President's house. The old barn-garage was replaced by an infirmary, a quonset-hut style of building extended from the kitchen door out across the back yard to the alley. They would surely be delighted by the present Health Service quarters on Eddy Avenue, opened in 1956, for they had all hoped for such a building.

The first world war and the Spanish influenza had stimulated interest in public health. The post-war developments had put the thinking public a bit on edge about mental health also. Soldiers came back suffering from shell-shock. Some of them were in the schools. Much had already been done, through the Thorndyke tests for retarded and mentally ill children. The demand began, so many superior students having been killed in the war, that something should be done for the superior students coming up. Missoula had established in the Roosevelt school a course whereby
superior students of all the city schools from all the grades could do three years of work in two. Dr. Clapp felt that broadening the work of these children would be as important as accelerating it. Colleges were arguing back and forth as to whether superior students should be in classes of their own, or whether, for the general good, the inferior students should mingle with them to receive the inspiration of their superior performance in class. This was answered by the argument that the superior become dull if delayed. Dr. Jesse offered a course in freshman chemistry, 13a, for superior students, and later an accelerated advanced course for a year. There were A and B sections in some schools, B including those who showed poorer background and slower comprehension. The Army intelligence tests results when published had shocked the United States, such low literacy, such a preponderance of subnormal mental age. Among researchers in the educational and psychological fields there grew the optimistic hope of what came to be called human engineering through psychological analysis of aptitudes and difficulties, Freudian or not, and the advocacy of personnel and counseling work. One need only leaf through the serious magazines of the time to realize the concern felt by administrators and curriculum committees.

At the University there was a dean of men, a dean of women, and an advisor for each student. Dr. Clapp thought this made a nucleus from which a significant service might develop that would include mental hygiene, human engineering, and advice in studies based on the results of aptitude tests. But the deans opposed such consolidation as intrusive on their field and on that of the advisors. However, the President did not give up hope that experts might sometime become available and that many misfits might find their proper sphere with such help.
Little by little, after years of being handled privately but persistently on the campus by those interested, the value of counseling by experts gained acceptance. The departments of education, psychology, and physical education, and the registrar's office whose study of student records was highly informative, were in constant support. With the revelation evident through the stress of World War II, the service was quite adequately set up. Professor Atkinson has said that in recognition of the need of this work, Montana was in advance of the average progress. He himself was ardent in its support and often served the hospitals as an adviser in cases where it was thought psychological understanding might speed recovery.

Readers in these years were appalled at Judge Lindsay's _Flaming Youth_ and his radical suggestions of remedy. _The Well of Loneliness_ brought shivers, for there were a few lonely ones on the campus. _Main Street_, _The Plastic Age_, and _The Beautiful and Damned_ were going the rounds. _Ulysses_ was suppressed. _The Waste Land_ was argued pro and con because of its philosophy. _Bootlegging_ was rampant. _Blind dating_ was becoming customary and sometimes led to tragedy. _Companionate_ and _secret marriages_ were gaining advocacy. _Sex_ was in the magazines, the movies, and on the stage. Susan Glaspell's "Suppressed Desires" gave some comic relief.

Robert Benchley wrote in the _New Yorker_ at the end of that decade,

I am now definitely ready to announce that Sex, as a theatrical property, is as tiresome as the Old Mortgage, and that I don't want to hear it mentioned ever again. . . I am sick of rebellious youth and I am sick of Victorian parents, and I don't care if all the little girls in all sections of the United States get ruined or want to get ruined or keep from getting ruined. All I ask is: don't write plays about it and ask me to sit through them.