"We want 100"—the slogan of the Law School during the term of 1913-1914 has been fairly fulfilled. At present the school has an enrollment of ninety-three. Of this number eighty-nine are men and four are women. More than one-third or thirty-four of the students are from states other than Montana. Those states represented in the Law School of the University of Montana are Iowa, Wisconsin, South Dakota, Minnesota, Washington, Michigan, Illinois, Oregon, Nebraska, Idaho, Pennsylvania, Maryland, Colorado, Kentucky, and Indiana.

The enrollment has increased one hundred per cent over the enrollment of the scholastic year of 1913-14.

The excellent standard of the school has been duly acknowledged during the past year. The Law School was admitted to membership in the Association of American Law Schools at the December meeting of 1914. The 14th legislative assembly ruled that students who have successfully completed the regular law course and received a certificate or degree for such from the Law School of the University of Montana may under the direction of the Supreme Court of Montana be admitted to practice in the Montana courts without further examination.
The School of Forestry was established at the University by an act of the Twelfth legislature, in order that men might be trained for Montana's third greatest industry—Forestry. The preliminary work was completed and the school formerly opened to students on September 8th, last. Dorr Skeels, formerly state forester of Michigan, and one of the foremost logging engineers of the country, was selected as dean; James H. Bonner, a civil engineer experienced in the engineering branch of forestry, was placed in charge of Forest Engineering, and Willard Drake, supervisor of the Coconino National Forest, was elected Professor of Silviculture. The courses in Mathematics, English, Geology, Physics, Botany and Chemistry, necessary to Forestry, were already being offered in the University in well-equipped departments by experts in those subjects.

The first term's enrollment was twenty-five, and owing to there being no available quarters, instruction was given in odd corners, attics and basements of the University; this enrollment has since increased to seventy-three and a building has since been erected on the campus in which the foresters have a real home. It was also found necessary to make additions to the faculty. Professor Evans was engaged to assist Doctor Kirkwood in Botany and Silviculture; L. R. Darrow was placed in charge of Woodworking and Camp Carpentry in the shops; the work in Camp Blacksmithing was turned over to Instructor Ray.

The officials of District No. 1 of the United States Forest Service are cooperating, to a large extent, in the work of the school. Among those having lectured either to classes or before the Forestry Club during the past term are Assistant Forester Potter, Washington, D. C.; District Forester Silecox; Assistant Forester Mason; P. R. Hicks, Wood Products Engineer; Chief Geographer Bonner; C. F. Farmer, Civil Engineer, Office of Geography; Supervisor Koch, Lo Lo National Forest; Grazing Examiner Flemming; R. B. Adams, Superintendent of Telephone Construction; Supervisor Parker of the Missoula National Forest, and D. B. Conner, in charge of Fire Organization.

The location of Montana's Forest School at Missoula has been described as "unique"; established in the heart of one of the great timbered regions of the Northwest with forests adjoining the campus; with four large sawmills a
short distance away, it is certainly the ideal location for the building up of a great forest school. The undergraduates little appreciate the advantages offered them with the greatest of laboratories for forestry work at their doorstep. The slogan of every instructor must be "make the work practical"; the instruction is given on the log deck as well as in the classroom and in the sawmills as well as in the laboratories; they are taught to use the cant hook, as well as the transit and to use the log rule, as well as logarithms. In return they hope to fulfill the expectations of those to whom they owe this wonderful opportunity, and to do their part in the development of Montana's third greatest industry.
This is an old and honored profession; an applied science occupying a portion of the medical field. The rapid development of pharmacy within the last few years has been marvelous and it is an acknowledged fact that the progress being made in medical science is far greater than in any other department of education. It is conservatively estimated that over one hundred thousand persons are at present engaged in retail Pharmacy alone in the United States. The field in Pharmacy is so broad and varied that the student who trains well can find a good remunerative position in any one of the several different lines of this endeavor. The greater number of those training themselves think only of becoming retail pharmacists, although it is quite as easy for good reliable graduates to find employment and to enter this occupation by choosing a position no less agreeable and just as remunerative as in retail pharmacy.

Pharmacy is everywhere considered a branch of University education and there are over 80 pharmacy schools in the United States with an enrollment of about 7,000 students, of which about 700 are women.

This work has been a branch of instruction of higher education in Montana for the past eight years and a department located at the University of Montana for the last two years. So congenial has been its environment at the University that the enrollment has doubled within this short space of time. It is the only school in the state and within a radius of over five hundred miles. It is the only school of pharmacy whose graduates are admitted to practice in Montana, without further examination. It has an able and experienced faculty and its work has received the endorsement of persons high in Pharmaceutical circles.
Pharmacy Students.
Courses in home economics offered in the university curriculum are planned fundamentally to equip women for their normal life service, that of home makers; to give them training in the economic and scientific administration of the household; to present the place of the home in society as a cultural unit; to prepare teachers of home economics, and to prepare social and institutional workers.

Intelligent men and women are agreed that a good woman is a more efficient one for having received a university education. The question we are asking today is: what shall be the nature of this education? Every college woman and every other woman is not nor will be a homekeeper, but at the head of practically every home there is a woman and the majority of the women in the world do help to make and keep homes. Because of this fact it has been felt that an opportunity should be offered for women to fit themselves for this work.

Instruction in household arts and sciences is not given to the exclusion of the already recognized academic subjects. Home life is broader and more cultured if the mother is versed in literature, art, music, history, mathematics, economics, etc., but it may be happier and more effective if division of income and household expense accounts are included in a girl’s mathematical and economic training—if she can prepare meats so that they are both palatable and wholesome—if she knows the food principles which should enter into a well balanced diet—if with her chemistry and physiology she is taught the chemistry of foods and their effect upon the body, how to prevent diseases, how to care for children—if her study of art can give her such an appreciation of beauty in design, harmony of color and fitness to purpose as will enable her to beautify her home and dress herself sensibly and artistically. Fundamentally, the young women in the school of home economics are offered such training as will help them to adjust themselves readily to their environment. Since the relation of women to the economic world has undergone great changes during the last one or two decades, it follows that the education of young women must be such that it will prepare them to be efficient and serviceable in their homes and in the community.
If the home, "charged with the task of socializing new individuals and furnishing them with their ideas of brotherhood and service is by far the most important institution of society," homekeeping must be one of the noblest professions in the world and those entering it should receive the best training which can be offered them. Because this fact is being more and more fully realized, courses in home economics are being introduced into the modern school curriculum, and there is a growing demand for teachers who have received special training along these lines. Special courses are planned for those desiring to teach either domestic science or domestic art in high schools and grades. Such courses consider the relation of home economics to education; methods of teaching; the planning of lessons and courses of study; a comparison of courses of study in different schools and cities; and problems of equipment and their cost. Demonstration lessons and practice teaching form a part of the work.

Many other fields of work aside from that of teaching are open to home economics graduates. Modern schools and colleges which maintain dormitories must meet the vital problem of caring for the health of their students. Proper food and sanitary surroundings are the prime requisite of health and specialists are being engaged to look after this work. Extension workers are also being sent out by state universities and colleges to demonstrate and lecture to those who are already homekeepers that they may make their work more efficient and enjoyable.

All of the best hospitals now employ a dietitian, who supplements the work of the doctor. A number of new books on nutrition and dietetics have been added to the library at the university this year. New equipment has also been added to the food nutrition laboratory.

The social worker who has been trained in the sciences and arts of homekeeping is recognized to be more efficient than the one who has received no such training.

A comparatively new and very interesting field of work is rapidly opening to the woman who is prepared to superintend interior finishing and decorating of houses.

There is probably no institution of learning where students can receive a better training for their work in home economics than in a university. The regular courses are supplemented by courses offered by instructors in the departments of art, education, English, economics and sociology, chemistry, biology, physiology and bacteriology. A number of these courses are prerequisite to work offered in the school of home economics at the University of Montana.
The general plan of the School of Journalism is to make its work as thoroughly practical as possible. Its training is aimed to fit its students to perform the duties of the reporter. To this end, the student is made familiar with the real work of the newspaper office. There is hard work and plenty of it for the student who enters upon this course, but it is the training which he needs for that other hard work upon which he will enter if he takes up the newspaper profession.

There are no textbooks in the school of journalism. The place of the textbook is taken by the newspaper. The student in news writing, the student in editorial writing, the student in advertising and newspaper management—each finds in the newspaper the only textbook which he uses in the School of Journalism.

Files of Montana newspapers and a selected list of 30 outside newspapers are in the classrooms. These newspapers are studied critically by the men and women who are preparing for work in journalism. This study is supplemented by constant drill in practical writing.

With the opening of college next fall, several changes will be made in the journalism courses of instruction.

The instruction in journalism for students majoring in the School of Journalism will be confined during the first year to classes in the elements of journalism. This will cover reporting, what is news, methods of gathering and writing news, study of news sources and services, together with considerable practice with assignments. The course on the history and principles of journalism will be open only to upperclass students and will be required of junior students in journalism.

In the sophomore year, classes will be held in advanced reporting and editing. Junior students will enroll for editorial writing and journalism history. Senior students will register for a course on the newspaper and for a seminar in journalism. During both the junior and senior years, there will
be laboratory work consisting of actual assignments in reporting and editing. This has been made possible through the co-operation of the Missoula newspapers.

The seminar in journalism for senior students will meet once each week for a two-hour session and will be in charge of the faculty in journalism. From time to time different professors of law, political science, economics, sociology and history, will be invited to speak to the seminar upon the relation of their particular subjects to journalism. Students in the class will be required to make exhaustive studies of newspaper problems and will consider numerous questions of newspaper policy. Editors will be invited to visit the seminar to allow the student to profit by the experiences of the professional newspaperman.

The School of Journalism offers three elective courses: Short story, newspaper illustrating and cartooning, and newspaper photography. It is also planned to offer a course in journalism jurisprudence.

A public service feature is one of the plans which the School of Journalism hopes to carry out in the near future. The development of this phase of the work in journalism depends entirely upon the question of physical equipment. If this equipment becomes available this year, the public-service feature of the school's work will be enlarged at once. Included in this service, which it is proposed to inaugurate, is the establishment of cost-finding systems in such newspaper offices as desire it. There will be issued, also, frequent bulletins treating of newspaper work, intended for the benefit of the printers of the state. To a limited extent, this work has already been taken up, but lack of equipment makes impossible the full development of the idea. This year, however, the school has been able to prepare the copy for a publicity booklet for a Montana city. Two publishers have been assisted in the installation of cost-finding systems. Advertisements have been prepared for civic movements. With increased equipment, the range of this work will be greatly widened.
That good health lies at the foundation of a successful career is readily admitted. Gladstone said, "All time and money spent in training the body will yield a larger interest than any other investment." The urgent need for special attention to physical fitness for life's work has been imposed by civilization in a two-fold way—(a) the decline in racial vigor, due largely to city life and reduced outdoor muscular activity, and (b) the need for even greater physical tenacity, resisting power and endurance, to the greater strain and more crucial tests to which the successful man of today is subjected. Education itself exhibits these conditions.

The Department of Physical Education endeavors to serve all the students in conserving their health and in giving them better physical preparation for happy, efficient living. No effort is made to develop marvelous performers, but to give the body that scientific all-round training that will make it useful in life's every-day activities.

The promotion of health is the chief aim, but the work is also designed to correct deformities, to develop greater strength, activity, and grace, a better posture and easier carriage, as well as certain mental qualities. The physical activity and enjoyment of the gymnasium and athletic field are recreative and furnish a change of interest and attention from the usual class-room pursuits.

The work is both practical and theoretical. Professional courses are conducted for those who expect to teach physical education, and required and elective courses of a practical nature are available to all the students in the University. The work for men and for women is organized in separate divisions and the activities are differentiated accordingly.

While physical education is different in kind from other phases of education and is conducted as a separate department, yet it is in a way accessory to all the other departments of the University in that it develops physical health and buoyancy, thus conducing to greater alertness, concentration and receptivity.

Boxing, wrestling, basketball, apparatus work, tumbling, developmental exercises with the use of special machines and appliances, football, baseball, track athletics, and tennis are enjoyed by the men. The young ladies engage in light gymnastics, folk-dancing, tennis, indoor baseball, basketball, march-
ing tactics, and gymnastic games, and it is hoped next year to add archery
to the list.

Thorough physical examinations are provided for all the students and
advice is given relative to health and development. It is the earnest aim of
this Department to be of real service to the students in the matter of health
and efficiency which is fundamental to happiness and success.

GIRLS' BASKETBALL TEAM
Reely, Hemich, Stephenson, Pride, Dennis, Prescott, Tabor, Mustain (Coach.)
The Department of Commerce and Accounting which was organized last year, but which existed under the many serious disadvantages connected with its organization after the regular class schedule of the University had been made out, is practically in its first year as a regular department.

Considering the fact that it is hampered through extreme lack of space and inadequate number of instructors to offer the various subjects that are outlined in the course of study and are being demanded by the students, the department has made a gratifying growth during the year. During the first semester 175 students were enrolled in the various classes and in the second semester this number increased to about 200. The evening classes were well attended and great interest shown in the work.

The department offers a full four-year course and is outlined to prepare young people for one of several phases of business life. The first two years of the work are required and in addition to forming a thorough general foundation for the following two years of specialized study, include sufficient regular work of the department to maintain the students' interest and to prepare in a measure for business life in case withdrawal at the end of the second year should be necessary.

The last two years of the course are elective and each student follows a course plan designed to prepare for either Accountancy in any phase, Public Service, Secretarial Work, General Business, or Commercial Teaching. The student with the assistance of an adviser elects the subjects that bear directly upon his or her chosen career and then chooses from other groups the various subjects that may be of value in rounding out a thorough preparation.

For the purpose of increasing the efficiency and extending the influence of the Department of Commerce and Accounting, fostering the co-operation of the community and state with the University, arousing an interest in our work here among the commercial interests of the state, the department expects to carry out the following program:

(1) To organize a University Commercial Club (composed of students of the University and young people of Missoula) under the auspices of which we expect to conduct a course of lectures on practical business subjects given by prominent business men of Missoula and other towns, who are specialists in their particular line. Business men are to be especially invited to attend these numbers.
(2) To make a commercial survey of the state for purpose of determining the number of corporations and other large business enterprises; the location, purpose of organization, capitalization; names of the officers; number of accountants, bookkeepers, stenographers, clerks, etc.; qualifications preferred for candidates for various positions; opportunities for advancement; average salaries paid to start; and other data of interest. The purpose of this is to give students an idea of the range of possibilities; prospects for positions in our own state; and to get the business men of Montana to look to the University for their future assistance.

(3) To make a tabulated list of all the high schools in the state offering commercial subjects showing the following information; subjects offered; length of course; names of teachers and the subjects taught by each, and other information concerning the school that might be of value. The purpose of this is to further the effort to standardize the commercial work in the state; to induce those schools only giving partial courses to complete the organization; to interest the commercial teachers of the state in our summer school and the teachers' courses in Stenography and Office Training; Theory and Methods in Writing; Organization and Administration of Commercial Departments in High Schools and other items of value to them.

(4) To get in touch with the State Department for the purpose of ascertaining the qualifications demanded by the government for consular service, and to receive recognition of our preparation here for that work in order that properly qualified candidates might be recommended to the President of the United States for appointment.

The future prospects for increased growth and rapid development of the department are very bright. The interest in the work is spreading rapidly throughout the state and from all indications the enrollment next year will be greatly increased.

New courses are to be added to the present outline just as soon as sufficient instructors are available to offer them. Already the demand is present for additional courses, and it is hoped that the appropriation will soon be adequate to permit the growth of the department to continue unhampered.

The department is in due need of a building large enough to allow expansion and so arranged as to facilitate the carrying on of the work efficiently. A building was planned which would answer the purpose for some time to come and which could be constructed for a comparatively small amount, but at present funds are not available for that purpose. It is earnestly hoped that some convenient adjustment can be made before school opens next fall.
The Summer School of the University has been a special feature ever since its establishment in 1912. Growth, even exceeding that in other departments of the University, has characterized it. Not only from twenty-four out of the thirty-five counties of Montana have students come, but also from seventeen states and counties outside of Montana. The actual attendance in 1914 was about three hundred, besides those enrolled in Correspondence Courses and at the Biological Station. All indications are towards a much larger attendance at the 1915 session, which will be held from June 14 to July 24.

Dr. W. W. Kemp, to whom much of the credit for the success of the Summer School is due, is assisted by a faculty committee composed of Professors Stone, Ayer, and Burleigh. A faculty of about fifty experts, including resident instructors and non-resident teachers, has charge of the work.

The main purpose of the Summer School is to help teachers to increase their efficiency and to work towards degrees. Besides this, however, opportunities are given for specialized work for advanced students, for obtaining credits towards degrees, and for intellectual work in various branches for all people.

The advantages, of course, are numerous, and are not confined to the educational benefits to be gained from the studies and from the use of the library and equipment. The Summer School students enjoy the campus, Missoula, and its surroundings at one of the most beautiful seasons of the year. All forms of recreation are provided for their pleasure. Good times among themselves are no small feature and these are supplemented by lectures and musical and dramatic entertainments. Care is taken that the session will not be a strain on the purses of those who take advantage of it—low rates being secured on the railroads, moderate fees charged, and accommodations provided at cost.

The Summer School is one of the big growing elements in our growing University, and, as such, each new session will exceed the last.