CHAPTER VI

"A Verray Parfit Gentil Knight"

1917—1921

"Democracy in Action"

One might protest that no man can be "verray" perfect. One might also recall that the knight of this chapter was not always gentle, but no one would deny that he was a very brave and good man, an honorable pilgrim who, like the knight of Chaucer, loved truth, justice, freedom, and courtesy.

Edward Octavius Sisson, according to a biographical outline drawn up by himself in June, 1921, on request of the American Historical Society, was born May 24, 1369, at Newcastle-on-Tyne, Northumberland, England. He was the eight child—Octavius—of his father's first marriage.

In 1882, the father, stepmother, three sons of the first marriage, and younger children sailed for America. Their destination was Kansas, widely known for the achievement of prohibition, a recommendation to teetotalers. They settled in Manhattan, where in 1863, the State College of Agriculture has been established.

Edward Octavius Sisson was 13 years old, with English grammar school training, and that fall passed the college entrance examinations. But Kansas State College, like the University of Montana in its second year, had ruled against the admission of students under 14. However, by New Years, the college relented. Later he was, as quoted in a biography written on request of Mr. J. B. Speer, by Astrid Seron Sisson of Carmel,
It was almost unbelievable. I was not even a citizen, nor was my father. Yet the college welcomed me, even set aside the age limit to save me from losing a year's time in my education.

After two years the family returned to England, but the two older boys remained, finding part-time work to help with expenses and being promised some help in money from their father. Two years later Dr. Sisson at seventeen was on his own, with a B.S. degree, and the determination to be a physician. He began to teach in a rural school at $37.50 a month, the term seven months. He hoped to save half his income for medical school. His next position was in the Manhattan high school, and while there he became an American citizen. These years of teaching brought him a state life-certificate and led to his next position, Principal of the Mound City schools.

In 1892, medicine no longer his goal, he enrolled as one of the first students in the University of Chicago, not yet built but operating, and graduated in its first class in 1893 with a B.A. degree. To earn expenses in a city where costs were so different from those in rural Kansas, he started the South Side Academy and remained its principal till 1897, while he did graduate work at the University in psychology and philosophy. This academy became later the quite famous University of Chicago High School.

In 1896 at the request of President Harper of Chicago, he applied for the headship of the Bradley Polytechnic Institute being established at Peoria by Mrs. Lydia Moss Bradley and endowed by her in toto with $2,000,000, to be affiliated with the University of Chicago.
In 1903, on leave of absence, Dr. Sisson went to Germany to study for his doctoral thesis. To quote again from Astrid Sisson's biography,

He became greatly interested in the religious instruction in the German schools, hoping it might be introduced into the states and 'foster a beneficent religious quality in our people,' and better their moral and social conditions. He was soon cured of all notion that 'Prussian models could serve American ends.'

He found, however, one great lesson for the United States in the school system of Germany: the school was the country's second concern; war was the first, certainly not so in the United States. But the teachers there were well paid and pensioned on retirement.

In 1904 Dr. Sisson returned and after resigning his position at the Bradley Institute went to Harvard to write his thesis on the Protestant teaching of religion in the German schools, which was completed and brought the degree in 1905. At Harvard during these years was the brilliant galaxy of William James, Royce, Santayana, and Munsterberg. He enjoyed the opposition of ideas between James and Royce, but his warmest allegiance was given to John Dewey whom he had known and been magnetized by at Chicago before the latter had gone to Columbia. The two remained warm friends and correspondents. Dewey, it is said, had an overwhelming charm for those educators who knew him personally.

In 1906 Dr. Sisson was assistant professor of Education at the University of Illinois, and the following year chairman of the Department of Education at the State University of Washington where he remained till 1912 when he resigned to take a similar position in the new Reed College established in Portland in 1910. While at Washington University, after reading an account of a psychological clinic for mentally defective children at the University of Pennsylvania, he stated
a similar clinic at the University of Washington. This later became endowed as the Gatzer Foundation of Child Welfare and was really a pioneer in the field.

Dr. Sisson went from Reed to the position of Commissioner of Education in Idaho, where the school system was being revised, and resigned in 1917 from that work to accept the presidency of Montana State University with a contract for three years at a salary of $5,000 to increase annually by $500 during the second and third years.

In 1889, at the age of 20, he had married Nellie Stowell, a graduate of the Art Department of Knox College, Galesburg, Illinois. Carl Sandburg in *Always the Young Strangers* mentions Nellie Stowell as a pretty, dainty, pink-cheeked girl who taught Sunday School at a settlement-pattern gathering place in Galesburg. During the years in Chicago she pursued her studies at the Art Institute and in Berlin continued, while there painting many places that World War I later destroyed. Of her work there are examples in Missoula, some in homes and some in University buildings, such as the oil portrait of Dr. Sisson in the reception room of the president's office, and the scene from Pattee Canyon in the lounge of Corbin Hall.

In the fall of 1917, the Art League of the University gave an exhibit of her paintings in Main Hall, and that winter a similar exhibit was held at Bozeman. Professor Schwalm, then acting head of the University Art Department spoke of her work with considerable delight, calling attention to the blue tonal effect in most of her landscapes, and their
quiet charm. About the time that Dr. Sisson left the University, Mrs. Sisson started the portrait of him. Not being technically a portrait painter, she had much trouble with it, but finally finished it in 1935 at Reed College were Dr. Sisson had returned to lecture in philosophy and education. She was stimulated, no doubt, by a request from Dr. Schuch, again acting president between the death of President Clapp and the appointment of Dr. Simmons, for a photograph of Dr. Sisson to put with the likenesses of other presidents of the school. The painting was received at the University in December, '35, with some excitement, for Dr. Sisson had given the baccalaureate address at Commencement that June and had received the first honorary degree of Doctor of Letters that the University had conferred. In this visit he had renewed old friendships, met former students of his classes, and admired and delighted in the new buildings on the campus, which his own efforts in the campaign for Initiative and Referendum measures 18 and 19 in 1920 had helped make possible.

The portrait gives an interpretation of Dr. Sisson that does not fit exactly the picture many keep in memory. The eyes do not show the genial sparkle that could make friends; the complexion is darker and more ruddy, the expression less kindly than many remember. Can it be that the painter was here revealing the well-tempered pilgrim braced for another essay, his spirit armed cap-a-pie, envisioning combats to come? Another portrait no longer accessible had been painted by Mr. Schwalm and was generally ranked better. Mr. Schwalm
also painted the portrait of Mr. Scheuch that hangs in the president's ante-room.

In 1939 Dr. Sisson moved to Carmel, where, retiring from teaching, he intended to give his time to writing. Here in 1945 Nellie Stowell Sisson died, having had, it is hoped, much delight in the multiplicity of subjects the surroundings would afford an artist.

The effort on the part of Chancellor Elliott to bring about more intimate acquaintance between the various units of the Greater University was noted in the previous chapter. Dr. Sisson's inauguration October 11, 1917, was the first time the heads of all the units had met in Missoula. Those present were President J. M. Hamilton of the State College, formerly of the faculty of the State University, President J. E. Monroe of the Normal College, and President C. H. Bowman of the School of Mines. Under both Dr. Elliott's and Dr. M. A. Brannon's chancellorships it became customary for the presidents to attend each other's commencements when possible, the schedules arranged so that the Chancellor might be present at each unit, making such courtesy between presidents not too difficult.

From the day of his arrival Dr. Sisson had to face serious administrative problems. The physical plant was inadequate to the needs of the attendance. In addition to the financial stringency of war time, all colleges faced the possible loss of their brightest men through the draft, about fifty per cent of upper classmen in the colleges having already been drafted or having enlisted. Colleges, especially state supported institutions, felt a moral responsibility for as efficient war-time service as could be provided on campuses and through extension efforts for the community and the state. As the years of his
administration passed, other problems developed.

In 1918 the epidemic of Spanish influenza was a real emergency that led to various provisions for campus health in the future. The question of academic freedom, involving freedom of speech on the campus and freedom of participating in civic affairs off campus for those whose profession was teaching became controversial and sorely tried all concerned. Questions arising between labor and capital threaded through all ranks and often involved accusations of sabotage and treason, in Butte to such an extent that a regiment was stationed there to keep the peace during 1918. The coal strike that began in November, 1919, made it necessary to close some schools.

Four hundred and fifty thousand bituminous coal miners had struck for a 60 per cent increase in wages and a six-hour day five days a week, the latter demanded in order to spread the work over the whole year so that coal miners would not be idle in summer. In the following March, after an injunction preventing recourse by striking miners to Union funds, a step since justly outlawed, the strike was settled with a 27 per cent increase in wages but no decrease in days per week.

The University managed to keep its heating plant under Old Science going by the help of Forestry students who, under the direction of Charles Farmer of the Forestry staff and superintendent of the physical plant, early in December, 1919, cut forty cords of wood in Butte Canyon. Snow was so deep that winter that business firms used sleds for delivery, and Professor Farmer had difficulty in finding any available for hauling the logs the four miles to the campus where they
could be cut and split. The cost of heating by wood was from $25 to $35 per day greater than by coal. Late in December, some coal shipments ordered well before the strike began arriving, and with careful economizing on heat the University was able to open after the holidays and remain in operation during the rest of the strike.

Allied to the capital and labor situation and to the anxiety over loyalty in time of war was the stand of the Socialist party against entering the war. In rather short time, the term socialist came to imply pro-German, at least in Missoula. A community forum had been organized, partly through Dr. Sisson's efforts, with the cooperation of a number of Missoula Citizens. It held its first meeting on December 9, 1917, in the old Union Hall. It was open to the general public and contemplated the presentation and discussion of every side of every subject chosen. At the first meeting Dr. Sisson spoke on "A World Order," declaring that only the complete subjugation of Germany could bring safety for democracy and that in a world already too small for nationalism, an international order must be initiated. The next meeting, in January, took up the development of freedom of speech and of the press. Dean Stone claimed freedom of speech for the I.W.W. and argued that their propaganda was no more treasurably than that of Robert M. LaFollette in the senate.

But when a socialist speaker was given the rostrum, there were repercussions. Secretly there had existed a Missoula County American Defense Society, originally organized on a truly wise and fair premise. In patriotic hysteria, a near-mob had met to hang a man of German
descent who had talked indiscreetly. During the meeting a few thoughtful men changed the vote, resolving among themselves that it was necessary to initiate some means of relief for this frantic desire to do something for the cause of American patriotism, and that the relief must have direction. The Defense Society they then organized did protect a number of German-named citizens from disaster and ruin. But implications in the discussion of socialism at the forum put heat into their otherwise calm consideration of controversial subjects, and it was demanded that the forum be discontinued.

Dr. Sisson appealed to the State Council of Defense and to the local council, but neither would adjudicate. The Mayor of Missoula finally asked that in the interests of public order the forum be abandoned. It was. Later Dr. Sisson was asked to join the society. He could not. "We're pretty powerful, Professor," he was told. After some weeks, he was invited again, without any veiled threat, but the fact that he would have to take an oath of allegiance to the society made acceptance impossible to him. He could not see that an individual should take an oath of obedience to partisanship.

It appears that in Montana as in some other states, patriotism reached the point of finding everything German contaminated. One recalls that during the second World War a great hue and cry was raised about Wagner. However, *Mein Kampf* was included in recommended readings in college to understand the kind of insanity that brought about the disaster, Madison Grant's Nordic fantasy having been already recognized
as fantasy. A daughter of Major Sloane, early friend of the University, Mrs. Tyler Thompson, in later years the much admired house mother of Delta Gamma, was chairman of the State Council of Defense, and Grant McGregor, '02, was a member, in World War II to be on the important war materials committee in England. In the spring of 1918 the Council ordered that the study of German in public and private schools should cease and that German books, including histories, be thrown out of public and private school libraries and that no representative German music be used in public exercises or recitals. About 230 books in the University library were affected by this order. But, whereas in some cases, the Missoula County High School for example, anti-German feeling went so hot that such books were burned before excited patriots thought of their value, the University authorities had insight enough simply to pack the books away, and in the fall of 1919 when this order was revoked could replace them on the shelves.

The order affected credits too, so that it was necessary to make some adjustment for those students who had been studying German. All German courses were dropped from that summer's curriculum and mainly because of lack of funds not restored to the University program until they appeared in the 1924-25 catalog in the next administration. German entrance credits were deleted in all departments. The few German journals still coming through were discontinued. Students kept their balance pretty well as is evident in the Kamin of the time, which commented on the incident of the professor who asked for a cup of coffee in German and being reprimanded replied that German is God's own language.
We do not like that, said the Kaimin, but we do not like it either when a woman who borrowed bread from a neighbor on finding it was white bread on the wrong day (See Hoover regulations.) reported her neighbor as a German sympathizer.

Dr. A. E. Atkinson of Montana State College, to become president of that institution in 1919 and in 1933 president of the University of Arizona, was State Administrator under the national Food Administration. He appointed Miss Buckhouse, librarian of the University library, as chairman of the library division of food administration of Montana. Through her, government pamphlets and other materials having to do with food conservation were circulated or publicized. That summer, 1917, Professor Bonner, acting dean of Forestry in the absence of Dean Dorr Skeels overseas, planted an acre of potatoes on the land where the men's gymnasium was to be built later. The crop prospered and resulted in 200 sacks of the for-the-time expensive vegetable for Craig Hall commissary—in the market $10 a hundred pounds. The Home Economics department started canning all surplus fruit for Craig Hall, and Mrs. Wilson, the director of the commissary, was both inventive and tireless in her efforts to prevent waste, using quite efficiently recipes from the government publications and also working out recipes of her own that were made available to the community through the Kaimin. In February of 1918, just before he was appointed Dean of Men, Dr. Jesse gave a talk to the girls of Craig Hall that shows how seriously the University took the matter of saving food for the Allies and for Americans overseas. It was on the subject of boxes from home, which he felt were an unpatriotic indulgence and a direct affront to the conservation policy.
"You are killing men and digging graves with your teeth," he said. "Every time you eat when you should not, think: 'I am starving a man.'"

In fact, conservation was necessary not only for food but for supplies to carry on some scholastic pursuits. Professor Schwalm found that foreign art materials, superior to American but no longer replaceable from abroad, must be used with stinginess. Gertrude Paxton of the Home Economics department lectured on new styles in garments, that used the straight, narrow silhouette with little trimming but a touch of hand embroidery, and advised much making-over because of the shortage of wool and the poor quality of garments made from factory "shoddy," a weave of usually discarded clippings and ends of yarns. A child's plain overcoat, size 4 years, of such material was priced at $17. Bundles of clothing nevertheless were collected for shipment to Belgium.

Concomitant with conservation were the drives for various purposes. A War Work committee appointed by Mr. Sisson, consisting of Dean Whitlock of the Law School, Dean Stone of Journalism, and Captain W. J. McCormick of the Governor's staff, acted as advisers. Students raised $1500 for the prison camps of Europe. The girls bought $250 of Liberty bonds with the intention of turning the amount on maturity in 20 years over to the Woman's Scholarship fund. Six hundred and twenty dollars was raised for the Red Cross. Speakers from the University and from the other units spoke during the bond drives in their own communities and in towns all over the state, and small forums
were organized to provide experience and training for "four-minute men" who spoke on call.

Aside from all these activities that kept the campus in a state of near hysteria, that feverish condition under which one can spend energy as recklessly as an artist under the urge of an idea, there was the extra burden on the Curriculum Committee, the staff, the president, the chancellor, and the boards of working out the change from the semester system to the quarter system to benefit students whose chance of completing a whole semester was slight because of service calls. Also there were new courses the time seemed to demand to extend the service of the University to students, community, state, and nation. Enlisted men at Fort Missoula wanted to enter classes in drawing, mapping, and surveying, but were unable to pay fees. Professor Bonner offered them the courses free. Men of the Hospital Corps at the Fort were admitted free to two lectures a week in Pharmacy. A one-year course in nursing, later to be called "accelerated," was set up. Courses in contemporary history and current events became adapted to the concerns of the time and crowded with registrants. Dr. Coffman, chairman of English, assigned letters to service men as themes for composition classes, and thirty of these letters were sent overseas to Montana soldiers. Dr. Howard presented a course in explosives. A program of war research in various fields was worked out, and in line with this Dr. Paul C. Phillips, who had previously been given leave to do research on the history of American fur trading and had planned to spend time in Europe, was given extended leave to work in Washington with the National Board of Historical Service of the Department of State on a conspectus of diplomatic history
to be later used by peace plenipotentiaries from the United States. Of the 160 articles by 50 contributors in the study, Dr. Phillips wrote 6. The book was not distributed to the public till 1920, and then as a text for classes in international relations.

On another level in this connection a course of lectures on Nations at War was given by faculty members. Professor Scheuch lectured on Italy, Spain, and France, and in one week spoke in five different Montana towns. Dr. Levine, of whom more later, lectured on Russia, Dr. Lennes on Germany. The profit from these lectures, $550, was turned over to the Red Cross.

Community singing was organized by DeLoss Smith, who went on call to any club or community that requested his help. Dr. Sisson's notes on the time state that a total of 22,000 people took part in these "sings."

In the fall of 1917 athletics was affected by the loss of many counted-on players who had joined the armed forces and by the illness and finally the resignation of Coach Nissen. Captain George Weisel of the 20th Engineers Regiment of Lumbermen, president of the Weisel Lumber Company, took over the coaching although he expected to be called late in November. He had been one of the best quarterbacks in the country on the University of Minnesota team in 1905, and assistant coach there for part of a season, and in 1910, 11, and 12 had worked with Coach Gary in Missoula, and from 1913 to 1917, when he could get away from his business he was assistant coach at the University, giving his very fine services without remuneration. At the end of the 1917 season he was called over-seas as he had expected to be, and in France was soon promoted to major and then to lieutenant colonel, and before the last months of the war to colonel.
Military education on the campus had been a matter of concern since December 1915, when, following a petition from students, the Board of Education had authorized the acting president to do what was possible to establish it. The matter had been brought before congressmen and senators from Montana. In May, 1917, the Selective Service Act was passed requiring all men between 21 to 35 to register.

In October 1917, Lt. W.N. Swarthout, a veteran of the Spanish War in the Philippines, was appointed Commandant of Military Service and Director of Physical Education at the University, the two courses to be consolidated under Military Service, with the hope that the University Battalion would soon be recognized by the War Department. Plans for barracks and mess hall to accommodate 150 men, at a cost of $12,000, appropriated for the purpose by the 1917 legislature, were prepared by the commandant and Professor Charles Farmer; Senator Thomas Walsh of later Teapot Dome and League of Nations fame, hoped to get the desired recognition for the battalion so that equipment, pay, and commissions would be available. Courses were set up in First Aid, Military Engineering, Signaling, Fife and Drum, and Intelligence Work. Reports came that the government was not going to recognize any more college units as military training schools, but the campus and the city continued to hope. Mr. F. S. Lusk, of the First National Bank, gave the cadets a flag of regular battalion size. Photographs were taken of the battalion in review, and with these as exhibit A, Lt. Swarthout left in December, 1917, for Washington to press the point and if necessary to manage personal interview with President Wilson. While there he was commissioned in the National Guard of the United States and sent overseas.
In his place, Washington J. McCormick, of the pioneer Higgins-McCormick family of Missoula, a captain on the staff of Montana’s war governor, Sam V. Stewart, and of the 2nd O.R.T.C. at the Presidio, was appointed commandant. He was a gifted and versatile person, often erratic as many such persons are, but with legal training at Harvard and Columbia, and a power of concentration and expression that promised well for the battalion. In the next month, January, 1913, word came from the Adjutant General of the Army to Major Moore of Fort Missoula to extend all possible aid to the University Battalion, but there was still no formal recognition as a military training unit.

This same month, January, 1913, Dr. Sisson received word that his nephew Lt. George Arnott Sisson was missing in France. He had fought at Ypres and the Somme, first as an anti-aircraft gunner and then with the heavy field artillery. When war broke out he was just eighteen and ready to enter Cambridge, but enlisted at once. Dr. Sisson had often spoken of the great loss to France and England of their promising young men who had enlisted early and gone into action without adequate training and been lost in the early battles. While military training units at colleges were no doubt one resource for keeping up the attendance, they were also beyond doubt in the minds of most executives and faculty a moral demand of a time when conservation of life was seen by them in the light of the possible deterioration of states because of a loss of promising minds. They firmly believed that preliminary training might save the lives of those who received it. They believed also that this training should be with real war equipment in so far as possible,
and that discipline should be strict and even severe. There is a queer distortion of actual morality in war discipline. On a college campus, far from the real battlefield, this distortion is less clearly seen, veiled in the exciting glow of patriotism. At the same time, whatever the final appraisal of student training corps may be, the boys are safe a little longer, have a chance to learn a little more from books, have a few months more to grow stronger physically, are somewhere near home, and may receive the love that finds it hard to accept, and so would postpone, what is eventually ahead of them.

The determination to have the Battalion recognized strengthened indeed when in February, 1918, came the news of the death of Marcus Cook of Como, Montana, a junior in the School of Forestry when he enlisted. He was on board the troop ship Tuscandia with 3,000 other American soldiers, torpedoed off the coast of Scotland by a German submarine, February 6, 1918. His body drifted ashore, and he was temporarily buried there. Memorial services were held in University Hall February 22. The Foresters presented to their school a large photograph of him, which hangs on the east wall of the large first floor room in the Forestry building. Cook Hall was named for him.

In March came word of the death of another University former student, Lester Brennan, a lieutenant in the Royal Flying Corps of England. He had been at various colleges and had come to the University for work in the Law School in 1914. That spring, 1915, he had withdrawn, and in the fall of 1917 had enlisted in the Canadian Flying Corps and was
sent as a first lieutenant to England. He had had many advantages and was unusually gifted. Later his father wrote to Dr. Sisson that the loss was doubly tragic because after months of fighting in France, Lester was back in Salisbury, England, to try out a new machine delivered the previous day. After an hour in the air, at a height of approximately six thousand feet, the wings of the machine fell off. A young woman who happened to have been watching the plane, said the machine struck on the edge of a pond, was thrown clear across, and the pilot was killed instantly. England suspected sabotage.

In May, 1918, Battalion matters had moved a bit. The University signed a bond for military supplies. This meant rifles, mainly. By August word came that the University had satisfied all conditions for the recognition of a unit of S.A.T.C., Student Army Training Corps. Uniforms were to be provided, including hats, shoes, overcoats, rifles, and other arms. As a farewell to Lt. Swarthout the corps had appeared for the first time in uniform. It consisted of khaki trousers and gray puttees. But coats varied from buffalo fur to mackinaws, and hats and shoes were whatever the boys had. There were no arms, but there was the Battalion flag!

Five lieutenants from the Presidio were assigned for duty at the University and Captain McGinnis put in command. Chancellor Elliott was regional director of the S.A.T.C. for the Northwest, with a staff of about 20, and no doubt was able to speed matters after the recognition. The original barracks plan, including a hospital, had been reworked by Professors Bonner and Farmer of the Forestry School who had observed buildings at various camps. On September 13, 1918, building was begun.
On October first, as in other colleges where S.A.T.C. units had been recognized, the oath of allegiance was administered to the 92 members of the unit, and also to 200 soldiers in training at Fort Missoula who marched in to join the students in the ceremony. On October 13, the first platoon of S.A.T.C. moved into the almost completed barracks.

Then came word of the death in action of another University man, James Claude Simpkins, graduate in chemistry in 1916. He had enlisted in the Air Service in 1917 and was sent to France. Because few planes were available he had transferred to the radio-telegraphic service, having worked in Denver for the U.S. Bureau of Mines on radio-active carnotite, a hydrous salt of uranium. His father was supervisor of the University carpentry staff and was working on the barracks when the news came. It seemed doubly appropriate to name one of the buildings Simpkins Hall.

Two days after the men had been moved into the barracks, Professor Schreiber who had come in September 1918 as chairman of the Department of Physical Education and Director of Athletics, serving until his retirement in 1947, who had a keen interest and valuable experience in public health, with three years of medical school, took measures to halt the epidemic of Spanish influenza that had moved in on the campus. Football having shifted from college to army, all college games had been cancelled except the one with the State College. The flu cancelled that. Dr. Schreiber found sixteen cases of flu in the barracks and eight cases among the faculty. He recommended that classes be suspended till the epidemic subsided. Students who lived in the city or near it were advised to go home. Girls who lived in Craig Hall were there
were as yet no cases, were quarantined, but their health and exercise put under the supervision of Miss Lucile Leyda of the Physical Education Department. Class assignments were to be mailed to absent students, and Missoula students who were well might come singly to the campus for conference with instructors who were well. There were to be no group meetings of any kind.

A few days later 20 cases of scarlet fever appeared in the barracks. They were segregated in the old gymnasium, and all well men in the barracks disinfected and moved out into tents. In a little over a month the hospital that had been built was ready for use, the war was ten days over, but the flu remained. Though classes were resumed for the second quarter, campus rules involved reporting for medical inspection every day but Sunday, under penalty of suspension. Late in January it was deemed safe for students to attend a concert by Schumann Heink "provided they gargled before and after." By January 31 bans were removed, and daily health inspection on longer required. Two years later when flu returned with the sudden appearance of 29 cases on the campus, by means of the hospital, with Mrs. LeClaire, a registered nurse, in charge as supervisor, patients could be quarantined so quickly and efficiently that the spread was controlled.

As a result of the unexpected but prayed-for armistice there was great confusion over the S.A.T.C. The induction of many of the men had not been completed. Some were told that they were free from the
service, some that their papers could not be found, and some that they were still in the army. About 33 of those whose papers were never found still do not know, but, since they have all lived to a good age, probably no longer worry. At any rate, at the time, they had a place to live, the barracks. Dr. Sisson, with his mind on the influx of men students that would surely come with the return of so many to civilian life, immediately considered arranging Simpkins Hall as a dormitory for men and a men's club.

But the Chancellor was not so sure. He said that the S.A.T.C. might see service yet, as there was so much to be done in Europe in repair and reconstruction. Therefore till more definite orders, the S.A.T.C. would at least continue to go to school as an organized group. They were to have six hours of supervised study, supervised perhaps to calm the restlessness their uncertain status generated. Courses in Military Law and Practice, Surveying and Map-making, Map Reading and Navigation, and Modern Ordnance were discontinued and regular academic courses substituted. Military details that might interfere with academic function were to be eliminated.

By January, 1919, the War Department decided to open Reserve Officers Training Corps units of S.A.T.C. at recognized college military units. Information received at the University explained that such military schooling would be open to freshmen and sophomores who were physically fit. Juniors and seniors were to be selected by the President of the institution and the professor of Military Science. Commutation of subsistence was to be given to juniors and seniors, and equipment of uniforms issued to all R.O.T.C. students.
All the rest of that year there was controversy over R.O.T.C. Land Grant colleges under the Morrill Act, such as Montana State College, were bound to accept it, but it was optional with others. Colorado voted against it almost unanimously. Idaho exempted officers and planned to exempt returning service men. The Kaimin of October 14, 1919, remarked that if such exemption were to apply at Montana State University only ten men would be left that year for R.O.T.C. Students, men, voted against it 130 to 14. The divisional inspector, Colonel Lister, visited the campus at this time and so persuaded the Kaimin that R.O.T.C. was valuable that the next week's editorial carried an apology for slurs previously cast on the plan. The following week a commandant, Captain A. C. Crom, arrived, and the controversy was renewed, with the Kaimin again opposing R.O.T.C. Dr. Sisson said that the decision would rest with the faculty, that student opinion and War Department claims would be carefully considered, and that probably exemption would be granted for a certain number of military credits, and that Advanced Army courses would be offered service men, leading to commissions as second lieutenants in the Officers' Reserve Corps.

For the time being, Cook Hall was turned over to the Red Cross to house returning soldiers temporarily. Simpkins Hall became virtually the first dormitory for men, with a campus commons in the part that had been the mess hall. Simpkins Hall was to have self-government under a group known as the Simpkins Hall Club, to the regulations of which any new resident would have to subscribe. The Chancellor had mentioned the need of dormitories for men when he first arrived, and
this arrangement was opportunity to observe some effects of group
life for men. Board and room were offered here for $22.50 a month,
and the S.A.T.C. cook was retained. Various donations made the building
more pleasant. There was a piano in the living room, and two pool
tables. The Home Economics Department made and hung curtains in the
dining room and living room. There was also a large photograph of
Claude Simpkins. In late November began the sale of Army supplies.
Professor Spaulding advised halls or houses that needed extras to put
in their orders for cots or blankets. Perhaps there were more orders
for blankets than for cots, for this was the month of the coal strike,
and heat had to be cut down everywhere.

The last quarter of 1919 had been in most ways as difficult as
the year of America's participation in the war. Dr. Sisson was tired
out. He was given leave of absence for the winter quarter of 1920,
and Dr. Scheuch would again take over. At a farewell convocation
the president explained part of his tiredness by the strain of ad-
ministering to 800 students the equipment adequate for 500. Referring
to the coal strike, still on, and the suffering it had caused in many
places not only to consumers but to the strikers themselves, he said,

No human mind can conceive the misery caused by the coal
strike. The men and women who go through universities must
find some other way for the world to settle its difficulties.

But the problem of the time that had engrossed him most was
perhaps the case of Dr. Louis Levine, now listed in Who's Who as Dr.
Lewis Lorwin. Dr. Levine had been born in Russia, near Kiev, in 1883,
and brought to America at the age of four. He attended school in New
York City for some years, returned to Russia, went on to school in
Switzerland, then to France, and finally in 1912 at the age of 29 received his Ph.D. degree from Columbia. He came to the University in the fall of 1916, highly recommended as an exceptional man in Economics. For four years he had been an economics expert for the New York Department of Labor, for one of those years also an instructor at Columbia, and for part of 1916 a lecturer at Wellesley. He had already published two books, *The Labor Movement in France*, 1912, and * Syndicalism in France*, 1914.

In October, 1916, at the Chancellor's request for information on the merits of a special mill-tax for the support of higher education in Montana, he was put on a committee to investigate, and in the next few months prepared a set of statistical tables for the Chancellor, a general statement on the problems of taxation for higher education, and an outline of a plan for issuing bonds for new buildings. In January 1917, he wrote a series of articles on the financial situation in Montana which were reprinted in pamphlet form under the title "Equalising Tax Burdens in Montana." In February the Chancellor called him to Helena on request of Ronald Higgins, leader of the Republican minority in the House, to help draw up several tax measures, among them a tax inheritance bill and a corporation license tax bill. Later Mr. Higgins introduced the measures, not, however, passed in that legislature. Soon after this the Chancellor recommended Dr. Levin's promotion to assistant professor with an increase of salary and advancement the following year to full professor with corresponding increase of salary.

The next step was to put Dr. Levine in contact with the State Tax Commission. Out of all these events came the suggestion from the
Chancellor that Dr. Levine prepare and the University publish a series of bulletins on the various tax problems of the state, and soon after a letter from President Sisson informed him that the president also warmly favored the idea and that whatever funds the budget would allow would be assigned for the project. Later Dr. Levine's teaching schedule was shortened by three hours in order to give him time for the work. Senator White of Fergus County had called a State Tax Conference in Lewistown for March 12, 13, 14, and 15, 1918, and urged Dr. Levine to attend and speak on Mine Taxation. The Chancellor approved and arranged to have the expenses of the trip cared for, and felt that the project should have the support of the University.

The address at the Lewiston meeting March 13 impressed those who were concerned with tax reform, and was commended in a letter to the Chancellor from Congressman Carl W. Riddick of Eastern Montana, which said:

His address was (on the general problem of mine taxation) peculiarly timely, inasmuch as mine taxation had been discussed at the preceding meeting by people who were interested in one side or the other, and he spoke from an impartial view, and with the authority of a specialist.

To make it possible for us to secure specialists like Dr. Levine, who has the ability and courage to present facts in a frank and impartial manner on such important questions, tends to increase the public zeal and enthusiasm for our State University.

However, this was not the reaction of all. At the June, 1918, meeting of the Board of Education, Mr. Bruce Kremer of Butte, brought charges against Dr. Levine for having spoken as he did at Lewistown. The Chancellor defended Dr. Levine. The Board referred the whole affair